THE EFFECTIVENESS OF COLLABORATIVE WRITING STRATEGY WITH PADLET APPLICATION ON STUDENTS' ANALYTICAL EXPOSITION WRITING SKILL

(A quasi-Experimental design at the Eleventh Grade of SMAN 3 Rejang Lebong)

THESIS

This Thesis is submitted to fulfil the requirement

For 'Sarjana' degree in English Tadris Study Program

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Kepada Yth.

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Assalamualaikum Warahmatullahi Wabarakatuh

Setelah mengadakan pemeriksaan dan juga perbaikan yang penting, maka kami berpendapat bahwa skripsi atas nama **Klara Sonia (20551029)** sebagai Mahasiswa dari Program Studi Tadris Bahasa Inggris, dengan judul **"The Effectiveness of Collaborative Writing Strategy With Padlet Application on Students' Analytical Exposition Writing Skill"** sudah dapat diajukan dalam Sidang Munaqasah di Institut Agama Islam Negeri (IAIN) Curup.

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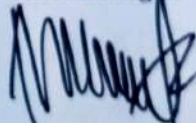*Wassalamualaikum Warahmatullahi Wabarakatuh*

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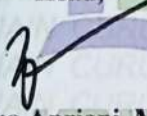At   : **Room 02 Munaqasyah Faculty of Tarbiyah**

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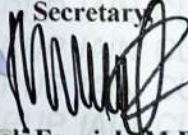
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PREFACE

First, praise and gratitude to Allah SWT who has given his mercy to researchers to complete this thesis with the title "**THE EFFECTIVENESS OF COLLABORATIVE WRITING STRATEGY WITH PADLET APPLICATION ON STUDENTS' ANALYTICAL EXPOSITION WRITING SKILL** ".

This Thesis is submitted to fulfil the requirment For "Sarjana" degree in English Tadris Study Program in IAIN Curup. The researcher realizes this thesis still needs improvement in the future. Furthermore the researcher hopes and appreciates some criticms that inteneded for this reseach. For being perfect in the future. Also, the researcher hopes this thesis can be useful, especially for other researchers who are interested in conducting research in the field.

Curup,   January 2025
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Alhamdulillahirobbil'alamin

Praise be to the presence of Allah SWT, who has bestowed His grace and guidance on the researcher, so that the researcher can complete this research to completion. Sholawat and greetings are always poured out to the Prophet Muhammad SAW and his entire family and followers who have been good examples for every Muslim in this world who have brought us from the realm of darkness to the realm of bright light as we feel today.

The researcher finished this thesis entitled "**THE EFFECTIVENESS OF COLLABORATIVE WRITING STRATEGY WITH PADLET APPLICATION ON STUDENTS' ANALYTICAL EXPOSITION WRITING SKILL**". This Thesis is submitted to fulfil the requirment For "Sarjana" degree in English Tadris Study Program in IAIN Curup. In the process of compiling this thesis. The researcher get support, guidance, assistence, contribution ad motivation from the other. Because of those, the researcher would like to present deepest appreciation to :

1. **Prof. Dr. Idi Warsah, M.Pd.I** as the rector of IAIN Curup.

2. **Dr. Sutarto, S.Ag., M.Pd** as the Dean of the Tarbiyah faculty of IAIN Curup.

3. **Jumatul Hidayah, M.Pd** as the Head of the English Tadris Study Program.

during the research process, and thank you to the class XI IPS 1 students who participated and were willing to help the researcher during the research.

Finally, this researcher needs constructive suggestions to become a better researcher in the future. We hope that the results of this study can make a useful contribution to the development of education in the English Department and other schools. For all of the help that has been given to the author, both those mentioned above and those not mentioned, may Allah SWT provide a worthy reward. Aamin.

Curup,   January 2025

The Researcher

Klara Sonia
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MOTTO

Jika Anda tidak berani menghadapi kegagalan, Anda tidak akan pernah mencapai keberhasilan sejati.

-Socrates

DEDICATION

"Meski jalan penuh duri, langkah ini tidak akan berhenti mengejar mimpi. Setiap luka mengajarkan saya kekuatan, setiap rintangan membentuk keberanian. Dibalik setiap air mata yang jatuh, ada mimpi yang harus digapai. Dan ingatlah bahwa ada orang tua yang harus dibanggakan"

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا , إِنَّ مَعَ الْعُسْرِ يُسْرًا

Artinya : "Karena Sesungguhnya sesudah kesulitan itu ada kemudahan. Sesungguhnya, sesudah kesulitan itu ada kemudahan" (QS. Al-Insyirah: 5-6).

—KLARA SONIA

ABSTRACT

Klara Sonia : **The Effectiveness of Collaborative Writing Strategy With Padlet Application on Students' Analytical Exposition Writing Skill**

Advisor : Dr. Eka Apriani, M.Pd

Co-advisor : Meli Fauziah, M.Pd

This study investigates the effect of using a collaborative writing strategy with the Padlet application on students' writing skills, specifically in writing Analytical Exposition texts. The research was conducted at SMA Negeri 3 Rejang Lebong with XI IPS students as the subjects. A quasi-experimental design was employed, involving an experimental group that used Padlet for collaborative writing and a control group that followed conventional writing instruction. Pre-test and post-test assessments were conducted to measure students' writing improvements. The results showed that the experimental group demonstrated a greater increase in writing performance compared to the control group. The mean post-test score of the experimental class was 75.22, higher than the control class (60.22). Additionally, statistical analysis using paired sample t-tests revealed a significant difference in writing scores (t-statistic = 15.062, p > 2.056), confirming that the use of Padlet positively influenced students' writing abilities. These findings align with previous research that highlights the benefits of technology-enhanced collaborative writing in improving writing quality, engagement, and peer interaction (Zhang, 2022; Alharbi, 2020). The study suggests that integrating digital tools such as Padlet can be an effective pedagogical approach for developing students' writing skills. Further research is recommended to explore its long-term impact across different writing genres and educational levels.

Keywords : *Collaborative Writing, Padlet Application, Writing Skill, Analytical Exposition Text*

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CHAPTER I

INTRODUCTION

A. **Background of Study**

Writing is one of the language skills (Listening, speaking, reading, and writing). According to Harmer, writing has several different rules from speaking. Apart from differences in grammar and vocabulary, there are also problems with letters, word order and text structure, which are made by handwriting, spelling, layout and punctuation.[1] Writing is one of the important language skills for students, by writing they can develop their ideas, feeling and concepts into writing. So, students need effective writing skills to improve their writing skills, students must also have good writing skills to meet their academic needs.

Writing skills is a person's special ability that is used to communicate through writing. Writing skills really help students express thoughts, ideas, opinions words in meaningful written form with messages that readers can understand. According to Raimes, writing is a skill that enables an individual to articulate ideas, emotions, and thoughts through the use of words, sentences, and paragraphs, engaging the eyes, brain, and hands in the process. Additionally, writing serves the purpose of communicating one's sentiments or concepts in written form.[2]

Imrpoving writing skils is considered a complex cognitive task because it requires students to use appropriate intellectual skills, cognitive strategies,

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[1] Jeremy Harmer, The Practice of English language teaching. (London:Longman, 2002). 255.
[2] Ann Raimes, Technique in Teaching Writing. (New York: Oxford University Press, 1983). 95.

verbal information, language rules, and similar forms of motivation.[3] Writing is an important skill for students, they can learn how to use correct grammar, idioms, and vocabulary in their writing. In addition, writing is not just a means of communication, but also a source of learning. Writing is important for students and their language development because communication is not only about receiving information, but also expressing thoughts, ideas, and feelings.

