THE EFFECT OF QUICK WRITE STRATEGY ON STUDENTS' ABILITY IN WRITING EXPOSITION TEXT IN THE ELEVENTH GRADE OF SENIOR HIGH SCHOOL 3 SUNGAI PENUH

THESIS

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THESIS

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree in English Education Program

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Assalamu'alaikum Warahmatullah Wabarakatuh

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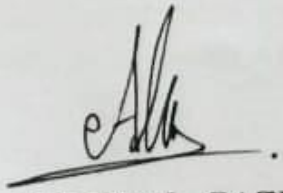

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ABSTRAK

Gazela, Aldera L. 2023. The Effect of Quick Write Strategy on Students' Ability in Writing Exposition Text in The Eleventh Grade of Senior High School 3 Sungai Penuh. Thesis of English Education Program State Islamic Institute of Kerinci. (I) Dr. Suhaimi, M.Pd, (II) Herayati, M.Pd

Di era globalisasi saat ini, kemampuan menulis dengan baik menjadi keterampilan yang sangat penting bagi siswa dalam menghadapi tantangan akademik dan profesional di masa depan. Tulisan eksposisi merupakan salah satu jenis tulisan yang kompleks dan membutuhkan keterampilan khusus dalam menyusun argumen dan mengorganisasikan ide-ide dengan jelas dan koheren. Namun, di Sekolah Menengah Atas (SMA) kelas 11 di Sungai Penuh, seringkali siswa mengalami kesulitan dalam menulis teks eksposisi dengan baik. Penelitian ini menguji pengaruh dari strategi menulis cepat terhadap kemampuan menulis siswa dalam konteks teks eksposisi analitis. Penelitian ini menggunakan pendekatan penelitian eksperimen. Populasi dalam penelitian ini adalah seluruh siswa SMA Negeri 3 Sungai Penuh, dan sampel ditentukan dengan teknik random sampling, yang kemudian terpilih kelas kontrol (XI IPS 2) dan kelas eksperimen (XI IPA 1). Kedua kelas menjalani penilaian pre-test dan post-test, tes yang digunakan adalah tes keterampilan menulis teks eksposisi. Hasil penelitian menunjukkan bahwa kelas kontrol tidak menunjukkan peningkatan yang signifikan dalam keterampilan menulis mereka, karena nilai rata-rata pada kedua tes masuk dalam kategori "kurang baik". Namun, kelas eksperimen menunjukkan peningkatan yang signifikan, dengan skor rata-rata post-test yang dikategorikan "sangat baik". Analisis uji-t mengkonfirmasi signifikansi dari strategi menulis cepat, karena nilai t hitung (12,146) lebih besar daripada nilai t kritis (1,713) pada tingkat signifikansi 0,05. Hasil ini menunjukkan bahwa strategi menulis cepat memiliki dampak positif dan signifikan terhadap siswa di kelas eksperimen, meningkatkan kemampuan mereka dalam menulis teks eksposisi analitis. Temuan ini menyoroti keefektifan strategi menulis cepat dalam meningkatkan kemampuan menulis siswa dan menekankan pentingnya penggunaan metode pengajaran yang efektif dalam meningkatkan kemampuan menulis siswa.

Kata Kunci: Quick Write Strategy, Students' Ability, Writing Exposition Text.

ABSTRACT

Gazela, Aldera L. 2023. The Effect of Quick Write Strategy on Students' Ability in Writing Exposition Text in The Eleventh Grade of Senior High School 3 Sungai Penuh. Thesis of English Education Program State Islamic Institute of Kerinci. (I) Dr. Suhaimi, M.Pd, (II) Herayati, M.Pd

In the current era of globalization, the ability to write well is a very important skill for students in facing future academic and professional challenges. Expository writing is one type of writing that is complex and requires specific skills in structuring arguments and organizing ideas clearly and coherently. However, in Senior High School (SMA) grade 11 in Sungai Penuh, students often have difficulty in writing exposition texts well. This study examines the effect of a speed writing strategy on students' writing ability in the context of analytical exposition texts. This study used an experimental research approach. The population in this study were all students of Senior High School 3 Sungai Penuh, and the sample was determined by random sampling technique, which then selected the control class (XI IPS 2) and the experimental class (XI IPA 1). Both classes underwent pre-test and post-test assessments, the test used was an exposition text writing skills test. The results showed that the control class did not show significant improvement in their writing skills, as the average scores on both tests fell into the "not good enough" category. However, the experimental class showed significant improvement, with the average score of the post-test categorized as "excellent". The t-test analysis confirmed the significance of the rapid writing strategy, as the calculated t value (12.146) was greater than the critical t value (1.713) at the 0.05 significance level. These results indicate that the rapid writing strategy had a positive and significant impact on students in the experimental class, improving their ability to write analytical exposition texts. This finding highlights the effectiveness of the quick writing strategy in improving students' writing ability and emphasizes the importance of using effective teaching methods in improving students' writing ability.

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Keywords: Quick Write Strategy, Students' Ability, Writing Exposition Text.

DEDICATION AND MOTTO

DEDICATION

I dedicate this thesis to my beloved father Muhardi Aret, my beloved mother Herlinawati, and also my younger brother Tegar Fadhillah Sutra, who always prayed, motivated, and poured out infinite love and affection so that the researcher was always eager to complete her education at IAIN Kerinci. Finally, may Allah SWT bless me with knowledge that can be useful for religion, country, and nation. My deepest gratitude to my family for their continuous support and motivation.

MOTTO

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِي خَلَقَ ۝١ خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ ۝٢ ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ ۝٣ ٱلَّذِي عَلَّمَ بِٱلۡقَلَمِ ۝٤ عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ ۝٥

Meaning: (l) Proclaim! (or read) in the name of thy Lord and Cherisher, Who Created, (2) Created man, out of a (mere) clot of congealed blodd: (3) Proclaim! And thy Lord is Most Bountiful, (4) He Who tought (the use of) the pen, (5) Taught man that which he knew not.

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All praise and gratitude be to Allah, giving praise and mercy upon all creatures in the earth, the all wise, the lord of the universe who has given the strength and guidance to the researcher so that the researcher ca finish this thesis. Blessing salutation be upon to our prophet Muhammad SAW, that has brought us from nature's darkness to the light of nature lit as we feel at the moment and as a rule of life of mankind in living life in nature that this mortal.

This, thesis, entitled "The Effect of Quick Write Strategy on Students' Ability in Writing Exposition Text in The Eleventh Grade of Senior High School 3 Sungai Penuh" is intended to fulfil the requirement for achieving the degree Strata 1 at English department of education ad teacher training faculty of IAIN Kerinci. Finishing this thesis was not simple thing at all and the researcher definitely spent a great deal of time but gave me valuable experience. The researcher realizes that this thesis would not have been completed without any contributions, motivations, and supports from many people. So, the researcher would like to express many thanks to the people who have given their time, ideas, motivations and supports:

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12. All of lecturers of the State Islamic Institute Kerinci especially at the English department

The researcher realizes that this thesis is still so far from perfect. However, the researcher has an expectation that this thesis will be useful for everyone who want to study further about Pictionary game. Constructive criticism and suggestions expected from the readers.

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Hopefully it can be useful for the reader, especially for the English Department students. At last, the researcher prays to Allah SWT, may this thesis would be useful and my God bless us. Aamiin.

Sungai Penuh, February 2023

Researcher,

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CHAPTER I

INTRODUCTION

A. Background of the Problems

English is known as an international language used for communication by most people in the world (Ariyanti, 2016:265). National Education Department mentions that English is a foreign language in Indonesia and becomes a compulsory subject at school. It is taught from elementary school up to university. In learning English, the students must learn and master four language skills such as listening, speaking, reading, and writing (Suhaimi et al, 2020:131).

In the current era of globalization, the ability to write well is a very important skill for students in facing future academic and professional challenges. Expository writing is a complex type that requires specific skills in structuring arguments and organizing ideas clearly and coherently. However, in Senior High School (SMA) grade 11 in Sungai Penuh, students often have difficulty in writing exposition texts well.

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One strategy that can be used to improve students' writing skills is the Quick Write strategy. This strategy involves students to write quickly over a set period of time, without paying too much attention to grammar or perfect writing. The purpose of the Quick Write strategy is to improve quick thinking and generate more ideas in writing.

However, although there is evidence that the Quick Write strategy can improve students' writing ability, research on its application in the context of

writing exposition texts at the senior high school level is still limited, especially at Senior High School 3 Sungai Penuh. Therefore, there is an urgent need to conduct research that focuses on the effect of Quick Write strategy on students' exposition text writing ability at grade 11 level.

In view of this shortcoming, this study aims to fill the knowledge gap in the current literature and make a significant contribution to our understanding of the effect of the Quick Write strategy on students' writing ability at the senior high school level. The results of this study are expected to provide valuable insights for teachers in designing effective teaching strategies to improve students' writing ability in the context of exposition texts.

Rather than simply being the act of jotting down thoughts on paper, the writing process also includes research, outlining, drafting, editing, and proofreading (Suhaimi et al, 2020:131). Writing skill is one of the necessary skills used in everyday life by people and writing skill is one of the most popular activities at school because everyday students write something in the classroom such as in the learning process, assignments, and examination. Writing includes creative thinking and relates new information with prior knowledge and it makes new information meaningful (Kademir, 2015:1636).

Writing encourages students to learn and can be assessed easily by the teacher. Additionally, writing can improve learning and foster students in critical thinking. While writing is a process complex, the student must think hard to express their thought, and then the student can represent their mind in writing form. Writing is not only based on the topic without aim but what is

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meant by writing is a continuous activity (Ariyanti, 2016:265). It means before we are going to write something, we must through the process of writing first, so we know what we are going to write on paper needs vocabulary, grammar, punctuation, and elaborate idea. Thus, students do not dare to write something because of the grammatical rules.

Moreover, the teacher taught the students in English learning to expand their English writing with different kinds of text based on their level in school. There is various texts to introduce to the eleventh-grade senior high school, such as narrative text, descriptive text, report text, exposition text, etc. While there are two kinds of exposition text; firstly, hortatory exposition text hitch tends to provide recommendations to the reader. Secondly, it aims to convince and persuade the reader to believe what the writer believes.

Furthermore, in the Syllabus of SMA (Kemendikbud, 2019) in analytical exposition text, students are directed to be able to make an analytical exposition text to state their opinion about a thing in school, village, or their city. It means the students state their opinion to persuade the readers or listeners about the case or the topic. As stated in the Curriculum 2013 syllabus, students should be able to differentiate a social function, text structure, and language features of spoken and written by giving and asking for information related to actual issues suitable with contextual usage. Students must express their opinion about the issue in learning analytical exposition text. To summarize, one of the texts that the eleventh-grade should learn of senior high school students is Analytical Exposition Text. Thus, the students must be able to write

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analytical exposition texts, especially about the actual issues in their school, village, or city. Moreover, writing analytical exposition text for high school students is not as easy as it seems, students face several obstacles.

Based on the results of the researcher's interviews 18 July 2022 with English teacher of SMAN 3 Sungai Penuh, it is known that some students in the school at SMAN 3 Sungai Penuh face difficulties in writing Analytical Exposition Text. Students admitted that students have difficulty determining topics and choosing words to develop their ideas, moreover In the current era of globalization, the ability to write well is a very important skill for students in facing future academic and professional challenges. Expository writing is one type of writing that is complex and requires specific skills in structuring arguments and organizing ideas clearly and coherently. However, in Senior High School (SMA) grade 11 in Sungai Penuh, students often have difficulty in writing exposition texts well.

In writing analytical exposition texts, students must express and explore their ideas, but most students are afraid to put their ideas into written form because they lack vocabulary. So, they cannot think clearly about the topic. According to Mahmudah (2017:85), analytical is a challenging genre because students do not need proper writing skills, but it requires critical thinking.

In addition to the problems mentioned above, the researchers' observations on Monday, December 2, 2022 in class XI IPA1 showed that the teaching and learning process in class was still not optimal, there was no variation. Even though according to Syaripuddin (2019: 39) variation is a very

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important basic skill because it plays a role in overcoming student boredom in learning. the lack of variety in learning makes it difficult for students to write analytical exposition texts, determine topics and arrange their ideas in writing. Furthermore, the material discussed is not diverse, namely only discussing the environment around the school, even though the syllabus of learning materials includes schools, villages and cities.

Therefore, to overcome the problem faced by students, teachers must use appropriate strategies, especially in writing Analytical Exposition Text. One strategy that can be used in teaching writing analytical exposition text to students is the Quick Write Strategy. According to Dough Buehl (2013:168), the quick writing strategy is an intermezzo that is intended while the class begin to respond to their learning. When students express their thoughts and understanding in writing with a short reflection, students make connections regarding themselves in writing by combining new vocabulary into their ideas and concepts. It means the short reflection is to respond in their writing. Besides, the short reflection is used to warm-up students background knowledge related to the topic.