Writing difficulties are a common challenge faced by students, often hindering their ability to express ideas effectively. These difficulties may arise from limited vocabulary, lack of organizational skills, and weak coherence and cohesion in writing. To address this issue, the researcher proposes a collaborative strategy using the Padlet application. Padlet, a digital interactive tool, enables students to share, organize, and revise their writing collaboratively, fostering a more engaging and supportive learning environment.

According to Lee & Hannafin, digital collaborative learning enhances social interaction, which plays a crucial role in cognitive development and critical thinking skills[4]. Additionally, a study by Rahayu et al.found that integrating technology into writing instruction improves student engagement and enhances writing quality through direct feedback and collaborative reflection[5]. Padlet, as a digital collaborative tool, has proven to be effective in supporting writing skills. Research by Zhang indicates that using Padlet in writing instruction helps

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[3] Rani Savitri, Jumatul Hidayah, Henny Septia Utami. Writing Activity To Enhance The Writing Skill In English Community (A Study at IAIN Curup). Diss. Institut Agama Islam Negeri Curup (2023). 8.

[4] Lee, E., & Hannafin, M. J. (2016). A design framework for enhancing engagement in student-centered learning: Digital scaffolding and engagement tools. *Educational Technology Research and Development, 64*(4), 707–734. https://doi.org/10.1007/s11423-016-9444-0

[5] Rahayu, D., Wijaya, S., & Putri, A. (2021). The impact of digital technology on students' writing skills: A collaborative approach. *Journal of Educational Technology and Online Learning, 8*(2), 45–60. https://doi.org/10.xxxx/xxxxxx

students with brainstorming, structuring their texts, and revising their work based on peer feedback[6]. Furthermore, collaborative writing strategies have been shown to enhance students' creativity and critical thinking skills, as highlighted by Saeed & Ghazali. Therefore, integrating Padlet into the writing process can be an effective solution to overcoming writing challenges and improving students' literacy competence[7].

In the K13 curriculum English language learning including writing is designed to build students' understanding and communication skills. Learning to write in the K13 curriculum emphasizes development of writing skills in a real communicative context.[8] Students are invited to write various types of texts that are relevant and meaningful in everyday life. In high school, students have to compose several types of text in written form. Because it is one of the basic competencies in English subjects. Based on the high school curricullum, especially class XI, there are types of texts that students must master. One of the types of texts studied in this curriculum is Analytical exposition. As said by the English teacher at SMAN 3 Rejang Lebong that the text taught in English in class XI is an Analytical Exposition.

Analytical Exposition text is one of the texts of text taught in language courses in almost all schools in Indonesia, especially at the high school level. Analytical exposition texts studies a person's point of view on information. Katrini stated that information, ideas or problems that can persuadereaders or

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[6] Zhang, Y. (2022). The effectiveness of Padlet in enhancing students' writing proficiency: A case study. *International Journal of Digital Education, 10*(1), 88–102.

[7] Saeed, N., & Ghazali, K. (2020). Collaborative writing and critical thinking: The role of digital tools in higher education. *Journal of Interactive Learning Research, 31*(3), 345–362.

[8] Ni Made Ratminingsih et al, Self-Assessment: The Effect on Students' Independence and Writing Competence, International Journal of Instruction (2018). 278.

listeners to become information is analytical exposition text.[9] Analytical exposition text is kind of argumentation text. In this type of text, students need to build their creativity to share their ideas in written text.[10]

Analytical exposition texts are important because they provide an in depth understanding of a particular phenomenon or issue. Can train students' ability to compose arguments well, deepen their understanding of a topic, and develop critical thinking skills. Therefore, analytical exposition text is a text that describes the authors ideas about a phenomenon around him.

This research was carried out at SMAN 3 Rejang Lebong. Althought this research can be conducted in various schools, choosing the right school greatly influences the research process and objectives. One of them is the availability of sufficient time to conduct research. Vocational Schools were not chosen because of limited time and practice hours which could hinder the implementation of research so that research permits were not obtained. On the other hand, like SMAN 5 students' difficulties mostly lie in their speaking abilities and limited vocabulary, while the writing skills of students at this schools are said to be good. And other schools, SMAN 8 focuses more on developing speaking and reading skills. Thus, writing skills are not the main focus of teaching in these schools. SMAN 3 Rejang Lebong was chosen as the research location because preliminary observations had previously been carried out and it was found that the school had problems that were in accordance with

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[9] Yulia Esti Katrini, Analysis of Theme of the Analytical Exposition Texts Written by the Third Semester Students of English Department of Tidar University, Internasional Journal of English and Education (2015). 548.
[10] Fajar Yudianto, Teaching Writing Analytical Exposition Text By Using Team Word-Webbing Technique, Jurnal Pendidikan dan Pembelajaran Khatulistiwa (2017). 2.

the research topic that wanted to be raised for research, namely the students' writing skills were still low at this school, especially in Analytical Exposition texts. And also researcher obtain permission to conduct research on problems that exist in schools.

Based on pre-observations or previous interviews with English teachers, analytical exposition texts are an important component in the English curriculum for high school students in the first year. However, students at SMAN 3 Rejang Lebong face various difficulties in learning to write this text. This can be seen from the results of pre-observations or interviews conducted by researchers with English teachers at SMAN 3 Rejang Lebong, researcher found that students' writing skills were still low, especially in writing Analytical Exposition texts in the elevent grade. Difficulties faced by students include, students experiencing difficulty in conveying the topic effectively or their thesis, difficulty determining arguments and reiterations, and a lack of understanding of students' vocabulary. Apart from that, teachers themselves face obstacles in teaching analytical exposition texts. These difficulties include, the lack of comprehensive teaching materials that explain the steps for writing analytical exposition texts, the examples given in textbooks are not contextual, and inadequate explanations of how to write Analytical Exposition, resulting in students feeling bored, and learning is less enjoyable, Consequently, students are not engaged in the learning process. Of all the problems that lie behind students' difficulties in understanding analytical exposition text, to help with this, researcher carry out learning innovations using digital-based media which aim to help improve students' writing skills more quickly or efficiently, avoid

boredom, lead to active teaching and learning activities, make learning more fun, increase students' understanding of analytical exposition text material, and stimulate students' curiosity in the learning process. The media can significantly contribute to the teaching and learning process by offering context, clarity, and focused guidance, which in turn can enhance the motivation of learners to acquire proficiency in English.[11] The learning media used in the learning process is the *Padlet Application*. The Researchers use the Padlet Application to accelerate students writing skills .

Padlet is a blank virtual wall that provide users with features that facilitate human to human communication and encourage students to express themselves. Padlets are free multimedia walls that allow real-time interaction between students and between students and teachers, allowing the whole class to participate. Whitin the virtual board, students can type text, add audio clips, images, videos, paste links, drag documents, and take pictures with their devices built-in camera .[12]

Padlet also promotes collaborative and cooperative learning. Using Padletin the process of learning to write makes it easier for students to work collaboratively. They could post their paragraph or essay writing on the wall, and other students would provide comments either as suggestions or corrections. They can enrich their knowledge and learn from each other. Furthermore, doing writing assignments collaboratively has been shown to

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[11] Winda Damayanti, Paidi Gusmuliana, Sarwo Edy. The effect of using tiktok as an instructional media toward students' speaking skill (a quasi-experimental research at first grade of sman 6 kepahiang (2024).

[12] Betch Fuchs, The writing is on the wall: using Padlet for whole-class engagement, (Loex Quarterly, 2014). 7.

increase student interaction, reduce anxiety in completing assignments, and increase student self confidence. According to Arsyad in Apriani, the use of learning media in the teaching and learning process can generate new interests, motivate students, promote learning activities, and have a psychological influence on students.[13] Therefore, using padlet in writing assignments will allow students to enjoy writing work and finish it on time. In addition, it has a prospective motivational space for students and to increase their learning curiosity to write.

Istiana states that the padlet application can be implemented as an online writing exercise at any time which increases students' abilities, the padlet wall situation can stimulate students to explore ideas because they can upload videos, recordings, or pictures that are appropriate to the topic that can support their writing, not only in class but also outside of class. So, they would have sufficient time to practice.[14] Padlets can help make teaching activities more fun and interesting. With this app, teachers can control lessons even when not active in class. Teachers can post orders, give praise and opinions, and share subject matter easily so that students will be more confident in conveying arguments or opinions. In addition, the arrangement of activities such as brainstorming, discussion and project work. Teachers are expected to be able to provide more interesting innovations so that the process of learning to write in english becomes more effective by taking advantage of developments current

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[13] Eka Apriani, Santiana, Hendra Harmi. Investigating the Role of ICT toward Students' Higher Order Thinking in Writing Skills at Islamic University Students. Al-Ishlah: Jurnal Pendidikan (2022), 2213-2224.

[14] Lailatul Istianah, The use of Padlet Application to Improve writing skills of the Tent Grade Students of Smkn 2 Salatiga in the academic Year, Doctoral dissertation, Iain Salatiga (2019).

technology. Technology can change the way people work, study, interact, and spend their free time. Lestari added padlets as a suitable medium for teaching text writing. While research it records various Padlet social media topics in language teaching english. Padlet can be a solution to overcome this problem.[15]

Research relevant to this research was conducted by Taufikurohman entitled The effectiveness of using Padlet in Teaching writing descriptive text, Research findings show that there is a significant difference in the ability to write descriptive text between students who are taught using the Padlet application and students who are not taught using the Padlet application.[16] Another study conducted by Ferawati et al with the title Using Padlet To Improve Students' Personal Letter Writing Skills, These findings indicate that that the use of Padlet in online learning activities has succeeded in improving the abilities of Maarif NU Doro Vocational School students write texts in the form of personal letters.[17] Apart from that, research conducted by Hernawati rt al entitled The Effect of Padlet Application Towards Students' Writing Skill of Recount Text At the Tent Grade of SMAN 1 Malingping Lebak-Banten, proves that the application of Padlet has a positive influence on the Recount text writing skills of Class Ten students at SMAN 1 Malingping Lebak-Banten.[18] Therefore,

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[15] Sri Rahayu Lestari, Implementing padlet application to improve writing ability in English writing skill for non English department students, LET: Linguistics, Literature and English Teaching Journal (2017). 15.

[16] Ilham Sukma Taufikurohman, The effectiveness of using Padlet in Teaching writing descriptive text, Journal of Applied Linguistics and Literacy, (2018). 71-78.

[17] Nur Ferawati et al, Using Padlet To Improve Students' Personal Letter Writing Skills, Indonesian Journal of Research and Educational Review, (2022).

[18] Cici Herminawati et al, The Effect of Padlet Application Towards Students' Writing Skill of Recount Text At the Tent Grade of SMAN 1 Malingping Lebak-Banten, Journal of English Language Learning (2022).155-162.

It is advisable to persist in the use of Padlet as a tool for learning in order to enhance students' writing skills across different text formats.

Based on the description above, the researcher is interested in conducting this research in class XI of SMAN 3 Rejang Lebong. This research is entitled **"The Effectiveness of Collaborative Strategy With Padlet Application on Students' Analytical Exposition Writing Skill"** to help accelerate the development of students' writing skills by using the Padlet application, especially in writing Analytical Exposition.

B. **Research Question**

Based on the research background described above, the researcher compiled several research questions as follows :

1. How are students' analytical exposition writing skills before and after the conventional approach is applied in the control class?

2. How are the students' analytical exposition writing skills before and after using the Collaborative Approach with Padlet application in the experimental class?

3. Is there a significant effect of using Colaborative Approach with the Padlet application on students' Analytical Exposition writing skills?

C. **Objective of the Research**

Based on the research questions stated above, The objectives of this research are :

1. To know students' Analytical Exposition writing skills before anfd after the conventional approach is applied in the control class.

2. To investigate students' Analytical Exposition writing skills before and after using using the Collaborative Approach with Padlet application in the experimental class.

3. To explain whether there is a significant effect of using Collaborative Approach the Padlet application on students' Analytical Exposition writing skills.

D. Limitation of the research

In this study, the researcher limits the discussion to Accelerating of student writing skills using collaborative approach with Padlet application for class XI students of SMAN 3 Rejang Lebong in writing Analytical Exposition for the 2023/2024 academic year.

E. The Operational Definition

1. Writing Skills

Writing is a means of articulating ideas, thoughts and emotions through words written on paper. In the writing process, students need to have sufficient ideas, organize them well and express them with the appropriate style. According to nunan writing is a mental work that involves a thought process to create ideas, formulate ways to convey them, and organize them into statements and paragraphs that are easily understood by readers.[19] In this research, writing skills refer to the skills of SMA Negeri 3 Rejang Lebong students in writing Analytical Exposition texts. This research focuses on students' skills in fulfilling five main aspects in writing texts.

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[19] David Nunan, Practical English language teaching, (New York: Mc Graw Hill, 2003).

2. Collaborative Approach

The Collaborative Approach in education refers to a teaching and learning strategy in which students work together to achieve a common goal, share ideas, and construct knowledge collectively[20] in this research, colaborative approach is an approach used by the teacher in teaching writing at SMA Negeri 3 Rejang Lebong.

3. Padlet

Padlet is a free Web 2.0 application that offers a virtual collaborative space accessible from any internet-enabled device. It acts as an interactive online bulletin board where participants can simultaneously view, add and rearrange different types of content such as text, images, links, videos, and documents. It is designed to be easy to use, requiring no account or login for users to contribute to existing Padlets. Even individuals who consider themselves technologically challenged can easily learn to create and utilize padlets to actively engage students at every stage of the learning process.[21] In this research, the Padlet application is used as a learning medium which aims to help develop students' thinking in improving their writing skills in class XI SMA Negeri 3 Rejang Lebong. Even though Padlet is applied in the learning process, this application is not the main focus of the research, but acts as a supporting tool used by researchers to help improve students' writing skills.

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[20] **Johnson, D. W., & Johnson, R. T.** (2017). *Cooperative learning: The foundation for active learning.* In S. M. Brito (Ed.), *Active learning—Beyond the future* (pp. 51–63). IntechOpen. https://doi.org/10.5772/intechopen.81086

[21] Cynthia D Fisher, Padlet: An Online Tool for Learner Engagement and Collaboration, (Academy of Management Learning & Education, 2017). 163.

4. **Analytical Exposition**

Anderson states that analytical exposition text is a type of text designed to convince readers of the imprortance of something in a case.[22] In this research, Analytical Exposition text is used as the main focus in measuring students' writing skills. This text was chosen because it has a clear structure, namely thesis, argument, and reiteration, which can help students develop critical thinking skills and express opinions logically. By writing Analytical Exposition texts, students are expected to be able to construct strong arguments and support them with relevant evidence.

F. **Hypothesis**

A hyphothesis is an estimate regarding an observation or expected relationship between phenomena. In addition, a hypothesis is a temporary answer to a research problem. This hypothesis can be stated as follows:

H_0:   There is no significant effect of using Collaborative Approach with the Padlet application on students' Analytical Exposition writing skills.