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Moreover, Aorora (2013:245) stated, quick-writes strategy activates learners' experience or background knowledge related to the topic which student should not too worried about spelling, grammar, and organization. This strategy also focuses on students' response or short feedback about the specific topic. Thus, the students be able to write many things without afraid of grammatical structure and help them to elaborate their ideas by writing

anything they know regards to the certain topic.

Research on Quick write strategy has actually been done by several previous researchers, such as Amatullah (2017) with the title The Effect of Quick Write Strategy on Students' Writing Achievement" A Study of Seventh Grade Students of SMPN 3 Payakumbuh 2015/2016 Academic Year). Ramadhani (2015) The effect of quick writing technique on students' writing ability at grade VIII MTs N 2 Padangsidimpuan.

Although related research has been carried out, it has not been able to fully describe the Quick Write Strategy, especially on the students' ability to write exposition texts. For this reason, it is very necessary to do this research so that later it can be a consideration for teachers in choosing the appropriate strategy in teaching writing exposition text. Based on the explanation that has been described in the background above, the researcher is interested in conducting research with the title: "The Effect of Quick Write Strategy on Student's Writing Exposition Text at the Eleventh Grade of Senior High School 3 Sungai Penuh Academic Year 2022/2023"

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B. Identification of the Problem

Based on the background there are some problems faced by students of SMAN 3 Sungai Penuh in writing exposition text, those problems are as follows:

1. Some students in the school at Senior High School 3 Sungai Penuh face difficulties in writing Analytical Exposition texts.
2. Students have difficulty determining topics and choosing words to develop

their ideas.

3. Most students are afraid to put their ideas into written form because they lack vocabulary. So, they cannot think clearly about the topic.
4. In addition, the teaching and learning process in class was still not optimal, there was no variation of teaching, media, and material.
5. The material discussed is not diverse, namely only discussing the environment around the school, even though the syllabus of learning materials includes schools, villages and cities.

C. Limitation of the Problem

Researcher limited this research to investigate "The Effect of Quick Write Strategy on Student's Writing Exposition Text at the Eleventh Grade of SMAN 3 Sungai Penuh Academic Year 2022/2023".

D. Research Question

Based on the background of the problem and the limitations of the problem, it can be formulated a research question: Is there any signifikan Effect of Quick Write Strategy on Student's Writing Exposition Text at the Eleventh Grade of Senior High School 3 Sungai Penuh Academic Year 2022/2023?

E. Objective of the Research

The objective of this research is to discover empirical evidence about "The Effect of Quick Write Strategy on Student's Writing Exposition Text at the Eleventh Grade of Senior High School 3 Sungai Penuh Academic Year 2022/2023"

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F. The Significance of the Research

The significance ofthis research are as follows:

1. Theoretical Benefits

The results of this study are expected to provide new knowledge about the use of the Quick-Writes Strategy in teaching writing exposition texts to high school students and increase knowledge about the impact of the quick write strategy on the ability to write expository texts. Thus, it is hoped that the English teacher can apply this strategy in carrying out the learning process. In addition, it can be used as material for evaluation and development of English learning so that it is expected to be more suitable in meeting student needs.

2. Practical Benefits

   a. For students, the researcher hopes that the Quick-Writes Strategy will have a substantial impact on students' ability to produce Analytical Exposition Text by facilitating the development of their thoughts into paragraphs and essays.

   b. For the teacher, the researcher expects that using the Quick-Writes Strategy will help the teacher and provide resources for teaching English in the classroom, particularly for teaching writing. This tactic might help pupils warm up their writing or topic-related ideas.

   c. For Other Researchers, this research is expected to be additional information for future researchers who will conduct research about the effect of quick write strategy on students' writing exposition.

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G. The Definition of Key Terms

1. Writing

   Writing attempts to link ideas, feelings, and thoughts in written form, writing has to deal with ordered processes of movements and thoughts, and writing is a progress of stating the ideas and thoughts of the author which uses the knowledge of the organization and vocabulary to merge the author's ideas to communicate.

2. Analytical Exposition Text

   Analytical Exposition Text is a text that informs an explanation about a specific subject in which one of the texts that used to express arguments about something.

3. Quick Write Strategy

   Quick Write Strategy is a strategy where students can start writing without focusing on grammar. Quick Write is determined in a short time so that students are able to collect their thoughts related to their learning. Next, a quick writing strategy can be used at the beginning, middle, and end of learning to know their understanding of the material. In addition, fast writing strategies can improve students' fluency in writing. This strategy stimulates background knowledge of students related to the topic, so it can help connect it with existing knowledge.

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H. Hypothesis

The hypothesis of the research is formulated as follows:

Ho : r = 0, There is no significant effect of quick write strategy on student's

writing exposition text at the eleventh grade of Senior High School 3 Sungai Penuh academic year 2022/2023.

Ha : $r \neq 0$, There is any significant effect of quick write strategy on student's writing exposition text at the eleventh grade of Senior High School 3 Sungai Penuh academic year 2022/2023.

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CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of Related Theories

1. Writing

a. Definition of Writing

Writing is not just putting words on paper. Writing, according to Harmer (2008:98), is the process of constructing meaning from text. According to her, when someone writes anything, the meaning is generated by fusing past knowledge and experience, information from the text, the reader's position in relation to the text, and communication that was either instantly recalled or expected through social encounters. Rather than simply being the act of jotting down thoughts on paper, the writing process also includes research, outlining, drafting, editing, and proofreading (Suhaimi et al, 2020:131).

Moreover, Usman (2016:3) states that writing is a medium for communication that represents language and is used to communicate opinion, thoughts, and feelings. Writing serves a variety of purposes beyond simply expressing ideas and thoughts. Writing is a planned sequence of actions and ideas because it attempts to link thoughts, feelings, and ideas in written form. Additionally, writing is one of the critical talents that students must master, according to (Weigle, 2002:1). Writing proficiency is crucial for academic settings, professional settings, and interpersonal relationships in the global society.

Writing is an essential skill since it allows students to convey the writer's

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intention. Additionally, writing is a skill that learners should acquire since it helps them communicate their ideas to others clearly. In Sabaruddin (2019:37), Sharples claims that writing is a kind of communication that fosters intellectual development and enables us to express our thoughts, feelings, and ideas.

Writing, according to Oshima and Hogue (1997:2), is a progressive activity. It implies that prior to writing things down, the author has already considered what to say and how to say it. After you're done, look over what you wrote and make any necessary modifications. As a result, writing is a process that involves several phases rather than a single action. Futhermore, according to Rivers (1981:291) writing is harder than speaking since it involves communicating into space, there isn't much time to consider and develop it during face-to-face contact.

Writing needs some process of thinking. By knowing the process of writing, students can develop their ability to create a good written text. According to Brown (2004:335), writing is a creative process that involves thinking, drafting, and rewriting steps, all of which need for specific knowledge. Students must first consider the subject or concept on which they will base their essays. Students can then arrange and make revisions for the final output after having generated their thoughts and creating a draft for their writing. The Monaghan (2007:1-2) Thinking on paper is what writing is. Writing is crucial for kids because it allows them to express their thoughts and ideas in their own words. Students want to use writing to communicate thoughts, feelings, desires, and information.

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Furthermore, Harmer (2004:33) Composing is usually helpful as a warm-up for another activity, especially when students utilize it to introduce conversation activities by writing phrases. This provides students time to develop ideas rather than requiring them to express viewpoints quickly and fluently, which many find challenging and unpleasant, especially at lower levels. It indicates that writing is a creative activity that helps pupils develop their ability to come up with ideas that can be used in writing. It might benefit and enhance pupils' writing.

Writing is a talent that is necessary in numerous situations throughout life, according to Bowker (2007:2). You may, for instance, contact a buddy or keep a daily journal entry in which you reflect on what happened. It implies that composing an email or a journal entry is a viable option for someone who has a lot of troubles or wants to describe what happened. According to Langan (2004:11), writing is a talent that can be mastered with effort, much like driving or word processing. You have the option to learn how to write. That is all there is to it. If you concur, you are prepared to learn how to write effectively. Some do, while others don't. They never genuinely attempt to learn to write because of this notion, and as a result, they never do.

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Huges (1989:87) declare that writing demonstrates the capacity to communicate in a way that fully satisfied the reader. It has a wholly logical organizational structure that makes it easy to understand the messages. Arguments are successfully tied to the experience or viewpoints by being given in an engaging manner with the essential ideas being prominently shown and

clearly introduced with fully convincing supporting evidence. Errors in vocabulary, spelling, punctuation, or grammar can be found, and the writing demonstrates a mastery of the language systems with all necessary precision.

Based on the description of writing provided above, the researcher comes to the conclusion that writing is a challenging activity that calls for intense focus and familiarity with the subject matter. However, anyone may learn to write by doing a lot of practice exercises and reading a lot of books to get writing inspiration. Writing is a technique to explore ideas, present arguments, convey emotions, and think and feel in the form of phrases. This linguistic ability is utilized to write to other people.

b. Purpose of Writing

Barton (2013:1) discusses the various purposes of writing. Writing serves multiple functions, each aimed at achieving a specific objective. The following purposes are commonly observed:

First, writing is used to explain. When explaining a topic, writers often utilize generalizations to provide an introductory overview that helps readers understand the subject matter. Second, writing is employed to inform. Informative writing aims to deliver concise, factual, and unbiased information about a particular subject. Its objective is to present facts and details in a clear and objective manner. Third, writing serves the purpose of persuasion. Persuasive writing seeks to sway the reader's opinion and encourage them to adopt the writer's viewpoint. It often begins with a strong argument and utilizes various techniques to convince the audience. next, writing is used for reporting.

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In this context, authors present a series of stories or accounts, usually centered around discoveries or findings. The reports typically start with a broad statement and then delve into specific, technical details to support the claims made.

Fourth, Expressing Creativity: Writing allows individuals to express their creativity and imagination. It provides a platform for exploring ideas, creating fictional worlds, and crafting engaging narratives. Whether it's through poetry, short stories, or novels, writing can be a means of artistic self-expression. Fifth, Recording History: Writing has played a crucial role in documenting human history and preserving knowledge. From ancient civilizations carving inscriptions on stone tablets to contemporary historians chronicling events in books and articles, writing enables us to record and pass on information across generations. Sixth, capturing Personal Experiences: Writing serves as a tool for personal reflection and capturing individual experiences. Journals, diaries, and memoirs provide a way to document thoughts, emotions, and significant moments, allowing individuals to process their experiences and create a personal record of their lives.

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Seventh, facilitating Communication: Writing is a fundamental mode of communication, especially in situations where direct interaction is not possible or practical. It enables people to exchange information, ideas, and opinions across time and space. From emails and letters to online messaging and social media posts, writing facilitates effective communication in various contexts. Eighth, entertaining and Engaging: Writing can entertain and engage readers

through storytelling, humor, and engaging content. Fiction, plays, screenplays, and other forms of creative writing captivate audiences, transporting them to different worlds, evoking emotions, and providing an enjoyable experience.

Ninth, inspiring and Motivating: Writing can inspire and motivate individuals to take action or make positive changes. Whether through motivational speeches, self-help books, or inspirational articles, writing has the power to encourage, uplift, and empower readers to pursue their goals and aspirations. Lastly, Building Connections and Communities: Writing can foster connections among individuals, creating communities around shared interests or causes. Online forums, blogs, and social media platforms provide spaces for people to come together, share ideas, and engage in discussions, contributing to the growth of knowledge and collective learning.

Based on the explanation above can conclude that the purpose of writing consists of three purposes, they are: to explain, to inform, to persuade, and to report.

c. The Process of Writing

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Before it may become a finished product, writing must go through a process. Additionally, writing requires a sequence of steps to create and improve it till the final output is perfect. Consequently, when teaching writing, the teacher should walk students through the process step-by-step. According to Harmer (2012:128), there are four steps of writing, it can be seen in the following figure.

Figure 2.1
Harmer's Theories of Writing Proccess

The figure of Harmer's theories of writing process can be describe as following.

1. Planning, a writer should pause before beginning a piece of writing, choose the right words, and make notes. Additionally, the writer should consider the audience for whom they are writing.
2. Drafting, at this point, the author can start composing the piece's first draft.
3. Reviewing, at this stage, the author starts to evaluate the initial manuscript.
4. Editing comes last; the writer edits her work before submitting it for publication.

Hamer's theories about writing process can conclude that the process of writing including some steps, they are planing, drafting, reviewing and editing.

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d. The Type of Writing

In writing, there are types of writing, such as: personal writing, academic wiring, etc. According to H Douglas Brown (2004:219) there are some genres of writing:

1. Academic writing, such as theses, dissertations, and journals with an academic concentration.
2. Job related writing, such as manuals, emails, and advertisements.
3. Personal writing, including reminders, invitations, shopping lists, and journals.
4. Exposition explains what a specific mind knows, believes, or thinks. Exposition is rationally put together. Cause and effect, less or more, positive or negative, generic or specific, assertion or denial, are the organizing principles. Connectives like thus, nevertheless, and so, besides, but, not only, and more importantly, in fact, are used to indicate its movement.
5. Description, which deals with perceptions—most often visual perceptions—is important. To arrange what one sees into a significant pattern is its main challenge. The pattern, in contrast to the logic of exposition, is spatial: above or below, before or after, to the right or left, and so on.
6. Narration is the telling of a tale through a succession of connected occurrences. Its challenges are to show the significance of the events and to order them in a chronological order.