H_a: There is a significant effect of using Collaborative Approach with Padlet application on students' Analytical Exposition writing skills.

G. **Significances of the Research**

There are three significances of this research such as the following:

1) The English Teacher

The results of this research can provide information to English teachers regarding accelerating students' writing skills through the use of Padlet. In

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[22] Anderson, Text Types In English (Shout Yarra : Macmillan Education Australia 1997), 2-3.

addition, English teachers can take advantage of the Padlet application in teaching writing.

2) The Students

This research is also expected to students. This can be used to help them gain a better understanding of the essential elements of writing which include organization of ideas,grammar,cohesion and overall effective writing. With this media students will not only know what they are writing, but will also get points from activities, makes students enthusiastic in the learning process and even helps them improve their English writing skills more quickly and efficiently.

3) The further researcher

The results of this research will provide basic information for future researchers and can be used as a reference for the same topic, especially in terms of teaching writing.

CHAPTER II

LITERATURE REVIEW

A. Writing Skill

a. Definition of Writing

Writing skills are recognized as one of the important language skills, characterized in various ways by different experts. Writing has been included as a compulsory subject in students' education. In writing, every idea you put forward must be supported with specific reason or details. Oktavianti et al claim that writing in english is an important skill because it requires correct grammar and the ability to convey ideas or concepts.[23]

Writing is a fundamental language ability that is just as significant as speaking, listening, and reading, claims Harmer. Students can learn how to write utilizing electronic media, including how to respond to adverts, produce joint reports, and compose letters. Our everyday activities, like speaking, listening, and reading, depend on it. One way to define writing is as written thought. It is important to support students in expressing their thoughts, feelings, experiences, and ideas. This finished product effectively conveys the intended message to the reader.[24]

In addition, writing is a cognitive process that engages the mind in generating ideas and considering the most effective ways to articulate them in written form. [25] This process Includes word selection, word structure, and

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[23] Dhani Oktaviani, Paidi Gusmuliana, Eka Apriani. The Students' Strategies in Developing Their Ideas In Writing Essay, Jadila: Journal of Development and Innovation in Language and Literature Education (2021), 389-406.
[24] Jeremy Harmer, How to teach writing, Electronic Journal of Foreign Language Teaching (2006).
[25] David Nunan, Teaching English to Speakers of Others Language an Introduction, 2015.

organizing ideas so that the message can be conveyed clearly and effectively through writing to readers.

According to Heaton, Writing involves the writerin manipulating words into grammatically correct sentences, enabling effective communication of the writer's thoughts and ideas regarding a particular topic through written expression.[26] The writing process is not only about the use of words, but also about the ability to organize and construct logical sentences so that the message you want to convey can be understood clearly. This allows writers to express their ideas about a topic precisely throught writing, and ensures that the message they want to convey is not only received, but also understood by the reader.

Writing is a useful communication tool that allows children to imagine the world they build for themselves. This means that students can express thoughts, feelings, ideas, experience, and so on through writing to convey a certain message, The purpose of writing is to convey information to readers.[27] In addition, Writing is an important language mastery skill and is a crucial skill because writing is a means to learn, discover, develop and perfect language skills. Through writing, students use language to try to express their ideas.

From the several definitions put forward above, it can be interpreted that writing is a skill that involves the use of correct grammar and the ability to convey thoughts, ideas or concepts in writing. It involves the mental

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[26] Jhon Brian Heaton, Writing English language tests, (London: Longman, 1975).
[27] Jeni santia, Prihantoro Prihantoro, Paidi Gusmuliana. Psychological Factors Affecting Bachelor Students' Difficulties in Writing Thesis (A Mixed-Method Research of English Students of Iain Curup in Academic Year of 2020/2021). Diss. IAIN Curup (2021).

process of generating ideas and presenting them effectively in the form of written text, manipulating words into grammatically correct sentences, and conveying messages to readers through written expressions.

b. **Writing Purposes**

Grenville identifies three primary purposes of writing: to entertain, to inform, and to persuade..[28]

1. Writing to Entertain

    Writing to entertain is primarily aimed at captivating readers, offering a range of emotions from the serious to the humorous. Whether through imaginative or creative storytelling, the goal is to engage the audience, tap into their emotions, and keep them entertained throughout. For example novels, stories, poetry, lyrics, drama, and screenplay.

2. Writing to inform

    In writing, conveying information clearly and accurately is the most important thing. Writing with the aim of providing information is the most common goal in writing, with a focus on conveying content effectively. While such writing may be interesting, its primary goal is still to provide accurate information and not simply entertain the reader, although that can be a nice addition. Instances of informative writing include newspapers, articles, scientific reports, and similar publications.

3. Writing to persuade

    The objective of persuasive writing is to sway the reader's perspective or to bring it into closer alignment with the author's

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[28] Grenville Kate, Writing from Start to Finish: A Six Step Guide, (Australia: Allen & Unwin, 2001).

viewpoint. Although it may contain a personal point of view, it is presented in a logical framework supported by evidence, rather than simply expressing feelings. For example various forms of advertising, newspaper articles, certain magazines, and certain types of essays.

c. **Writing Process**

Working memory is given particular attention in the writing process, which is regarded as a fluid and interactive system influenced by a variety of cognitive processes.[29] Working memory helps students remember ideas, string words together, and construct sentences well. Therefore, the writing process is dynamic and continues to change according to the way students use their minds when writing. Based on Richard and Renandya in Fadillah, writing process has four stages. There are planning, drafting, revising, and editing.[30]

1) Planning (Pre-writing)

Planning or prewriting is a writing activity designed to inspire and motivate students to participate in the writing process. The primary purpose focuses on encouraging the generation of thoughts for writing, and the writing tasks involved should be carefully organized to provide students with meaningful learning experiences, such as brainstorming and other relevant activities.

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[29] Nathan L Merthens, Writing Processes Tools and Techniques (New York : Nova Science Publisher Inc, 2010), 130.
[30] SN Fadillah, Students' Perceptions On The Use of Padlet in Writing Activities: A Case Study, Wiralodra English Journal (2021). 50-60.

2) Drafting

Drafting is a stage in writing that involves preparing a design, forming a concept, or planning to direct the writer in compiling the text. At this stage students will focus on their writing skills by prioritizing fluency and not paying too much attention to accuracy. Students need to focus on the essensce and meaning of writing , perhaps motivated to communicate with diverse audiences, including peers and classmates.

3) Revising

When students engage in the revision process, they analyze their written work based on the feedback received during the response stage. They carefully reassess their writing to gauge how successfully they have conveyed their intended meanings to the reader. The goal of revision is to improve the overall content and organizational structure so that the reader may better understand the writer's objective. It goes beyond simple linguistic error checking, or editing.[31]

4) Editing

At this point, students concentrate on improving their writing so they can turn in the completed product for evaluation. They check the writing of both themselves and their peers for proper grammar, punctuation, spelling, sentence structure, word choice, and the accuracy of the examples and quotations used to support the text. Formal editing is

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[31] Anthony Seow, The writing process and process writing. Methodology in language teaching: An anthology of current practice, (Cambridge university press, 2002). 317.

postponed until this stage to ensure that it doesn't interrupt the creative process of drafting and revising ideas.[32]

d. Component of Writing

Writing consists of five parts. These include the following: vocabulary, organization, substance, and mechanics : [33]

1. Content

The ability to think creatively and expand mentally, which entails setting aside all irrelevant data, is the topic of the writing. It should be clear to the reader. so that they can understand the information and benefit from it. Furthermore, as cohesiveness and completion are characteristics of good writing, the material of the work must also be intact and comprehensive.