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7. Persuasion, which aims to influence readers' beliefs or ways of thinking It typically addresses contentious subjects and frequently employs an argumentative style, supporting it with facts or logical reasoning. Satire is another kind of persuasion that mocks foolishness or evil, sometimes gently and other times overtly and harshly. Finally, eloquence, which appeals to ideas and lofty impulses, can be used to persuade.

Based on the explanation above can conclude that, the type of writing consis of academic writing, job related writing, personal writing, exposition, description, narration, and oersuation. In this research researcher will investigated exposition writing skill of student who thauht by using Quick Write Strategy and without Quick Write Strategy.

e. Aspect of Writing

Weigle (2000:243) state there are several aspects that are the focus of the assessment of writing skills, namely: the use of vocabulary, grammar, content, organization, coherence, and mechanic. According to Brown (2003:219) there are five aspects of writing, they are:

1. Content

   Content refers to the substance or information conveyed in a piece of writing. It involves the ideas, arguments, facts, and details that are presented in a coherent and meaningful manner. The writers' capacity to develop their thoughts through creative thought is evident.

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2. Organization

Organization refers to the structure and arrangement of ideas in a piece of writing. It involves the logical sequencing of paragraphs, the use of cohesive devices to connect ideas, and the overall flow and coherence of the writing. The writer's ideas are expressed fluidly, logically, and sequentially, and they are well articulated or reinforced by supporting paragraphs.

3. Vocabulary

Vocabulary refers to the choice and use of words in writing. It involves the selection of appropriate and precise words to convey meaning, express ideas accurately, and create a desired impact on the reader. The writers use many different phrases and idioms to express their thoughts, attitudes, and feelings. They can also employ the proper term, including prefixes, suffixes, and idioms.

4. Language use

Language use: Refers to the grammatical and syntactical aspects of writing. It involves using correct grammar, sentence structure, verb forms, and other language conventions to communicate effectively and clearly. The essential agreement between sentences, tenses, numbers, word order, and function may be used by authors. Pronouns, prepositions, and articles.

5. Writing mechanics

Writing mechanics refers to the technical aspects of writing, including

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punctuation, spelling, capitalization, and formatting. It involves using these mechanics correctly and consistently to enhance readability and convey professionalism in the writing. Including accurate spelling, punctuation, capitalization, and paragraphing.

Based on the explanation above, it can be said that there are five important aspects that need attention in writing, these aspects include content, organization, vocabulary, language use, and mechanics. In this research, those aspects will use as indicators of writing tests for analytical exposition text.

2. Analytical Exposition Text

a. Definition of Analytical Exposition Text

Analysis Exposure One of the texts used to make arguments about anything is a text that informs explanation about a certain subject. This text is typically seen in newspapers, magazines, etc. Analytical exposition, according to Refnaldi in Irwan (2018:170), is an essay in which there is an argument on the occurrence of something. It implies that students can defend their viewpoints in relation to the suggested topic using facts.

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Additionally, analytical exposition texts express the writer's viewpoint on a current occurrence. According to Djuharia in Amilia (2016:3), an analytical exposition text is an argumentative essay in which the writer expresses his or her views, ideas, or opinions for the audience on a situation that calls for evidence to persuade the audience. As a result, analytical exposition is employed to convince the reader or listener and present the writer's perspective on the subject at hand.

According to Gerrot and Wignel (1998), Analytical exposition is a genre that provides a societal purpose by convincing the audience member that something is the case. In addition, Cahyono (2009), states that Analytical exposition is a sort of spoken or written communication that is designed to persuade listeners or readers of something. The writer provides certain arguments or facts as the essential reasons why something is the case to prove the point that something is vital.

An analytical exposition text is one that discusses something that happened in society. The authors provide their thoughts on the phenomena that will be explored. According to Refnaldi (2010:217), an analytical exposition essay is "the essay that argues that something is the case." Furthermore, according to Priyana et al (2008:58), "analytical exposition provides or suggests a certain theme, which may merely be pro or contra, or both." The issue that will be discussed should be a recent occurrence. Untoro (2016:32) agrees, stating that "the issue should be relevant to recent and serious problems that have occurred and need to be examined." Furthermore, according to Kartini and Farikah (2015:556), analytical exposition offers facts, concepts, or topics in order to enlighten and convince the audience.

Thus, based on the definition of analytical exposition given above, can conclude that analytical exposition is the text that contains an argument linked to the topic at hand. Furthermore, the writer elaborates their arguments with their views, opinions, or thoughts, which are supported by evidence, fact, or real data.

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b. Social Function of Analytical Exposition Text

The social function of analytical exposition is to persuade the reader of the writer's point of view on a certain topic. According to Kartini and Farikah (2015:556), the social role of analytical exposition text is to persuade the reader that something is the case. Furthermore, according to Refnaldi (2010:217), "the objective of this work is to provide acceptable and plausible reasoning." Furthermore, Dahler and Toruan (2017:53) claim that the objective of an analytical exposition text is to persuade readers or listeners by offering arguments that explain why something is the way it is. Based on the remarks of the experts, the writer might conclude that the social role of analytical exposition text is to provide arguments about the issue.

Based on the explanation above can conclude that the purposes of analytical exposition text are: to attract the reader's or listener's attention; and to analyze the topic and invite the reader to believe the writer's opinion, which is supported by the argument.

c. Language Feature of Analytical Exposition Text

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The language features of an analytical exposition text are divided into many sections. According to Priyana et al. (2008:58), frequent grammatical patterns in analytical exposition text include:

1) General nouns, e.g. *ears*, *zoos*;
2) Abstract nouns, e.g. *policy, government*;
3) Technical words, e.g. *species of animals*;
4) Relating verbs, e.g. *it is important*;

5) Action verbs, e.g. *we must save*;
6) Thinking verbs, e.g. *many people believe*;
7) Modal verbs, e.g. *we must preserve*;
8) Modal adverbs, e.g. *certainly we must try*;
9) Connectives, e.g. *firstly, secondly*;
10) Evaluate language, e.g. *important, significant, and valuable.*

Moreover, Yessi (2018) states that the language feature of analytical exposition text are: focusing on generic human and nonhuman participants. e.g.: car, pollution, leaded petrol. It also uses mental processes. It is useful to state what the writer or speaker thinks or feels about something. For example, realize, feel, etc. It uses emotive and evaluative word. Besides that, it usually uses simple present tenses. Next, using enumeration. Sometimes, that is not enough to make a good instruction just using imperative form of basic structure. However, to make it better and easy to follow like, after that, then, next, finally, lastly, etc. the last one, is using causal conjunction, such as in addition, furthermore, however, therefore.

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Bashir (2014:49) states language features in analytical exposition text as follows:

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1) In analytical exposition text, generally use descriptive persuasive;
2) Use emotive connotation to emphasize viewpoint of the writer. The words can be positive or negative;
3) Use an appropriate word such as use thesaurus. For example; instead of using *"bad"* use *appalling, unfavorable, ghastly, terrible;*

4) Use the present tense for example *lion live; I eat; cheetahs run;*
5) Use mental verbs for example *I believe; I prefer; I agree; I doubt; I disagree;*
6) Use saying verbs for example *people say; it is said; research indicates* and so on;
7) Use connecting words to make the arguments logic such as *additionally; furthermore; moreover; likewise; in addition; not only; also* and so on;
8) Use casual conjunction to point out a cause or reason of what is being stated. For example, *because; despite; due to; for that reason; in that case; even though; yet; otherwise,* and so on;
9) Use words that express the author's attitude to confirm. For example, *frequently, will, must, may, usually, typically, habitually, commonly, doubles,* and so on;
10) Use persuasive techniques: Use generalization to support the argument of the writer, use evidence and facts such as using research, quotes, and expert opinion, and use overstatement to make the issues appear better.

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Based on the explanation above can conclude that the language feature of Analytical Exposition Text consists of grammar, focusing on generic human and nonhuman participants. Moreover, an Analytical Exposition Text generally uses descriptive persuasive, and emotive connection to emphasize the viewpoint of the writer.

d. Generic Structure of Analytical Exposition Text

Refnaldi (2010:217) states the generic structure of an analytical exposition text is stated by It is made up of three parts: the thesis, the arguments, and the writer's reiteration. It can be explained as follows:

1. Thesis statement (Introduction), the thesis statement expresses the writer's stance on a topic that will be covered and explains what the writer is concentrating on. This is mentioned in the opening paragraph.
2. Argument + elaboration, the next paragraph contains the supporting elements that back up the thesis statement. The writer backs up the thesis statement with arguments concerning the issue.
3. Reiteration of Thesis Statement (Conclusion), the last section is a writer's reiteration that emphasizes the thesis statement from the first paragraph and makes a conclusion.

Based on the explanation above the following is an example of an analytical exposition text-based generic structure.

Table 2.1
Example of Analytical Exposition Text Based on Generic Structure

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Banning of Motorbike is Necessary in Hosing Area	
Generic Structure	**Text**
Introduction (thesis statement)	Motorbikes are nuisance and a cause for a great distress. Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons; cause of reasonable amount of noise, air pollution, disease, and accidents.

Argument 1 + elaboration	First of all, I would like to point out that motorbikes are major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for the environment. Consequently, long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).
Argument 2 + elaboration	Secondly, according to a report from BBC News Channel, motorbikes are also responsible for causing disease such as bronchitis, cancer and are major trigger of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009)
Argument 3 + elaboration	Furthermore, motorbikes create so much noise. There is *„vroom vroom"* noise everywhere. It is extremely difficult to sleep. Parents with infants find it extremely challenging. The moment their babies fall asleep, one or another motorbike passes by and the baby wakes up. It is also arduous for children to concentrate on their homework. Experts are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in children and adults (Fields, 1993).
Argument 4 + elaboration	Finally, motorbikes are responsible for horrible accidents. In some cases, there are deaths. Motorbike raiders go so fast that they are unable to stop on time thus they end up hitting other people or animals. Many times a lot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road (Fields, 1993).
Conclusion (Reiteration of thesis statement)	In conclusion, from the arguments above, I strongly believe that motorbikes should be banned from housing areas.

Source: ***Basir, (2014)***

3. Quick Write Strategy

a. Definition of Quick Write Strategy

Quick-writes are a strategy used to assess pupils' prior knowledge or understanding of a topic linked to the material. This approach is used in the classroom to assess students' learning. According to Buehl (2014:168), quick

write is an intended gap for learners to reply to their learning during a class break. This strategy allows students to develop background knowledge about the material. Furthermore, Moore in Aorora (2013:245) states the quick-writes approach is a wonderful way to emotionally prepare learners to incorporate new content by asking them to take and write past learning material. Furthermore, quick-writes are a strategy that allows students to begin writing without focusing on grammar.

Based on the definition above can conclude that Quick Write is set with a short time limit so that students may assemble their thoughts relevant to their study. Furthermore, a quick-writes technique might be employed at the start, middle, and conclusion of the learning to determine their comprehension of the topic. A quick-write method can also help students improve their writing fluency. This technique promotes students' background knowledge about the issue, which can aid in the linkage of new and existing information.

b. Procedure of Quick-Writes Strategy

There are various procedures to take before implementing this strategy in the classroom. Kucer and Silva (2008:169) state as follows:

1) Into

The teacher explains to the students that the goal of a rapid write approach is to help them identify ideas in writing and to persuade them that this method elaborates the writer's notion.

2) Through

- The teacher instructs the students to begin writing anything they know

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about the topic.

- If students are having difficulty thinking, the teacher instructs them to write "I cannot think of anything to write" until their thoughts arise.

3) Beyond

- Students get the opportunity to discuss the thoughts that they have investigated in their Quick writes.
- The students consult with the teacher if they are having problems deciding what to write next, or if they are having difficulty thinking of a topic to write about and expressing their views. It may encourage students to participate in this technique.

Furthermore, Buehl (2014:168) the following technique for employing a quick-writes strategy:

1) The teacher informs the students of the time (mostly the teacher arranges the time is about one or three minutes)
2) The teacher expected students to be able to write quickly and to devote their whole class time to writing.
3) Learners quickly grasp their thoughts as they relate to their obligations in the writing prompt.
4) The teacher asked that the students share their writing with their seatmates.

Due to the limited time available, students are unable to contemplate and postpone before beginning to write, and they are required to begin writing immediately. Based on the explanation above, the writer selects the Kucer and Silva theory for use in this research.

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c. Advantages of Quick Writes Strategy

According to Kucer and Silva (2008:169), the following are the advantages of employing the rapid write strategy:

1) Students should be able to investigate various topics in class.
2) Students were encouraged to focus on one topic and write about anything they know about that issue.
3) This strategy helps them when they are unable to think of what to write.
4) This strategy assists students in writing their assignments more easily since it allows students to write anything and grasp the topic they chose.

B. Review of Related Research

The relevant research contains a systematic description of the results of previous research (prior research) on the issues to be studied. This means that relevant research is used to explain differences or strengthen the results of research with existing research. So, in this research, the relevant research is the thesis and scientific journals:

Pohan (2017) the purpose of the study was to compare the Quick-Write Strategy and Indirect Feedback on the Students' Ability in Writing Descriptive Text at MAS Ponpes At-Taufiqurrahman Labuhan Batu Utara in Academic Year 2016/2017. Her study's sample comprised of two classes of 27 and 25 pupils, respectively. For her work, the researcher employed experimental research and quantitative methods. To gather data, the researcher employed a written test, and to evaluate the data, the researcher used the t-test. Her investigation revealed that Ho was rejected whereas Ha was accepted. It was

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determined that the Quick-Write technique for teaching-learning was more successful.

Additionally, Saliyah (2013) did research about The Effect of Using Quick-Writes on Students' Writing Ability in Descriptive Text at Eight-Grade Students of SMPN 1 Bandar Petalangan Kabupaten Pelalawan. Her investigation was designed in a quasi-experimental manner. The study's sample size was 40 second-year students. For her investigation, the researcher employed cluster sampling. The data was collected via a test by the researcher. The researcher utilized the t-test in SPSS 16.0 to evaluate the data. The result revealed that 2.02 5.498 > 2.72.22. It suggests that employing the Quick-Write Strategy had a considerable influence on students' descriptive text writing ability.

The prior study was carried out by Aorora (2013) in her research's goal was to determine senior high school students' reading comprehension by employing a quick-write approach in teaching reading comprehension. Her research employed a qualitative approach. The study's goal was to introduce instructors to an approach for teaching reading comprehension in senior high school. In her research, the instructor employed pre-teaching, while-teaching, and post-teaching activities. The researcher then utilized a topic-related image. The instructor employed pre-reading and post-reading in her study to determine the study's outcome. Before the pupils read the material, she requested them to complete a brief essay about the issue.

Based on previous related research, there are similarities and differences

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with the current research. the similarity of the research conducted by Pohan (2017) with the research that the researchers are currently conducting is that they are both researching the use of the qcik-write strategy and what becomes the GAP is the focus of the research, in which Pohan (2017) focuses on the skills of writing descriptive text while the researcher focuses on on the ability to write analytical exposition text, further differences are also in location and research subjects where Pohan (2017) researched the MAS Islamic Boarding School At Taufiqurrahman Labuhan Utara while researchers researched at Senior High School 3 Sungai Penuh 3 Sungaipuh. The similarities between Saliyah's research (2013) and the research that the researchers are currently conducting are that they both see the effect of using the quick-write strategy on writing ability, and what becomes the GAP is the focus and research subject where the focus of Saliyah's research (2013) is the ability to write descriptive text with the research subjects being junior high school students while the current researcher focuses on writing analytical exposition text skills with the research subjects being Senior High School 3 Sungai Penuh students. the use of a quick-write strategy, while GAP or the difference is in the focus of research where Aurora (2013) focuses on reading comprehension, while researchers are currently focusing on the analytical writing skills of Exposition text students of Senior High School 3 Sungai Penuh .

C. Conceptual Framework

Analytical Exposition Text is one of the materials taught at the high school level, this is in accordance with the syllabus issued by the Ministry of

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Education, and one of the competencies that students must master is the ability to write. In this study, the class is divided into experimental class, namely the class that is taught with quick writes strategy and the control class which is taught conventionally. This study aims to determine the Effect of Quick Write Strategy on Student's Writing Exposition Text at the Eleventh Grade of Senior High School 3 Sungai Penuh Academic Year 2022/2023. The conceptual framework in this study can be seen as follow:

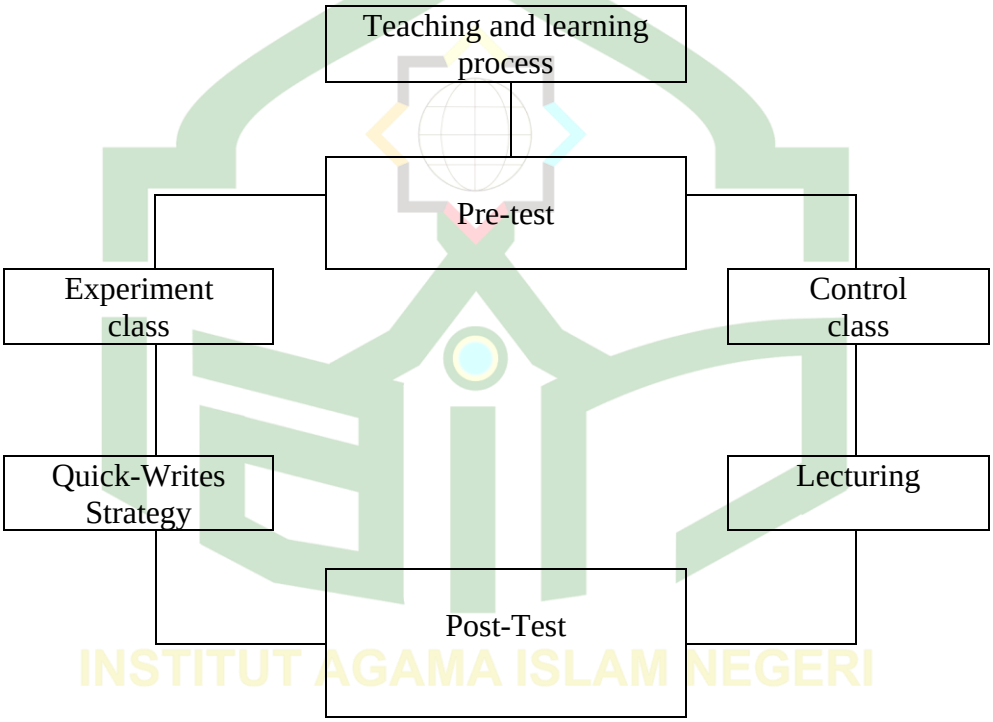

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Figure 2.1
Conceptual Framework

Based on the conceptual framework above, the researcher will teach in two classes, namely the experimental class and the control class. However, before teaching activities, the researcher first gave a post-test to write analytical exposition text in both classes, the aim was to find out the students' initial abilities before being treated. the treatment is the experimental class using the

quick write strategy in writing analytical exposition text while the control class does not use this strategy. after the treatment, the next step is to give a post-test to both classes to find out the effect of using the quick write strategy on students' writing analytical exposition text skills.

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CHAPTER III

RESEARCH METHOD

A. Research Design

The kind of this research was Quasy Experiment research. Gay (2011:250) states that experiment research is the only type of research that can test hypotheses to establish cause-effect relation. Creswell (2012:626) states that quantitative is an inquiry approach useful for describing trends and explaining the relationship among variables found in the literature. The researcher has to specify narrow questions in conducting the inquiry, locate or develop instruments to gather data to answer the questions, and analyze numbers from the instruments, using statistics. From the results of these analyses, the researcher interprets the data using prior predictions and research studies. The final report, presented in a standard format, displays researcher objectivity and lack of bias. Based on the definition above this research was investigated the Effect of Quick Write Strategy on Student's Writing Exposition Text at the Eleventh Grade of Senior High School 3 Sungai Penuh Academic Year 2022/2023.

Experiment class will teach by using Quick Writes Strategy and on the experiment class without Quick Writes Strategy (Lecturing Strategy) before and after treatment both of the classes will get a test to know student skills in writing analytical exposition text.

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E_e	O_1 Pre-Test	X_1	O_2 Post-Test
C_c		X_2	

Figure 3.1
Design of the Research

Note:

E_e: Experimental class

C_c: Control class;

O1: Pre-Test was used to know the students' prior knowledge.

X1: Quick Writes Strategy

X2: Lecturing Strategy

O2: Post Test

B. Population and Sample

1. Population

According to Gay (2009:301), population is group of interest to the researcher, the group to which she or he would like the result of study to be generalizable. The population of this research is all Eleventh Grade Students of Senior High School 3 Sungai Penuh Academic Year 2022/2023. The population consists of 72 students into four classes. The total number of the population can be seen on the following table.

Table 3.1
Population of the research

No	Class	Female	Male	Total Number
1.	XI IPA 11	9	9	18
2.	XI IPA 12	10	8	18
3.	XI IPS 1	7	11	18

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4.	XI IPS 2	5	13	18
	Total Number			**72**

Source: *Document of Senior High School 3 Sungai Penuh, 2022.*

2. Sample

Gay (2009:301) defined sampling as the process of selecting a number of individuals for a study in such a way that the individuals represent the large group from which they are selected. The number of samples in this research is 36 students. The sample consists of 18 students from the experimental class and 18 students from the control class, both are determined by using the *cluster random sampling technique*, where the researcher put class name pieces of paper in a box and then selected two, the first was selected XI IPA 11 as Experiment Class and the second one XI IPS 2 as Control Class.

C. Research Variable

This research consists of two variables, namely the independent variable and Independent Variable.

1. Independent Variabel (X)

An Independent variable in this research is the Quick Writes Strategy implemented by the researcher in teaching and learning Analytical Exposition Text in the experiment class.

2. Independent Variabel (Y)

The dependent variable in this research is the student's ability in Analytical Exposition Text in the control class.

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D. Technique of Data Collection

Data collection techniques in this research are by using writing tests. Brown (2003:2019) define the writing test as any examination modeled to sample and gauge writing abilities, that can are inclusive of the motor function of writing, grammar, content, and spelling. This method is used to get data about scores of the pre-test and post-test that were given to the experiment class and control class. The score will be measured based on the rating. Kind of test that will be used in this research is the writing test. It consists of pre-test and post-test.

Pre- test, before the teacher teaches new material by using the Quick Writes strategy in experiment class and the Lecturing strategy in control class, the teacher will give a test to the students. The pre-test will be given to the experiment class and the control class to know the students' prior knowledge for both classes. Post- test, post-test will be held to the experiment class and the control class after receiving treatment. The test will be given in order to know the students' comprehension of vocabulary mastery.

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E. Steps in Conducting a Research

Generally, research procedures are illustrated in the teaching activity, teaching activities in each class consist of Pre-Activity, Whilst Activity, and Post-Activity. Teaching activities that will be used by the teacher are different in each class. In the experimental class, the researcher will use Quick Write Strategy, and in the control, the class uses the lecturing model. The learning activities in the experimental class and the control class can be described in the

following table.

Table 3.2
Teaching Activity

Experiment Class	Control Class
1. Pre-Activity (10 minutes) a. Greetings b. The teacher asked the student condition, "How are you today?" etc. c. Teacher checked the attendance of students. 2. Whilst Activity (70 Minutes) a. The teacher explains the material (Exposition Text) for about 45 minutes) **Quick Write Strategy:** **Make an analytical exposition text** b. **Into:** The teacher explains to the students that the goal of a rapid writing approach is to help them identify ideas in writing **(***Planning)* or determine the topic) about 5 Minutes. *c.* **Through** After students get the topic of their analytical exposition text, the teacher instructs students to start writing analytical exposition text (*Drafting)* for about 15 minutes. d. **Beyond** Students discuss what they have written, include in *Editing*, or start *planning* again with another topic or doing the *final Version* and if there are no further improvements, the analytical exposition has been completed. It is done in about 5 minutes.	1. Pre-Activity (10 Minutes) a. Greetings b. The teacher asked the student condition, "How are you today?" etc. c. Teacher checked the attendance of students. 2. Whilst Activity (70 minutes) a. The teacher explains the material (Exposition Text) for 15 minutes b. Give exercises to make expositional text **Make an analytical exposition text** c. *Planning* The teacher explains the topic that will be the focus of the analytical exposition text (school, village, city) for about 5 minutes. d. Drafting The teacher instructs students to start writing analytical exposition text (*Drafting) for* about 30 minutes. e. *Editing* The students check or make editing of their analytical exposition text about 20 minutes. after the time is over, students are asked to collect their exercises, The

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The results of student work will be assessed by the teacher and will be distributed at the next meeting 3. Post-Activity (10 minutes) a. Closing: teacher and students make a conclusion of the topic	results of student work will be assessed by the teacher and will be distributed at the next meeting 3. Post-Activity (10 minutes) Closing: teacher and students make a conclusion of the topic

In teaching writing exposition text at the eleventh grade of Senior High School 3 Sungai Penuh academic year 2022/2023 researcher will use the following material in accordance with the syllabus.

Table 3.3
Teaching Material

Meeting	Material
1. First Meeting	The Analytical Exposition Text About School
2. Second Meeting	The Analytical Exposition Text About Village
3. Third Meeting	The Analytical Exposition Text About City
4. Fourth Meeting	Discipline at School
5. Fifth Meeting	Save the forest in my village
6. Sixth Meeting	Don't Try Drug

Source: Syllabus Senior High School 3 Sungai Penuh

F. Instrument of the Research

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The kind of test that will be used in this research is the writing test. Brown (2003:2019) define the writing test as any examination modeled to sample and gauge writing abilities, that can are inclusive of the motor function of writing, grammar, content, and spelling. Next, to avoid the subjectivity of the assessment, in this research there were three raters who assessed the students' analytical exposition text. The Ratter has the prerogative to give an assessment based on his opinion based on the score scale. So, each rater will certainly have

their own considerations and reasons for giving a score, and it is entirely their right and cannot be contested by the other.