2. Organization

Organization is the ability to create relevant ideas and topics in a coherent manner. On the other hand, it concerns how the writer constructs and organizes ideas or messages in writing. There are many different ways to arrange text, including coherence, order of importance, general to specific, specific to general, chronological order, and spatial patterns.

3. Vocabulary

Vocabulary is a crucial part of writing. Writers need a strong vocabulary in order to express or explain their opinions. The words and

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[32] Ibid., 318.
[33] J.B Heaton, Writing English Language Tests (London and New York: Longman Group UK Limited, New Edition, 1998). 135.

phrases used in a piece of writing must be relevant to the subject matter in order for readers to understand and relate to it. Someone who lacks vocabulary will have difficulty composing what they want to express, but the right words will help the writer in composing the writing.

4. Language Use

The significance of writing in proper and acceptable terminology. Clear and organized writing can be achieved by the use of proper grammar, which includes the appropriate use of tenses, prepositions, conjunctions, clauses (adjectives and adverbs), and articles. On the other hand, if grammar is not used correctly, writing can be uninteresting, unclear, and can cause misunderstandings.

5. Mechanics

This relates to the ability to use words correctly in written language, including spelling, punctuation, and capitalization. This is essential for assisting readers in understanding or recognizing your work's main points.

B. Collaborative Approach

a. Definition of Collaborative Writing Strategy

The Collaborative Approach in education refers to a teaching and learning strategy in which students work together to achieve a common goal, share ideas, and construct knowledge collectively[34]. This approach is rooted in social constructivism, particularly Sociocultural Theory, which

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[34] Johnson, D. W., & Johnson, R. T. (2017). *Cooperative learning: The foundation for active learning.* In S. M. Brito (Ed.), *Active learning—Beyond the future* (pp. 51–63). IntechOpen. https://doi.org/10.5772/intechopen.81086

emphasizes the role of interaction and collaboration in cognitive development. In writing instruction, a Collaborative Approach allows students to brainstorm ideas, organize their thoughts, and provide peer feedback, leading to improved writing skills. Studies (e.g., Storch, 2019) indicate that collaborative writing helps students develop better coherence, fluency, and accuracy by learning from one another's strengths.

b. **Collaborative Writing Strategy**

Collaborative Writing Strategies refer to structured approaches that allow multiple individuals to work together in the writing process. These strategies help writers brainstorm ideas, develop content, provide feedback, and refine their writing collectively. Collaboration in writing improves not only the quality of the text but also enhances critical thinking, communication, and problem-solving skills

One of the most effective collaborative writing strategies is Peer Review and Feedback. Peer review is a process where students exchange their drafts and provide constructive feedback on each other's work. This strategy helps writers refine their ideas, improve clarity, and correct errors before submitting the final version. The process involves several key steps: first, writers share their drafts with a partner or a group. Then, reviewers assess the content based on specific criteria such as organization, coherence, and grammar. After reviewing, they provide feedback either orally or in written form, allowing writers to revise their work based on the suggestions they receive. Peer review offers several benefits, including encouraging

critical thinking and self-reflection, providing multiple perspectives on the writing, and improving language accuracy through peer corrections[35]

c. **Digital Collaborative Writing (Using Online Tools)**

With the advancement of technology, collaborative writing has become more effective through various digital platforms such as Google Docs, Padlet, Wikis, and Microsoft OneDrive. These tools allow students to co-write, edit, and comment in real-time, making the writing process more interactive and efficient. Among these platforms, Google Docs is widely used as it enables multiple users to edit and provide feedback simultaneously. Padlet serves as an excellent tool for brainstorming, organizing content, and conducting peer reviews, making it particularly useful in educational settings. Additionally, Wikis support collaborative content creation by allowing users to contribute, edit, and track version changes, ensuring that all group members can engage in the writing process

The use of digital collaborative writing tools offers several benefits. First, these platforms increase accessibility and flexibility, allowing students to work together regardless of location. Second, they provide instant feedback and revision history, helping writers track changes and improve their work systematically. Lastly, digital tools encourage engagement and motivation, as students find it easier to collaborate and share ideas in an interactive online environment[36]. The integration of technology into

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[35] Min, H. T. (2016). Effect of peer review on EFL learners' writing performance and revision types. *Journal of Second Language Writing, 31*, 43-57. https://doi.org/10.1016/j.jslw.2016.01.003

[36] Zhang, Y. (2022). The impact of digital tools on collaborative writing: A case study using Padlet and Google Docs. *International Journal of Digital Education, 10*(1), 88-102.

collaborative writing not only enhances productivity but also fosters a more dynamic and inclusive learning experience.

C. Padlet Application

a. Definition of the Padlet Application

As stated by Fuchs, Padlet is an application that provides a multimedia-friendly virtual wall, accessible for free, and enabling immediate and comprehensive collaboration. Because it can be accessible on a number of devices, doesn't require users to create an account, and doesn't require any specific technical skills, Padlet is a helpful tool for developing information literacy.[37] This enables distance learning, team collaboration, or organizing projects in an intuitive and efficient way.

According to Dewitt et al, Padlet is a web 2.0 tool that enables interaction and collaboration as a learning medium.[38] In addition, Padlet is a highly beneficial tool for pre-writing activities, allowing students to freely express themselves through features such as lis-making, image uploading, commenting, and liking posts.[39] Additionally, its collaborative writing capability encourages student participation.

Padlet, a free Web 2.0 product that provides a virtual wall and collaboration space that can be accessed from any internet-enabled device, claims Fisher. It functions as a dynamic virtual bulletin board that lets users collectively exchange and arrange many kinds of content, including

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[37] Beth Fuchs, The writing is on the wall: using Padlet for whole-class engagement, Loex Quarterly 40.4 (2014). 7.
[38] Dorothy Dewitt, Norlidah Alias, and Saedah Siraj. Collaborative learning: Interactive debates using Padlet in a higher education institution, (2015).
[39] Helen Moreira Olives and Carlos Alvarez Llerena, Use of padlet for the implementation of the writing process, Kronos-The Language Teaching Journal 4.1 (2023). 79.

documents, photographs, links, videos, and text.[40] According to its creators, Padlet is a living, breathing webpage that allows users to browse, add, and organize content simultaneously without any restrictions on the number of users. Students find the app straightforward to use, and they can contribute to the current Padlet without creating an account or logging in.

Padlet is one of the technologies used by teachers to assist the teaching and learning process of writing skills. According to Aneros N and Herniwati, Padlet can be done by accessing the official website or by using the available Padlet application that can help teachers in teaching and learning writing skills using websites, android or iOS operating systems.[41] In addition, According to mahmud Padlet is also a web space where administrators can share files, links, videos, and other materials.[42] This makes Padlet an application that helps teachers and students in learning to write. Padlet is very practical and easy to use.

In addition, Padlet is a virtual wall that allows users to easily share their ideas and thoughts about general topics by posting various types of content such as images, videos, documents and text.[43] The service can be accessed via a variety of devices, including Android and iOS apps, as well as via the web.