The instrument that will be used in this research is adapted from Brown Brown (2003:219) it can be seen in the following table.

Table 3.4
Assessing Exposition Text Rubric

Aspect	Scoring	Criteria
Thesis	4	The idea selected: 1). Original, 2). an idea in accordance with the genre selected, 3). An idea developed correctly and 4). appropriately
	3	Only fulfill 3 of 4 conditions set
	2	Only meets 2 of the 4 conditions set
	1	Only fulfill 1 or maybe does not meet the altogether 4 that provision has been established
Argument	4	The arguments chosen are: 1) support the appropriate topic, 2) the arguments are perfectly selected, 3) the ideas for writing and the information presented are very relevant, 4) the content of the arguments is very easy to understand.
	3	Only fulfill 3 of 4 conditions set
	2	Only meets 2 of the 4 conditions set
	1	Only fulfill 1 or maybe does not meet the altogether 4 that provision has been established
Reiteration	4	Reiteration was: 1) written concisely and precisely, 2) emphasizing the thesis statement from the first paragraph, 3) evidenced by supporting arguments, and 4).making conclusions.
	3	Only fulfill 3 of 4 conditions set
	2	Only meets 2 of the 4 conditions set
	1	Only fulfill 1 or maybe does not meet the altogether 4 that provision has been established
Grammar	4	There are no significant grammatical errors, the meaning and content of the text can be understood clearly

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	3	There are some grammatical errors, however does not really affect the meaning sentences and text content
	2	Grammatical errors are often found, however the meaning and content of the text can still be understood
	1	There are so many grammatical errors that it is difficult to understand the meaning and content of the text
Vocabulary	4	Sentences used are: 1) very effective, 2) use lexical variations correctly, 3) master tenses and idioms correctly and 4) effectively, terms are used correctly
	3	Only fulfill 3 of 4 conditions set
	2	Only meets 2 of the 4 conditions set
	1	Only fulfill 1 or maybe does not meet the altogether 4 that provision has been established

Source: (Brown, 2003:219)

The steps in determining student scores are as follows:

1. Student's achievement for each rater.

$$SA = \frac{T + A + R + G + V}{SI} \; x \; 100$$

Note:

SA = Students' Achievement

T = Thesis

A = Argument

R = Reiteration

G = Grammar

V = Vocabulary

Score Ideal = Highest Score (4) x Aspect (5)

Example:

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$$SA = \frac{4+3+3+2+2}{20}\ x\ 100\ = \frac{14}{20}\ x\ 100\ \ = 0.7\ x\ 100 = 70$$

2. Student Score

To know students' score researcher, use the following formula:

$$SS = \frac{SA\ R1 + SA\ R2 + SA\ R3}{N}$$

Note:

SS = Students' Score

SA R1 = Student achievement on rater 1

SA R2 = Student achievement on rater 2

SA R3 = Student achievement on rater 3

3 = Number of Rater

Before the instrument will be used as a tool for data collection, the instrument is tested for validity and validity. Face validity is a type of validity used to evaluate the extent to which a measurement instrument appears valid in the context or intended purpose of measurement. In a face validity test, subjective judgements are made by experts or potential users of the instrument to determine the extent to which the instrument appears to measure what it is supposed to measure. Face validity tests are conducted in the early stages of developing a new instrument or research, and aim to obtain initial feedback on the extent to which the instrument appears relevant and appropriate in measuring the desired construct. Although it does not provide strong evidence of the empirical validity of the instrument, a face validity test can provide an early indication of whether the instrument fulfils the purpose of measurement

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or whether further refinements need to be made (Gay and Mills 2019). In this study, the validity test was carried out by experts who were IAIN Kerinci lecturers, where the first validator was Dr. Darabi Kamil, S.Pd., M. Ed, and the second validator was Dr. Toni Indrayadi, M.Pd and the result both of validator declare the instrument was valid.

G. Technique of Data Analysis

In data analysis, this research will be analyzed by using a statistical procedure through some steps. The steps are:

1. Descriptive Analysis

Arikunto (2009:79) states descriptive statistic refers to data transformation to a model of data, that makes the reader easier to understand dan interpret the meaning of data display or value. To know the average score, can sum all of the values of the Students and divide it by the total number of Students. This is the formulation:

$$M = \frac{\sum X}{N}$$

Note:

M = Mean

X = Sum Score

N = Sum of Students

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Table 3.5
Criteria of Students' Scores

No	Score	Criteria	Rating Quality
1	80- 100	A	Excellent
2	70 - 79	B	Good
3	60 - 69	C	Moderate
4	50 - 59	D	Not good
5	0 - 49	E	Very bad

Source: Depdiknas (2019)

2. Classic Assumption Test

The Classic Assumption Test will be done as the requirement to test the multiple linear regression test. The Classic Assumption Test will be done by applying *SPSS 23.00*, and Classic Assumption Test could be described as follow:

a. Normality Test

Siregar (2012:94) states normality test is conducted to find out whether the population of the data have normal or not. If the data is normally distributed, therefore the parametric statistic test can be done. If it is not distributed normally, therefore the non-parametric test would be applied. In this test, to measure the normality test, the *Kolmogorov-Smirnov* method will be used in the significance point 0.05 with the criteria as follow:

If $Sig._{2\text{-tailed}} > 0.05$ = data is normal

If the data tested is normal, the next step is to conduct a homogeneity test as a condition of the regression test. However, if it is not normal, the test option is a non-parametric test.

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b. Homogeneity

Siregar (2012:94) states homogeneity Test will be applied in order to measure whether two or more variants (X or Y) are homogeneous or not. This test is usually applied as the pre-requisite in applying simple regression linier method. Therefore, this test will be also applied in this research. Homogeneity test was also applied by using SPSS program whith the criteria as follow:

If Sig. *deviation from homogeneity* > 0.05 = Homogeny

3. Hypothesis Test

The method of regression and correlation method are methods that will be used to measure the relationship degree among the variables (Siregar, 2012:94) states. Research will be analyzed by using SPSS program (*Statistical Product and Service Solution*) 26 *for Windows.* In analyzing the regression linier, the formula could be seen as follow:

a. T-Test

T-Test will be used to measure the significance influence of independen variable toward the dependent variable by using criteria:

- If Score Sig. < 0.05 and t *count* > t *table,* it means there is significance effect of variable X to variable Y.
- If Score Sig. > 0.05 and t *count* < t *table,* it means there is no significance effect of variable X to variable Y.

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CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. Test Result

Before the treatment is given to both classes, XI IPS 2 (control class) and XI IPA 1(experiment class), first of all pre-test is given to both of classes to determine students' prior knowledge. Furthermore, a different treatment is performed for each sample. In the experimental class (XI IPA 1) taught by using the *Quick Write Strategy* while the control class without using *Quick Write Strategy*. After several meetings the two classes were given a post-test. The result as following.

a. Pre-test and Post-test Score of Control Class (XI IPS 2)

Table 4.1
Pre-test and Post-test Score of Control Class

Students' Code	Pre-test	Post-test
S1	73.33	74.81
S2	55.56	53.58
S3	68.89	66.17
S4	53.33	48.15
S5	62.22	60.99
S6	57.78	56.79
S7	53.33	50.37
S8	55.56	51.36
S9	46.67	45.19
S10	77.78	72.35
S11	68.89	66.17
S12	53.33	48.15
S13	62.22	60.99

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S14	57.78	56.79
S15	53.33	50.37
S16	55.56	53.58
S17	68.89	66.17
S18	53.33	48.15
Average Score	**59.88**	**57.23**

Source: Analyzed by Using Ms. Excel 2010

Based on table 4.8 above, it is known the students' pre-test results of the control class; the highest score was 77,78 which was achieved by 1 student with code S10, then the lowest score is 53 achieved by 5 students with students' codes S.18, S.15, S12, S.7, S.4. The average score of the control class (XI IPS 2) in the pre-test was 59,88 and if the score consulted with table 3.5 page 43 it was included in not rating quality. In the post-test results of the control class students, the highest score was 74,81 achieved by 1 student with code S1. Then the lowest score is 45,19 achieved by 1 student, with the codes S.9. The average score of the control class (XI IPS 2) in the post-test was 57,23 if the score consulted with Table 3.5 page 43 it was included in the Not Good rating quality.

If the average pre-test and post-test scores of the control class are compared, the pre-test score is 59.88>57.23 post-test score. both of which are included in the rating quality not good. it means that the average control class student has the ability to write analytical exposition text that is not good.

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b. Pre-test and Post-test Score of Experiment Class (XI IPA 1)

Table 4.2
Pre-test and Post-test Score of Experiment Class

Students' Code	Pre-test	Post-test
S1	60.00	88.33
S2	65.00	78.33
S3	73.33	85.00
S4	51.67	95.00
S5	78.33	93.33
S6	86.67	86.67
S7	76.67	93.33
S8	55.00	90.00
S9	33.33	85.00
S10	33.33	88.33
S11	61.67	78.33
S12	73.33	85.00
S13	78.33	93.33
S14	76.67	93.33
S15	53.33	86.67
S16	30.00	93.33
S17	25.00	90.00
S18	58.33	85.00
Average Score	**59.44**	**88.24**

Source: Analyzed by Using Ms. Excel 2010

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Based on table 4.2 above, it is known the students' pre-test results of the control class; the highest score was 86,67 which was achieved by 1 student with code S6, then the lowest score is 25 achieved by 1 student with students' codes S.17. The average score of the experiment class (XI IPA 1) in the pre-test was 59,44 and if the score consulted with table 3.5 page 43 it was included in not good rating quality. In the post-test results of the experiment class students, the highest score was 95,00 achieved by 1 student with code S4. Then

the lowest score is 78,33 achieved by 1 student, with the codes S.2 and S.11. The average score of the control class (XI IPA 1) in the post-test was 88.24 if the score consulted with Table 3.5 page 43 it was included in the Excellent rating quality.

If the average pre-test and post-test scores of the control class are compared, then the pre-test score is 59.44 <88.24 post-test score, it means that there is an increase in the ability to write analytical exposition text on grade XI students after being taught with Quick Write Strategy, where the initial ability of students is not good and after being taught with quick write strategy the ability increases to excellent.

2. Classic Assumption Test

The Classic Assumption Test will be done as the requirement to test the multiple linear regression test. The Classic Assumption Test was done by applying *SPSS 26.00*, and Classic Assumption Test could be described as follow:

a. Normality Test

Normality test is carried out to find out whether the data has normally distributed or not. In this study to test the normality of the data researcher use *Kolmogorov-Smirnov* method by using computer program SPSS 23.00 with significance level 0.05 or 5%. The criteria of normality are: If Sig. > 0.05 = normal data and If Sig. < 0.05 = normal data. The calculation results are presented in table 4.3 below.

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Table 4.3
Tests of Normality

Kelas		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	Pre-kon	.249	18	.601	.889	18	.075
	Post-kon	.132	18	.200	.962	18	.504
	Pre-eks	.178	18	.056	.914	18	.069
	Post-eks	.191	18	.130	.927	18	.093

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Source: Output SPSS 23.00

The results of the normality test of the *Kolmogorov-Smirnov*[a] control class in the pre and post sequentially, the Sig. 0.601 and 0.200 > 0.05 and *Shapiro-Wilk*, respectively, the pre and post-sequences are known to be Sig. 0.075 and 0.504 > 0.05. it means the pre-test and post-test data of the control class are normally distributed. The results of the normality test of the *Kolmogorov-Smirnov* experimental class in the pre and post sequentially, the Sig. 0.056 and 0.130 > 0.05 and *Shapiro-Wilk*, respectively, the pre and post sequences are known to be Sig. 0.069 and 0.093 > 0.05. It means the pre-test and post-test data of the experimental class are normally distributed.

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b. Homogeneity test

Homogeneity test is part of the classic assumption test in regression analysis, the purpose of homogeneity test is to find out whether the data is the same (homogeneous) or not, in this study researchers used the *Levene* test to know the homogeneity of the data pre-test and post-test from control class and experiment class. Homogeneity test is done by using computer program SPSS 26.00, decision making is done with the following criteria: If Sig. > 0.05 =

homogeneous data. The calculation results of homogeneity are presented in the table 4.4 below.

Table 4.4
Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
2.042	3	88	.114

Source: Output SPSS 23.00

Based on data from table 4.4 above, it is known that the value Sig 0.114 > 0.05 it means that the data of pre-test and post-test of control class and experiment class have homogeneous data. Because all of data are normal and homogeneous, then it can then proceed to test the hypothesis by conducting t-test.

3. T-test (Hypothesis Test)

T-test is used to know the significant influence of variable X on variable Y and to answer the hypothesis that has been proposed previously. The T-test was carried out with the help of the SPSS 26 computer program with the results of the calculations presented in table 4.5 below.