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[40] Cynthia D Fisher, Padlet: An Online Tool for Learner Engagement and Collaborative, (Academy of Management Learning & Education, 2017). 163.
[41] Noviyanti Aneros, Japanese Learners' Perception of Using Padlet in Japanese Composition (Sakubun) Skills, 4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020). Atlantis Press, 2020.
[42] Mohd Zaidi Mahmud, Students' perceptions of using Padlet as a learning tool for English writing, Journal of Creative Practices in Language Learning and Teaching (CPLT) 7.2 (2019).
[43] Silvester Sangeetha, Edmodo and Padlet as a collaborative online tool in Enriching Writing Skills in Language Learning and Teaching, Global English-oriented research journal 1.4 (2016).

b. Advantages of Using Padlet Application

There are several advantages that can be obtained by using the Padlet application in education. Haris et al. claim that there are a number of benefits to utilizing Padlet, including the ability to enhance student performance and grammar, which leads students to view Padlet as extremely helpful for their language learning activities.[44]

Kharis and Putri argue that Padlet has a number of advantages, such as encouraging student motivation in writing, providing new learning experiences by utilizing innovative media, and creating a comfortable environment for introverted students in studying and discussing material.[45] Also, Padlet can help students to expand their language knowledge through visual mapping, increasing vocabulary, and creating meaningful learning activities.[46]

In addition, According to Wulandari utilizing Padlet to enhance students' writing skills brings various advantages, including supporting collaborative learning, enabling feedback from instructors, promoting knowledge reflection, and vocabulary.[47] From these advantages, it can be concluded that Padlet is a versatile tool in education that promotes student engagement, enhances language learning, supports a collaborative learning

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[44] Munirah Haris, MM Yunus, and Jamaludin Hj Badusah. The effectiveness of using Padlet in ESL classroom, International Journal of Advanced Research 5.2 (2017).

[45] Dhea Elvira Ressa Putri, Assessment of Learning Design with Padlet on the Writing Skills of German Language Level A2-B1 CEFR, 4th International Conference on Arts Language and Culture (ICALC 2019), Atlantis Press, (2020).

[46] Faiza Rostam Affendi et al, Advantages of integrating padlet as a pre-writing strategy, International Journal of Scientific and Technology Research 9.3 (2020).

[47] Rizki Wulandari, English language education department of a private university students' perception on using Padlet in Improving writing skills, Unpublished doctoral Dissertation, Universitas Muhammadiyah Yogyakarta. (2018).

environments, facilitates feedback from instructors, and helps develop students' vocabulary and writing skills.

c. Procedure of the Using Padlet Application

Fuchs states that to use Padlet, visit the website padlet.com in any web browser and after successfully logging in to padlet account, click the "Create Something" button. After that, the wall will be immediately available and ready to use. Once the wall is available, interaction with Padlet can begin, including posting content, collaborating with others, and taking advantage of other features provided.[48] The procedure for using the Padlet application is as follows :

1. The first step is to set up a Padlet account. To get started, users need to open the Padlet site at https://padlet.com or download directly on Google Play. After that, users can create a new account by clicking the "Sign up" button or log in to an existing account by clicking the "Log in" button. At this stage, ensuring that everyone who will contribute to the research has access to an active Padlet account is important. The details are in the image below.

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[48] Beth Fuchs, The writing is on the wall: using Padlet for whole-class engagement, Loex Quarterly 40.4 (2014). 76
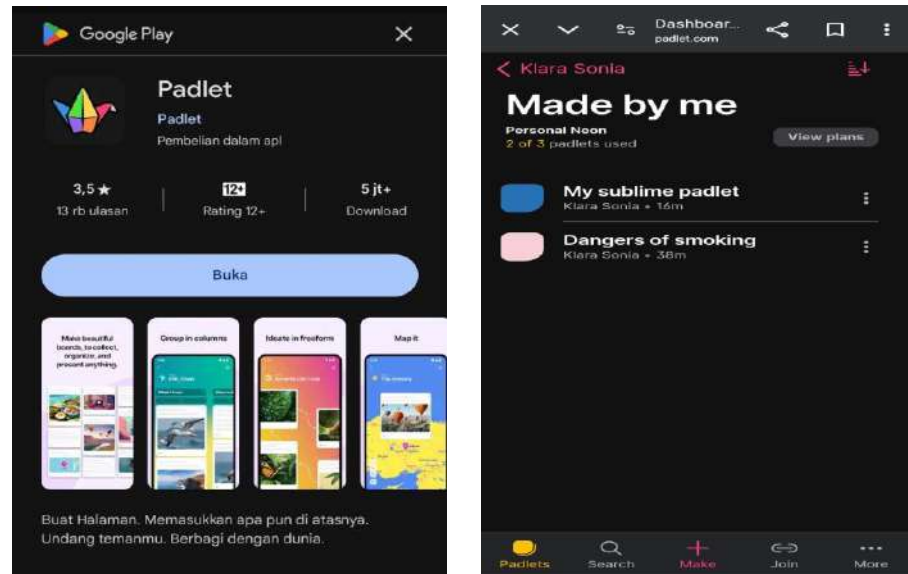
Figure 2.1 Padlet app download or Padlet login

2. After successfully logging into your Padlet account, the next step is to create a new Padlet. On the Padlet main page, click the "Make a Padlet" or "Create New Padlet" button. Users will then be asked to choose the type of padlet that suits their research needs, such as Wall, Canvas, Stream, or Grid. Each type of padlet offers different ways to display and organize content, so this choice should be tailored to the research objectives. . The details are in the image below.
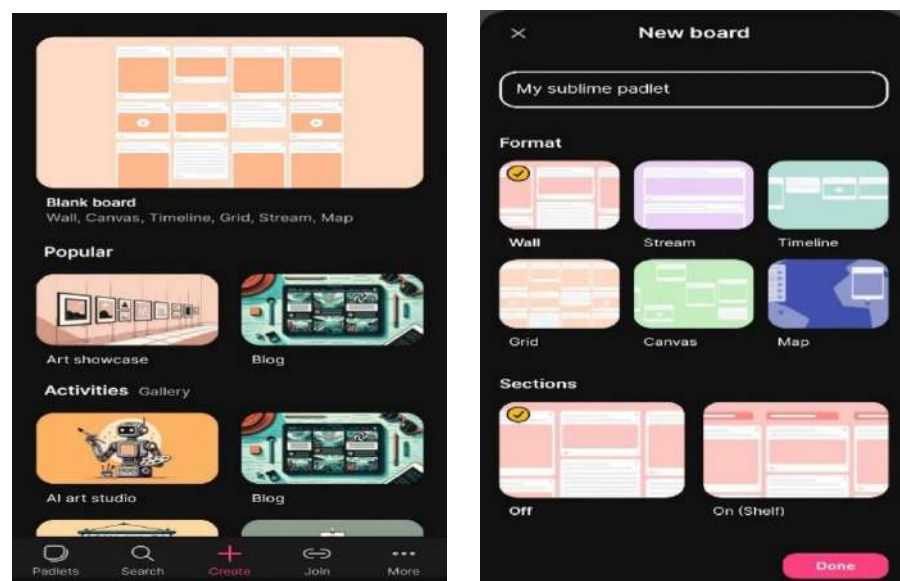
Figure 2.2 Templates in the Padlet application.