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Table 4.5
Simple Regression Linier/T-test
Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	78.955	5.369		14.706	.000
	Without Quick Write Strategy	.128	.112	.243	12.146	.026

a. Dependent Variable: Quick Write Strategy

Source: Output SPSS 26

Based on table 4.5 above it is known that the value of Sig. 0,026 <0,05 and *t count* 12,146 > 1,713 *t-table* which means the hypothesis, Ho which says There is no significant effect of quick write strategy on student's writing exposition text at the eleventh grade of Senior High School 3 Sungai Penuh academic year 2022/2023 is rejected and H1 which say There is any significant effect of quick write strategy on student's writing exposition text at the eleventh grade of Senior High School 3 Sungai Penuh academic year 2022/2023is accepted.

B. Discussion

The findings presented in this excerpt provide insights into the test results of an analytical exposition text and the results of a t-test conducted to examine the impact of a quick write strategy on students' writing skills.

The first finding focuses on the test results of the control class and the experiment class. In the control class (XI IPS 2), the pre-test results indicate that the highest score achieved was 77.78, while the lowest score was 53. The average score of the control class in the pre-test was 59.88, which falls under the "not good" rating quality category. In the post-test, the highest score was 74.81, and the lowest score was 45.19. The average score of the control class in the post-test was 57.23, still within the "not good" rating quality category. Comparing the average pre-test and post-test scores of the control class, it is evident that the students' ability to write analytical exposition texts did not improve significantly.

On the other hand, the experiment class (XI IPA 1) showed different

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results. In the pre-test, the highest score achieved was 86.67, and the lowest score was 25. The average score of the experiment class in the pre-test was 59.44, also falling under the "not good" rating quality category. In the post-test, the highest score was 95.00, and the lowest score was 78.33. The average score of the experiment class in the post-test was 88.24, categorized as "excellent" according to the rating quality. Comparing the average pre-test and post-test scores of the experiment class, it is evident that the students' ability to write analytical exposition texts improved significantly after being taught with the quick write strategy.

These findings suggest that the quick write strategy had a positive impact on the students in the experiment class, leading to a significant improvement in their ability to write analytical exposition texts. However, the control class did not show the same level of improvement, indicating that the teaching method used for that class might not have been as effective.

The second finding pertains to the results of the t-test conducted to determine the significance of the quick write strategy on students' writing skills. The findings indicate that the value of Sig. (significance) is 0.026, which is less than the standard significance level of 0.05. Additionally, the t count value is 12.146, which is greater than the critical t-value of 1.713 (at a significance level of 0.05). These results lead to the rejection of the null hypothesis (Ho) which suggests that there is no significant effect of the quick write strategy on students' writing of exposition texts. In contrast, the alternative hypothesis (H1) is accepted, supporting the idea that there is a

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significant effect of the quick write strategy on students' writing of exposition texts.

These findings demonstrate that the quick write strategy has a significant impact on enhancing students' writing skills in terms of analytical exposition texts. The statistical analysis confirms that the quick write strategy is an effective teaching approach for improving students' writing abilities in this specific context.

In conclusion, the findings highlight the contrasting performance of the control and experiment classes regarding their ability to write analytical exposition texts. The experiment class, taught using the quick write strategy, showed significant improvement, while the control class did not experience the same level of progress. The t-test confirmed the significant effect of the quick write strategy on students' writing skills. These findings suggest the potential benefits of incorporating the quick write strategy in teaching analytical exposition texts to enhance students' writing abilities.

The findings from the relevant research studies provide valuable insights and support for the use of the Quick-Write Strategy in teaching writing and reading comprehension. Let's delve into each study's results and discuss their implications for your own research.

Pohan (2017) conducted a study comparing the Quick-Write Strategy and Indirect Feedback on students' ability in writing descriptive text. The research revealed that the Quick-Write Strategy was more effective in teaching writing compared to indirect feedback. This finding aligns with your research, which

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also found a significant improvement in the experimental class's post-test scores for writing analytical exposition texts after implementing the Quick-Write Strategy. The consistent positive outcomes suggest that the Quick-Write Strategy holds promise as an instructional approach for enhancing students' writing skills across different text genres.

Saliyah (2013) examined the effect of using Quick-Writes on students' writing ability in descriptive text. The study's results indicated that the Quick-Write Strategy had a significant influence on students' descriptive text writing ability. This finding further reinforces the efficacy of the Quick-Write Strategy in improving students' writing skills. It suggests that the strategy can be applied not only to analytical exposition texts but also to other text types, such as descriptive texts. Therefore, incorporating the Quick-Write Strategy in your research on analytical exposition texts is likely to yield positive results in enhancing students' writing abilities.

Aorora (2013) focused on the impact of the Quick-Write approach on senior high school students' reading comprehension. Although specific findings were not provided, the study aimed to introduce instructors to an effective approach for teaching reading comprehension. This research serves as a supportive reference for your study, highlighting the potential benefits of the Quick-Write Strategy beyond writing skills. By incorporating pre-reading and post-reading activities, as well as encouraging students to write brief essays before reading, your research can foster not only writing proficiency but also reading comprehension.

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Considering the findings from these relevant studies, it is evident that the Quick-Write Strategy has a positive impact on students' writing and potentially their reading comprehension abilities. Your own research findings support these previous findings, demonstrating a significant improvement in the experimental class's post-test scores for writing analytical exposition texts after employing the Quick-Write Strategy.

In conclusion, the results from the relevant research studies support the effectiveness of the Quick-Write Strategy in improving students' writing and potentially their reading comprehension skills. By implementing this strategy in your research, you have observed a significant enhancement in students' abilities to write analytical exposition texts. These findings emphasize the value of incorporating the Quick-Write Strategy into instructional practices, as it offers a beneficial approach for developing students' writing skills across various text genres. Furthermore, the potential application of the strategy in fostering reading comprehension adds to its versatility and instructional value. Overall, the Quick-Write Strategy holds promise as a valuable tool for educators seeking to enhance their students' writing and reading abilities.

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CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

There is any significant effect of the quick write strategy on student's writing exposition text at the eleventh grade of Senior High School 3 Sungai Penuh academic year 2022/2023. It is known based on T-test was carried out by using computer program SPSS 26, the results of the t-test conducted to determine the significance of the quick write strategy on students' writing skills. The findings indicate that the value of Sig. (significance) is 0.026, which is less than the standard significance level of 0.05. Additionally, the t count value is 12.146, which is greater than the critical t-value of 1.713 (at a significance level of 0.05). These results lead to the rejection of the null hypothesis (Ho) which suggests that there is no significant effect of the quick write strategy on students' writing of exposition texts. In contrast, the alternative hypothesis (H1) is accepted, supporting the idea that there is a significant effect of the quick write strategy on students' writing of exposition texts.

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B. Suggestions

Based on the conclusion above researcher would like to give some advice to:

1. For the researcher, the results of this research serve as evidence for the effectiveness of the Quick Write Strategy in enhancing students' writing of

exposition texts. This study contributes to the existing literature on writing instruction and provides valuable insights for educators seeking to improve students' writing skills.

2. Teacher
    a. It is recommended for teachers to incorporate the Quick Write Strategy into their instruction of analytical exposition texts. This strategy has proven to be effective in enhancing students' writing skills in this genre.
    b. Teachers should provide clear guidelines and examples for students to follow during the Quick Write activity. This will help students understand the expectations and structure of analytical exposition texts.
3. For Students
    a. Students are encouraged to actively participate in the Quick Write Strategy and make the most out of this learning opportunity. Regular practice and engagement will contribute to improving their writing skills.
    b. Students should seek feedback from their teachers or peers to further enhance their writing abilities. Constructive criticism and suggestions can help them identify areas for improvement and refine their analytical exposition writing.
    c. For Future Researchers

    This research opens avenues for further investigation on the Quick Write Strategy in different contexts and with diverse student populations. Future researchers could explore the long-term effects of implementing

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this strategy on students' writing proficiency and assess its applicability in other genres of writing.

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Appendix 1
Syllabus

FORMAT ANALISIS KETERKAITAN KI DAN KD DENGAN IPK DAN MATERI PEMBELAJARAN

Satuan Pendidikan : SMA Negeri 3
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 1-2 (Genap & Genap)
Tahun Pelajaran : 2022/2023

	Kompetensi Inti	Kompetensi Dasar	Indikator	Materi Pembelajaran / Topik / Subtopik
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	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	• Menganalisis unsur-unsur eksposisi dari sebuah kalimat • Memahami struktur teks eksposisi analitis • Memahami unsur kebahasaan dari teks eksposisi analitis	• Fungsi Sosial Menyatakan pendapat, mempengaruhi, dengan argumentasi analitis • Struktur Teks Dapat mencakup - Pendapat/pandangan - Argumentasi secara analitis - Kesimpulan • Unsur Kebahasaan - Ungkapan seperti *I believe, I think* - Adverbia f*irst, second, third …* - Kata sambung*Therefor, consequently, based on the arguments* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, 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
KI -4	Mengolah, menalar, dan	4.4 Teks eksposisi analitis	• Membuat teks eksposisi	

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	Kompetensi Inti	Kompetensi Dasar	Indikator	Materi Pembelajaran / Topik / Subtopik
	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	4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks eksposisi analitis lisan dan tulis, terkait isu aktual 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	menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya	

Sungai Penuh, January 2023

Mengetahui,
Kepala Sekolah

Peneliti

Dr. Suhatman Jaya, M. Pd

Aldera L .Gazela

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Appendix 2

LESSON PLAN

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

LESSON PLAN EXPERIMENT CLASS

(Sesuai SE Mendikbud No 14 Tahun 2019 Tentang Penyederhanaan RPP)

Sekolah	: SMA Negeri 3	Kelas/Semester	: XI / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 90 Menit
Materi Pokok	: Teks Eksposisi Analitis		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menganalisis unsur-unsur eksposisi dari sebuah kalimat, Memahami struktur teks eksposisi analitis
- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya

Media/Alat, Bahan dan Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	:	Buku Bahasa Inggris Siswa Kelas XI, Kemendikbud, Tahun 2016, Internet

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-1	
Pendahuluan (10 menit)	
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
2. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Pengertian Teks Eksposisi Analitis Dan Konteks Penggunaannya***.	
3. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (70 menit)	**KEGIATAN LITERASI** • Peserta didik diberi motivasi dan panduan untuk melihat, diberi pengajaran terkait materi ***Pengertian Teks Eksposisi Analitis Dan Konteks Penggunaannya.*** **QUICK WRITE STRATEGY** a. **Into:** The teacher explains to the students that the goal of a rapid writing approach is to help them identify ideas in writing **(***Planning)* or determine the topic) b. **Through** The teacher instructs student to start writing analytical exposition text (*Drafting)* c. **Beyond** Students discuss what they have write, include in *Editing*, or start *planning* again with another topic, or doing *final Version* and if there are no further improvements, the analytical exposition has been completed
Penutup (10 menit)	
1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis

Sungai Penuh, November 2022

Mengetahui,
Kepala Sekolah

Peneliti

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Aldera L .Gazela

LESSON PLAN EXPERIMENT CLASS

(Sesuai SE Mendikbud No 14 Tahun 2019 Tentang Penyederhanaan RPP)

Sekolah	: SMA N 3	Kelas/Semester	: XI / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 90 Menit
Materi Pokok	: Teks Eksposisi Analitis		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menganalisis unsur-unsur eksposisi dari sebuah kalimat, Memahami struktur teks eksposisi analitis
- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya

Media/Alat, Bahan dan Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	:	Buku Bahasa Inggris Siswa Kelas XI, Kemendikbud, Tahun 2016, Internet

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-2	
Pendahuluan (10 menit)	
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
2. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Unsur-Unsur Eksposisi Dari Sebuah Kalimat***.	
3. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (70 menit)	**KEGIATAN LITERASI** • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi ***Unsur-Unsur Eksposisi Dari Sebuah Kalimat.***
	QUICK WRITE STRATEGY a. **Into:** The teacher explains to the students that the goal of a rapid writing approach is to help them identify ideas in writing **(***Planning)* or determine the topic) b. **Through** The teacher instruct student to start writing analytical exposition text (*Drafting)* c. **Beyond** Students discuss what they have write, include in *Editing*, or start *planning* again with another topic, or doing *final Version* and if there are no further improvements, the analytical exposition has been completed
Penutup (10 menit)	
1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis

Sungai Penuh, November 2022

Mengetahui,
Kepala Sekolah

Peneliti

Dr. Suhatman Jaya, M. Pd

Aldera L .Gazela

LESSON PLAN EXPERIMENT CLASS

(Sesuai SE Mendikbud No 14 Tahun 2019 Tentang Penyederhanaan RPP)

Sekolah	: SMA Negeri 3	Kelas/Semester	: XI / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 90 Menit
Materi Pokok	: Teks Eksposisi Analitis		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menganalisis unsur-unsur eksposisi dari sebuah kalimat
- Memahami struktur teks eksposisi analitis
- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya

Media/Alat, Bahan dan Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	:	Buku Bahasa Inggris Siswa Kelas XI, Kemendikbud, Tahun 2016, Internet

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-3	
Pendahuluan (10 menit)	
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
2. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Struktur Teks Eksposisi Analitis***.	
3. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (70 menit)	**KEGIATAN LITERASI** • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi ***Struktur Teks Eksposisi Analitis***. **QUICK WRITE STRATEGY** a. **Into:** The teacher explains to the students that the goal of a rapid writing approach is to help them identify ideas in writing **(***Planning)* or determine the topic) b. **Through** The teacher instruct student to start writing analytical exposition text (*Drafting)* c. **Beyond** Students discuss what they have write, include in *Editing*, or start *planning* again with another topic, or doing *final Version* and if there are no further improvements, the analytical exposition has been completed.
Penutup (10 menit)	
1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis

Sungai Penuh, November 2022

Mengetahui,
Kepala Sekolah

Peneliti

Dr. Suhatman Jaya, M. Pd

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LESSON PLAN EXPERIMENT CLASS

(Sesuai SE Mendikbud No 14 Tahun 2019 Tentang Penyederhanaan RPP)

Sekolah	: SMA N 3	Kelas/Semester	: XI / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 90 Menit
Materi Pokok	: Teks Eksposisi Analitis		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menganalisis unsur-unsur eksposisi dari sebuah kalimat. Memahami struktur teks eksposisi analitis
- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya

Media/Alat, Bahan dan Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	:	Buku Bahasa Inggris Siswa Kelas XI, Kemendikbud, Tahun 2016, Internet

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-4	
Pendahuluan (10 menit)	
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
2. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Unsur Kebahasaan Dari Teks Eksposisi Analitis***.	
3. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (70 menit)	**KEGIATAN LITERASI** • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi ***Unsur Kebahasaan Dari Teks Eksposisi Analitis.*** **QUICK WRITE STRATEGY** a. **Into:** The teacher explains to the students that the goal of a rapid writing approach is to help them identify ideas in writing **(***Planning)* or determine the topic) b. **Through** The teacher instruct student to start writing analytical exposition text (*Drafting)* c. **Beyond** Students discuss what they have write, include in *Editing*, or start *planning* again with another topic, or doing *final Version* and if there are no further improvements, the analytical exposition has been completed.
Penutup (10 menit)	
1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis

Sungai Penuh, November 2022

Mengetahui,
Kepala Sekolah

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LESSON PLAN CONTROL CLASS

(Sesuai SE Mendikbud No 14 Tahun 2019 Tentang Penyederhanaan RPP)

Sekolah	: SMA Negeri 3	Kelas/Semester	: XI / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 90 Menit
Materi Pokok	: Teks Eksposisi Analitis		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menganalisis unsur-unsur eksposisi dari sebuah kalimat
- Memahami struktur teks eksposisi analitis
- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya

Media/Alat, Bahan dan Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	:	Buku Bahasa Inggris Siswa Kelas XI, Kemendikbud, Tahun 2016, Internet

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-1	
Pendahuluan (10 menit)	
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
2. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Pengertian Teks Eksposisi Analitis Dan Konteks Penggunaannya***.	
3. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (70 menit)	**KEGIATAN LITERASI** • Peserta didik diberi motivasi dan panduan untuk melihat, diberi pengajaran terkait materi ***Pengertian Teks Eksposisi Analitis Dan Konteks Penggunaannya.***
	CRITICAL THINKING (BERPIKIR KRITIK) a. The teacher explains the material (Exposition Text) b. Give exercise to the students to make expositional text c. Teacher evaluate the test d. Giving and asking kuestion related to the analitical exposition text
Penutup (10 menit)	
1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis

Sungai Penuh, Januari 2023

Mengetahui,
Kepala Sekolah

Peneliti

Dr. Suhatman Jaya, M. Pd

Aldera L .Gazela

KERINCI

LESSON PLAN CONTROL CLASS

(Sesuai SE Mendikbud No 14 Tahun 2019 Tentang Penyederhanaan RPP)

Sekolah	: SMA N 3	Kelas/Semester	: XI / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 90 Menit
Materi Pokok	: Teks Eksposisi Analitis		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menganalisis unsur-unsur eksposisi dari sebuah kalimat
- Memahami struktur teks eksposisi analitis
- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya

Media/Alat, Bahan dan Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	:	Buku Bahasa Inggris Siswa Kelas XI, Kemendikbud, Tahun 2016, Internet

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-2	
Pendahuluan (10 menit)	
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
2. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Unsur-Unsur Eksposisi Dari Sebuah Kalimat***.	
3. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (70 menit)	**KEGIATAN LITERASI** • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi ***Unsur-Unsur Eksposisi Dari Sebuah Kalimat.*** **CRITICAL THINKING (BERPIKIR KRITIK)** a. The teacher explains the material (Exposition Text) b. Give exercise to the students to make expositional text c. Teacher evaluate the test d. Giving and asking kuestion related to the analitical exposition text
Penutup (10 menit)	
1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis

Sungai Penuh, Januari 2023

Mengetahui,
Kepala Sekolah

Peneliti

Dr. Suhatman Jaya, M. Pd

Aldera L .Gazela

KERINCI

LESSON PLAN CONTROL CLASS

(Sesuai SE Mendikbud No 14 Tahun 2019 Tentang Penyederhanaan RPP)

Sekolah	: SMA N 3	Kelas/Semester	: XI / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 90 Menit
Materi Pokok	: Teks Eksposisi Analitis		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menganalisis unsur-unsur eksposisi dari sebuah kalimat
- Memahami struktur teks eksposisi analitis
- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya

Media/Alat, Bahan dan Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	:	Buku Bahasa Inggris Siswa Kelas XI, Kemendikbud, Tahun 2016, Internet

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-3

Pendahuluan (10 menit)

1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
2. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Struktur Teks Eksposisi Analitis***.
3. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,

Kegiatan Inti (70 menit)	**KEGIATAN LITERASI**
	• Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi ***Struktur Teks Eksposisi Analitis***.
	CRITICAL THINKING (BERPIKIR KRITIK)
	a. The teacher explains the material (Exposition Text) b. Give exercise to the students to make expositional text c. Teacher evaluate the test d. Giving and asking kuestion related to the analitical exposition text

Penutup (10 menit)

1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.

KERINCI

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis

Sungai Penuh, Januari 2023

Mengetahui,
Kepala Sekolah

Peneliti

Dr. Suhatman Jaya, M. Pd

Aldera L .Gazela

LESSON PLAN CONTROL CLASS

(Sesuai SE Mendikbud No 14 Tahun 2019 Tentang Penyederhanaan RPP)

Sekolah	: SMA N 3	Kelas/Semester	: XI / 2 (Genap)
Mata Pelajaran	: Bahasa Inggris	Alokasi Waktu	: 90 Menit
Materi Pokok	: Teks Eksposisi Analitis		

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Menganalisis unsur-unsur eksposisi dari sebuah kalimat
- Memahami struktur teks eksposisi analitis
- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya

Media/Alat, Bahan dan Sumber Belajar		
❖ Media	:	Worksheet atau lembar kerja (siswa), Lembar penilaian
❖ Alat/Bahan	:	Spidol, papan tulis, Laptop & infocus
❖ Sumber Belajar	:	Buku Bahasa Inggris Siswa Kelas XI, Kemendikbud, Tahun 2016, Internet

B. KEGIATAN PEMBELAJARAN

Pertemuan Ke-4	
Pendahuluan (10 menit)	
1. Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin	
2. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari materi : ***Unsur Kebahasaan Dari Teks Eksposisi Analitis***.	
3. Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (70 menit)	**KEGIATAN LITERASI** • Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan terkait materi ***Unsur Kebahasaan Dari Teks Eksposisi Analitis.*** **CRITICAL THINKING (BERPIKIR KRITIK)** a. The teacher explains the material (Exposition Text) b. Give exercise to the students to make expositional text c. Teacher evaluate the test d. Giving and asking kuestion related to the analitical exposition text
Penutup (10 menit)	
1. Peserta didik membuat rangkuman/simpulan pelajaran.tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.	

C. PENILAIAN HASIL PEMBELAJARAN

- **Penilaian Pengetahuan:** berupa tes tertulis

Sungai Penuh, Januari 2023

Mengetahui,
Kepala Sekolah

Peneliti

Dr. Suhatman Jaya, M. Pd

Aldera L .Gazela

Appendix 3

Pre-Test

Name :
Class :

Buatlah teks analytical eksposisi dengan menggunakan topik "Importance of Keeping the School Clean".

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Post-Test

Name :
Class :

Buatlah teks analytical eksposisi dengan menggunakan topik "the forest in my village"

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Appendix 4
Validity

TEST RESULT

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Students	XI IPA 1 Experiment Class																		score
	Pre-test																		
	Rater 1						Rater 2						Rater 3						
	1	2	3	4	5	SA	1	2	3	4	5	SA	1	2	3	4	5	SA	
Adila Ramadani	2	2	2	3	3	60	2	2	2	3	3	60	2	2	2	3	3	60	60.00
Ananda Fikri	2	2	3	3	3	65	2	2	3	3	3	65	2	2	3	3	3	65	65.00
Aoura Viantika	3	2	3	3	3	70	3	3	3	3	3	75	3	3	3	3	3	75	73.33
Della Yudistika	1	2	2	2	2	45	2	2	2	3	2	55	2	2	2	3	2	55	51.67
Dwi Febrianti	3	3	3	3	3	75	3	3	3	3	4	80	3	3	3	3	4	80	78.33
Een Dara Ningsih	3	3	3	4	3	80	3	4	3	4	4	90	3	4	3	4	4	90	86.67
Elfa Nabila	2	3	3	3	3	70	3	3	3	3	4	80	3	3	3	3	4	80	76.67
Fauzia Madhira	2	2	2	3	2	55	2	2	2	3	2	55	2	2	2	3	2	55	55.00
Fika Faulina	1	1	2	2	2	40	1	1	1	1	2	30	1	1	1	1	2	30	33.33
Grishela Finelia	1	1	1	1	2	30	2	1	1	1	2	35	2	1	1	1	2	35	33.33
Ilma Tussholiha	2	2	3	3	3	65	3	2	2	2	3	60	3	2	2	2	3	60	61.67
Karina Aprilia	3	2	3	3	3	70	3	3	3	3	3	75	3	3	3	3	3	75	73.33
Kahiratul Zalfia	3	3	3	3	3	75	3	3	3	3	4	80	3	3	3	3	4	80	78.33
Mafia Reva. N	3	3	3	3	4	80	3	3	3	3	3	75	3	3	3	3	3	75	76.67
Nafisa Mutia. A	2	2	2	2	2	50	2	2	2	3	2	55	2	2	2	3	2	55	53.33
Rimel Fizen	1	1	2	1	1	30	1	1	2	1	1	30	1	1	2	1	1	30	30.00
Yulifa Nur Hafiza	1	1	1	1	1	25	1	1	1	1	1	25	1	1	1	1	1	25	25.00
Wezi Parlensia	2	2	2	3	2	55	3	2	2	2	3	60	3	2	2	2	3	60	58.33
																			59.44

Note:

1	Thesis
2	Argument
3	Reiteration
4	Grammar
5	Vocabulary

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Students	XI IPA 1 Experiment Class																		score
	Post-test																		
	Rater 1						Rater 2						Rater 3						
	1	2	3	4	5	SA	1	2	3	4	5	SA	1	2	3	4	5	SA	
Adila Ramadani	3	3	4	3	4	85	3	4	4	3	4	90	3	4	4	3	4	90	88.33
Ananda Fikri	3	3	4	3	4	85	3	3	3	3	3	75	3	3	3	3	3	75	78.33
Aoura Viantika	3	3	4	3	4	85	3	3	4	3	4	85	3	3	4	3	4	85	85.00
Della Yudistika	3	4	4	3	4	90	4	4	4	4	4	100	4	4	4	4	4	95	96.67
Dwi Febrianti	3	4	4	3	4	90	4	4	4	3	4	95	4	4	4	3	4	95	93.33
Een Dara Ningsih	3	4	4	3	4	90	3	3	4	3	4	85	3	3	4	3	4	85	86.67
Elfa Nabila	3	4	4	3	4	90	4	4	4	3	4	95	4	4	4	3	4	95	93.33
Fauzia Madhira	3	4	4	3	4	90	3	4	4	3	4	90	3	4	4	3	4	90	90.00
Fika Faulina	3	3	4	3	4	85	3	3	4	3	4	85	3	3	4	3	4	85	85.00
Grishela Finelia	3	3	4	3	4	85	3	4	4	3	4	90	3	4	4	3	4	90	88.33
Ilma Tussholiha	3	3	4	3	4	85	3	3	3	3	3	75	3	3	3	3	3	75	78.33
Karina Aprilia	3	3	4	3	4	85	3	3	4	3	4	85	3	3	4	3	4	85	85.00
Kahiratul Zalfia	3	4	4	3	4	90	4	4	4	4	4	100	4	4	4	4	4	90	96.67
Mafia Reva. N	3	4	4	3	4	90	4	4	4	3	4	95	4	4	4	3	4	95	93.33
Nafisa Mutia. A	3	4	4	3	4	90	3	3	4	3	4	85	3	3	4	3	4	85	86.67
Rimel Fizen	3	4	4	3	4	90	4	4	4	3	4	95	4	4	4	3	4	95	93.33
Yulifa Nur Hafiza	3	4	4	3	4	90	3	4	4	3	4	90	3	4	4	3	4	90	90.00
Wezi Parlensia	3	3	4	3	4	85	3	3	4	3	4	85	3	3	4	3	4	85	85.00
																			88.52

Note:

1	Thesis
2	Argument
3	Reiteration
4	Grammar
5	Vocabulary

INSTITUT AGAMA ISLAM NEGERI
KERINCI

Students	XI IPS 2 Control Class																		score
	Pre-test																		
	Rater 1						Rater 2						Rater 3						
	1	2	3	4	5	SA	1	2	3	4	5	SA	1	2	3	4	5	SA	
Adelta Nofia Kusum	3	2	3	3	3	70	3	4	4	3	4	90	2	2	3	2	2	55	71.67
Ahmad Aldo	2	2	2	3	3	60	2	2	3	3	3	65	2	2	2	2	2	50	58.33
Airin Dera Sukma	3	3	3	3	3	75	2	2	3	2	2	55	3	3	3	3	3	75	68.33
Akhifa Nabila	3	2	2	2	2	55	2	2	3	2	2	55	2	1	1	2	2	40	50.00
Annafi Raihan	2	2	3	3	3	65	3	3	3	3	3	75	2	2	3	3	3	65	68.33
Balqiyah Fitrianan	2	2	2	3	2	55	3	2	2	3	2	60	2	2	3	3	2	60	58.33
Davi Fatwa Badrika	2	2	3	3	2	60	2	2	2	3	3	60	2	2	2	3	3	60	60.00
Edwin Pirdana Kusu	2	2	3	3	3	65	2	2	2	3	3	60	2	2	2	3	3	60	61.67
Elfika Gustina	2	2	2	2	2	50	3	2	2	2	2	55	2	2	3	2	2	55	53.33
Fadil Oktiar	2	2	3	3	3	65	2	2	3	2	2	55	2	2	3	2	2	55	58.33
Fika Anggraini	3	3	3	3	3	75	2	2	3	3	3	65	3	3	3	3	3	75	71.67
Giandika Afrianto	2	2	3	3	3	65	3	2	2	2	2	55	3	2	2	2	2	55	58.33
Imelda Wira Tika	2	2	3	3	2	60	3	3	2	2	3	65	2	2	2	2	2	50	58.33
Liondy Maujasri	2	2	3	2	2	55	2	2	3	2	2	55	2	2	3	2	2	55	55.00
Revo Nofiandra	2	2	3	3	2	60	2	2	3	3	2	60	2	2	2	3	3	60	60.00
Utami Veronika	2	2	3	2	3	60	2	2	3	3	3	65	2	2	2	3	3	60	61.67
Yessa Nabila	2	2	3	2	2	55	2	2	3	2	2	55	2	2	3	2	2	55	55.00
Zaura Dwi Nafisa	2	2	3	1	1	45	2	2	3	2	1	50	2	2	3	2	1	50	48.33
																		Average Score	59.81

Note:

1	Thesis
2	Argument
3	Reiteration
4	Grammar
5	Vocabulary

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Students	XI IPS 2 Control Class																		score
	Post-test																		
	Rater 1						Rater 2						Rater 3						
	1	2	3	4	5	SA	1	2	3	4	5	SA	1	2	3	4	5	SA	
Adelta Nofia Kusum	2	4	4	3	2	75	3	4	4	3	3	85	3	2	3	4	3	75	78.33
Ahmad Aldo	2	3	2	3	3	65	2	3	3	3	3	70	2	3	3	3	3	70	68.33
Airin Dera Sukma	4	3	3	3	3	80	2	2	3	2	2	55	3	3	3	3	3	75	70.00
Akhifa Nabila	2	3	3	3	3	70	2	2	3	2	2	55	3	2	2	2	2	55	60.00
Annafi Raihan	3	3	3	3	3	75	3	3	3	3	3	75	3	3	3	3	3	75	75.00
Balqiyah Fitrianan	2	2	3	3	2	60	3	2	2	3	2	60	2	2	2	3	2	55	58.33
Davi Fatwa Badrika	2	2	3	3	3	65	2	2	3	3	3	65	2	2	3	3	3	65	65.00
Edwin Pirdana Kusu	2	2	2	3	3	60	2	2	2	3	3	60	2	2	3	3	3	65	61.67
Elfika Gustina	2	2	3	2	2	55	3	2	2	2	2	55	2	2	2	2	2	50	53.33
Fadil Oktiar	2	2	3	2	4	65	2	2	3	3	4	70	2	2	3	4	3	70	68.33
Fika Anggraini	3	3	3	3	3	75	2	2	3	3	3	65	3	3	3	3	3	75	71.67
Giandika Afrianto	3	3	3	3	3	75	3	3	3	3	3	75	3	3	3	3	3	75	75.00
Imelda Wira Tika	4	2	4	3	2	75	4	3	4	2	3	80	4	2	4	3	2	75	76.67
Liondy Maujasri	2	2	3	2	2	55	2	2	3	2	2	55	2	2	3	2	2	55	55.00
Revo Nofiandra	2	2	2	3	3	60	2	2	3	3	2	60	2	2	3	3	2	60	60.00
Utami Veronika	2	2	2	3	3	60	2	2	3	3	3	65	2	2	3	2	3	60	61.67
Yessa Nabila	2	2	3	2	2	55	2	2	3	2	2	55	2	2	3	2	2	55	55.00
Zaura Dwi Nafisa	3	4	3	2	3	75	3	4	3	2	3	75	3	4	3	2	3	75	75.00
																		Average Score	66.02

Note:

1	Thesis
2	Argument
3	Reiteration
4	Grammar
5	Vocabulary

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Recapitulation

Students' Code	XI IPS 2 Control Class							
	Pre-test			score	Post-test			score
	Rater 1	Rater 2	Rater 3		Rater 1	Rater 2	Rater 3	
C1	70	90	55	71.67	75	85	75	78.33
C2	60	65	50	58.33	65	70	70	68.33
C3	75	55	75	68.33	80	55	75	70.00
C4	55	55	40	50.00	70	55	55	60.00
C5	65	75	65	68.33	75	75	75	75.00
C6	55	60	60	58.33	60	60	55	58.33
C7	60	60	60	60.00	65	65	65	65.00
C8	65	60	60	61.67	60	60	65	61.67
C9	50	55	55	53.33	55	55	50	53.33
C10	65	55	55	58.33	65	70	70	68.33
C11	75	65	75	71.67	75	65	75	71.67
C12	65	55	55	58.33	75	75	75	75.00
C13	60	65	50	58.33	75	80	75	76.67
C14	55	55	55	55.00	55	55	55	55.00
C15	60	60	60	60.00	60	60	60	60.00
C16	60	65	60	61.67	60	65	60	61.67
C17	55	55	55	55.00	55	55	55	55.00
C18	45	50	50	48.33	75	75	75	75.00
				59.81				66.02

INSTITUT AGAMA ISLAM NEGERI
KERINCI

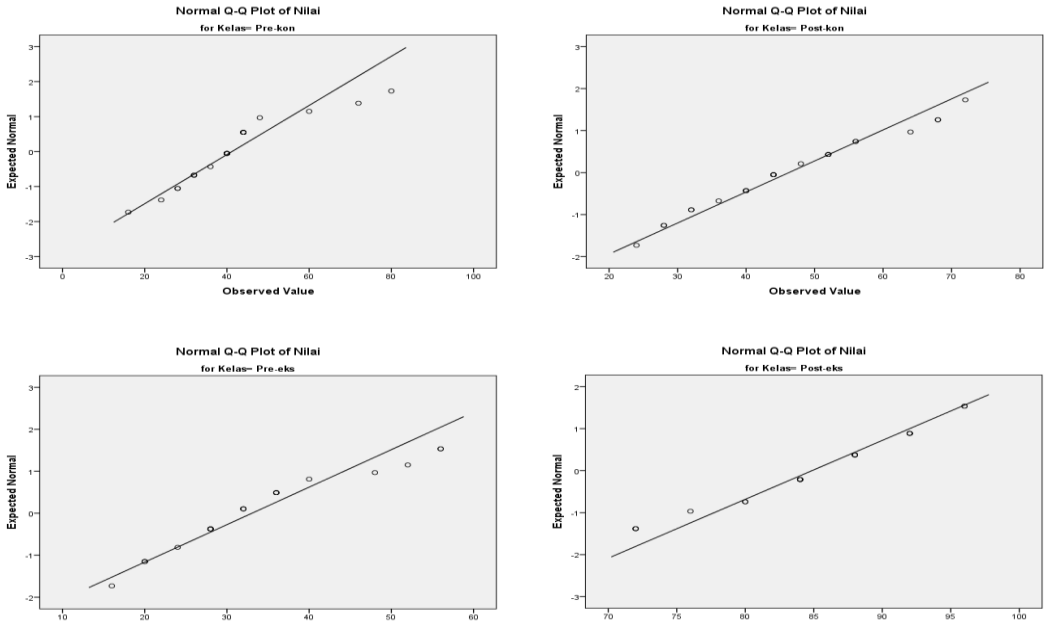
Students' Code	XI MIPA 1 Experiment Class							
	Pre-test			score	Post-test			score
	Rater 1	Rater 2	Rater 3		Rater 1	Rater 2	Rater 3	
E1	60	60	60	60.00	85	90	90	88.33
E2	65	65	65	65.00	85	75	75	78.33
E3	70	75	75	73.33	85	85	85	85.00
E4	45	55	55	51.67	90	100	100	96.67
E5	75	80	80	78.33	90	95	95	93.33
E6	80	90	90	86.67	90	85	85	86.67
E7	70	80	80	76.67	90	95	95	93.33
E8	55	55	55	55.00	90	90	90	90.00
E9	40	30	30	33.33	85	85	85	85.00
E10	30	35	35	33.33	85	90	90	88.33
E11	65	60	60	61.67	85	75	75	78.33
E12	70	75	75	73.33	85	85	85	85.00
E13	75	80	80	78.33	90	100	100	96.67
E14	80	75	75	76.67	90	95	95	93.33
E15	50	55	55	53.33	90	85	85	86.67
E16	30	30	30	30.00	90	95	95	93.33
E17	25	25	25	25.00	90	90	90	90.00
E18	55	60	60	58.33	85	85	85	85.00
				59.44				88.52

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Appendix 5
Normality Test

```
EXAMINE VARIABLES=Nilai BY Kelas
  /PLOT BOXPLOT STEMLEAF NPPLOT
  /COMPARE GROUPS
  /STATISTICS DESCRIPTIVES
  /CINTERVAL 95
  /MISSING LISTWISE
  /NOTOTAL.
```

Stem-and-Leaf Plots



KERINCI

Appendix 6
Homogeneity Test

```
ONEWAY Nilai BY Kelas
  /STATISTICS HOMOGENEITY
  /MISSING ANALYSIS.
```

Oneway

Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
2.042	3	88	.114

ANOVA

Nilai

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	36506.957	3	12168.986	86.599	.000
Within Groups	12365.913	88	140.522		
Total	48872.870	91			

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Appendix 7
T-test

```
REGRESSION
  /MISSING LISTWISE
  /STATISTICS COEFF OUTS R ANOVA
  /CRITERIA=PIN(.05) POUT(.10)
  /NOORIGIN
  /DEPENDENT Experiment
  /METHOD=ENTER Control.
```

Regression

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Without Quick Write Strategy[b]	.	Enter

a. Dependent Variable: Quick Write Strategy

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.243[a]	.059	.014	7.08047

a. Predictors: (Constant), Without Quick Write Strategy

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	78.955	5.369		14.706	.000
	Without Quick Write Strategy	.128	.112	.243	12.146	.026

a. Dependent Variable: Quick Write Strategy

Appendix 8
Tabel -t

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.308
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.3271
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.2145
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	**1.73406**	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Appendix 9

DOCUMENTATION

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The pre-test was conducted in the control class to determine the students' basic ability in writing analytical exposition text before treatment.

The pre-test was conducted in the experiment class to determine the students' basic ability in writing analytical exposition text before treatment.

Teaching Analytical Exposition Text in Experiment Class by Using Quick Writer Strategy

Teaching Analytical Exposition Text in Experiment Class by Using Quick Writer Strategy

Teaching Analytical Exposition Text in Control Class lecturing stretegy

Teaching Analytical Exposition Text in Control Class lecturing stretegy

The implementation of the post test in the control class to determine students' ability to write analytical exposition text after being taught with lecturing

The post-test in the control class to determine students' ability to write analytical exposition text after being taught with Quick Write Strategy.

Appendix 10

LETTERS

INSTITUT AGAMA ISLAM NEGERI
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