3. Next, the padlet that has been created needs to be arranged to suit the theme and research objectives. Users can provide a name and description to the newly created padlet. Additionally, wallpapers, icons, color scheme, font, Post size and themes can be customized as needed. This step aims to make the padlet more interesting and relevant to the research topic being carried out. . The details are in the image below.
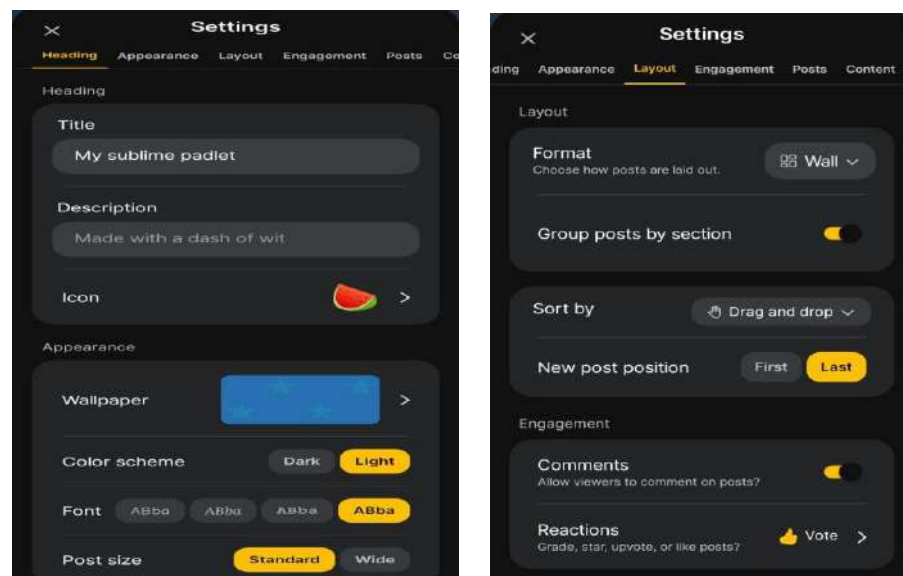
Figure 2.3 Padlet application settings.

4. To invite others to participate in padlet, invitations need to be sent. Users can click the "Share" button located in the top right corner of the padlet. Available invitation methods include link, email, and QR code. By sharing this link or QR code, other people can easily be invited to contribute to the padlet that has been created. The detail are in the image below.
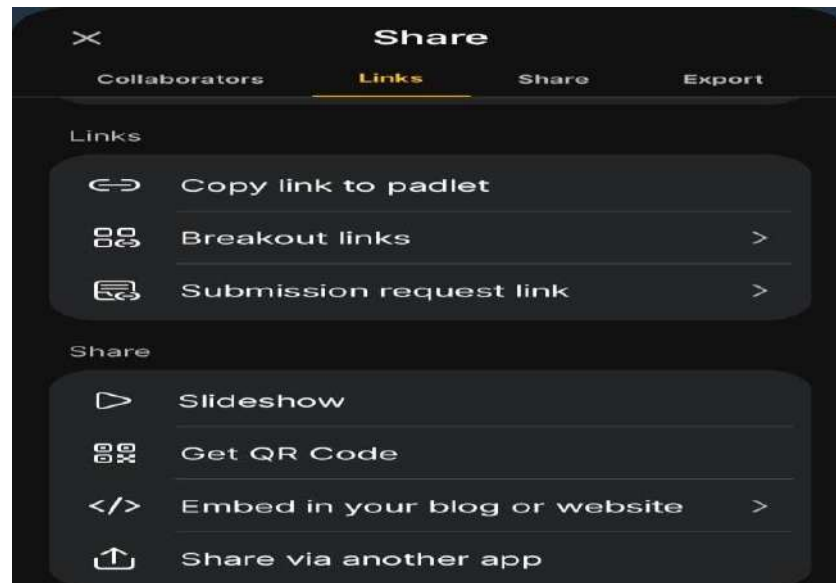
Figure 2.4 Padlet Sharing options.

5. Adding content to the padlet is the next step. Users can add text, images, videos, or other content by clicking the "+" icon available on the padlet. Each contribution will appear on the padlet in real-time, enabling dynamic and interactive collaboration. This added content will be the main material analyzed in the research. The detail are in the image below.
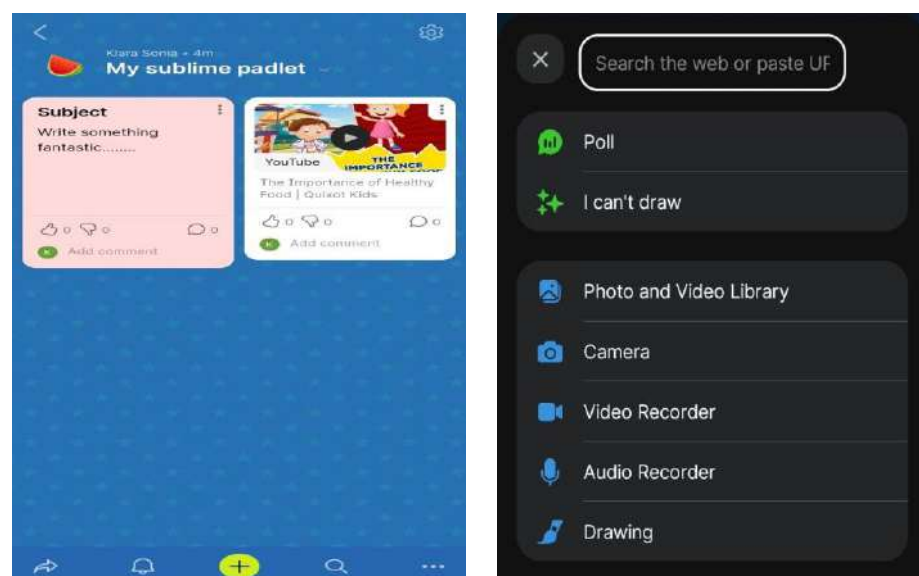
Figure 2.5 Padlet application contents.

6. The final step is that the results that have been collected from the padlet can be exported. Users can click the "Export" button to download the data in PDF or CSV format. This exported data can then be analyzed to identify patterns, trends, or other findings relevant to the research objectives. This step is an important part of the data analysis process. The detail are in the image below.
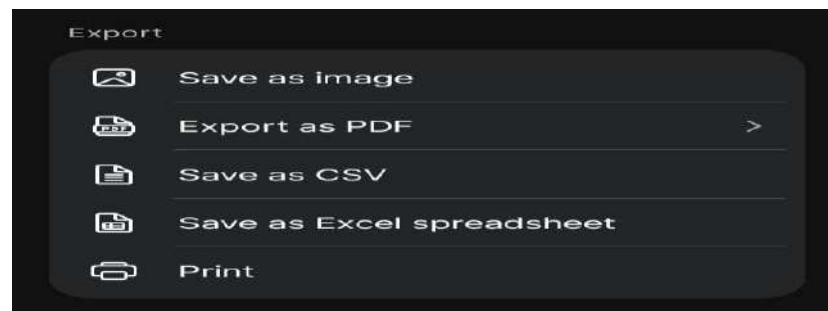
Figure 2.6 Data export features in Padlet.

D. Procedure Teaching Writing Using Collaborative Strategy with Padlet Aplication

The Padlet application is an effective digital tool for collaborative writing, allowing students to brainstorm, draft, and edit their work in an interactive and visually engaging environment. The following step-by-step procedure outlines how teachers can integrate collaborative writing strategies using Padlet in their writing instruction. The steps by step procedure can be seen in the tabel below[49]:

Table 2.1
Procedure Teaching Writing Using Collaborative Strategy with Padlet Aplication

Stage	Steps	Activities
1. Preparation Stage	**Define Learning Objectives**	The teacher sets clear writing goals (e.g., organization, coherence, collaboration).

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[49] Chen, W., & Brown, K. (2022). Digital tools for collaborative writing: A case study of Padlet in academic writing instruction. *International Journal of Educational Technology, 19*(2), 45-60

	Create a Padlet Board	The teacher designs a Padlet wall with sections for brainstorming, drafting, revising, and finalizing.
	Assign Groups and Roles	Students are divided into small groups with assigned roles (idea generator, writer, editor, reviewer).
2. Writing Process Using Padlet	Brainstorming Ideas	- Students post ideas, images, or links related to the topic on Padlet. - They provide feedback on each other's ideas using comments. - The teacher guides idea organization.
	Drafting the Content	- Groups collaboratively write their draft in Padlet. - Sections are color-coded for clarity (e.g., introduction, body, conclusion). - The teacher provides real-time feedback.
	Peer Review and Editing	- Groups exchange drafts and use Padlet's commenting feature for feedback. - Reviewers assess structure, coherence, and grammar. - Writers revise their texts based on feedback.
	Finalizing the Writing	- Students refine and submit their final version on Padlet. - The teacher evaluates and provides feedback. - Students reflect on their writing process.
3. Post-Writing Activities	Class Discussion	The teacher leads a discussion on the effectiveness of Padlet in writing.
	Self and Peer Reflection	Students write reflections on their experience using Padlet, focusing on teamwork and improvements.
	Publishing and Sharing	The best work is showcased on Padlet for the class to read and appreciate.

E. Analytical Exposition

a. Definition of Analytical Exposition Text

Analytical Exposition text is a particular genre of writing that is commonly included in the language curriculum in almost all educational

institutions in Indonesia, especially at the high school level. Analytical An exposition text examines a person's perspective on a piece of information. A work that elaborates the author's perspective on a phenomenon or issue is known as analytical exposition. This text aims to convince readers that the topic raised is important and worth discussing, by providing supporting arguments or opinions. Because it is analytical in character, this expository literature conveys the author's opinions regarding events, objects, and locations.

According to Anderson, an analytical exposition text is a kind of writing intended to persuade readers of the significance of a particular case.[50] Writing that attempts to persuade readers by offering reasoned arguments backed up by evidence is known as an analytical exposition text. These texts usually begin with a thesis statement, followed by a series of arguments or points supporting the thesis, and end with a reiteration of the thesis or a summary of the main points. Convincing the reader to agree with the author's point of view or understand a certain point of view on a subject is the aim of an analytical exposition book. According to Sudarwati and Grace, analytical exposition texts—also known as persuasive texts—are meant to convince readers that there is a problem.[51] In addatation, Gerot and Wignell define analytical exposition text as a form of communication that provides information to readers or listeners regarding a particular issue or case..[52] The

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[50] Mark Anderson, Kathy Anderson. Text Types In English (Shout Yarra : Macmillan Education Australia 1997), 2-3. in Mirda, Improving Students'n Ability to write an Analytical Exposition Text by Using Youtube Videos (IAIN Parepare,2020), 18.
[51] Sudarwati and Grace, Look Ahead 2, (Jakarta: Erlangga, 2007), 24.
[52] Linda Gerot and Peter Wignell, Making Sense of Functional Grammar, (Sydney: Antipodean Educational Enterprise, 1995). 192.

social function of analytical exposition text is to convince readers regarding the author's view on an issue. In line with the statement, Katrini and farikah revealed that analytical exposition texts aim to convince readers that event is taking place.[53]

So it can be concluded that analytical exposition text is a type of writing designed to convince readers of a view or case by presenting logical arguments and evidence. This text usually begins with a thesis statement, followed by arguments supporting the thesis, and ends with a reiteration of the thesis or a summary of the main points. This text is also known as a persuasive text which aims to make readers believe in a problem or understand a certain point of view regarding an issue.

b. Generic Structure of Analytical Exposition

According to Gerot and Wignell, a thesis, justifications for the thesis, and a reiteration are the usual elements of an analytical exposition text.[54] The structure of an analytical exposition text is outlined as follows :

1. In the thesis statement, the author presents the subject or central idea that will be covered. The opening paragraph of the analytical exposition text is always where this thesis is introduced.

2. Arguments are the sections in which the author presents viewpoints or arguments in favor of the main theme. An analytical exposition text typically has more than two arguments. The reader's conviction that the

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[53] Kartini and Farikah, Analysis of Theme of the Analytical Exposition Texts Written by the Third Semester Students of English Department of Tidar University, International Journal of English and Education (2015). 556

[54] Linda Gerot and Peter Wignel, *Op.Cit*, 197. In Rizka Fatma Yulfianda, An Analysis Students' Ability In Writing Analytical Exposition Text Of Second Grade At SMAN 1 Tembilahan. Diss. Universitas Islam Riau (2020).

subject is significant and merits attention increases with the number of arguments made.

3. Reiteration, is the last part which functions to repeat the statement of the main idea that has been conveyed or present a conclusion.

c. **The language Features of Analytical Exposition**

The text's linguistic features are its attributes. The grammatical features of each genre vary. This establishes the kinds of text that are recognized. There are various ways to display the characteristics. In a nutshell, Sudarwati and Grace claim that the linguistic characteristics of the Analytical Exposition text are : [55]

1. Pay attention to both human and non-human participants in general, such as vehicles, pollution, animals, or technology.

2. Using mental verbs to express opinions, for example : like, believe, think, know, and feel.

3. Use connecting words to link arguments, for example : first, however, and therefore.

4. Using present tense in sentences, for example : Ari is quiet boy.

5. Make use of complicated and compound sentences.

6. Using modal and adverbs, for example : can, may, certainly, maybe, and definitely.

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[55] Th. M Sudarwati and Eudia Grace, Look Ahead 2: An English Course for Senior High School Year XI (Jakarta: Erlangga, 2007). 204.

d. **Example of Analytical Exposition Text**

Table 2.2

Generic Structure	Banning of motorbikes is necessary in housing areas
Thesis	Motorcycles do a lot of damage and are disruptive. Although motorbikes are sometimes regarded as the most practical mode of transportation, I think they are dangerous for the environment, people, and animals. Because motorbikes produce excessive noise, contribute to air pollution, spread diseases, and cause accidents, I believe they should be banned in residential areas.
Argument 1	First of all, I want to emphasize that motorbikes are a leading cause of pollution globally. Research has demonstrated that motorbikes release toxic gases that are damaging to the environment. As a result, the prolonged emission of these gases from motorbikes plays a significant role in global warming (Science Daily).
Argument 2	Secondly, as reported by the BBC News Channel, motorbikes are also linked to the development of illnesses like bronchitis, cancer, and are key triggers for asthma and hypertension. Some of these conditions are so severe that they can be fatal (BBC News, 2009).
Argument 3	Additionally, motorbikes produce significant noise. The constant "vroom vroom" sound can be heard everywhere, making it very challenging to sleep. Even when a baby is asleep, the passing of a motorbike can wake them up. Children also struggle to focus on their homework. Experts suggest that excessive noise can lead to hearing loss and difficulty concentrating in both children and adults (Fields, 1993).

| Argument 4 | Finally, motorbikes are accountable for devastating accidents, some of which result in fatalities. Motorbike riders often travel at speeds of 60 mph, making it impossible for them to stop in time, leading to collisions with people or animals. Frequently, animals are run over and found dead on the road. Motorcycles are considered one of the leading causes of death on the road (Fields, 1993). |
| Reiteration (Conclusion) | In conclusion, I definitely believe that motorcyclists should be restricted in residential areas based on the previously given issues. |

Source : Mahrukh Bashir, *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI*, (Jakarta: Kementrian Pendidikan dan Kebudayaan, 2017)

F. Review of Related Findings

Several researchers have submitted applications in relation to this one. First, Hidayat and Satriani's study, "The Implementation of Padlet in Teaching Writing Skills of Recount Text for Eighth Grade Students in Bandung," produced encouraging findings. The utilization of Padlet in teaching recount text writing successfully enhanced student engagement, facilitated problem-solving independently, and ensured comprehension of instructions during each session. In conclusion, Padlet's application really supports learning writing skills, especially for recount text.[56]

Second, a study by Rashid, Yunus, and Whi titled "Using Padlet for collaborative writing among ESL learners." He came to the conclusion that Padlet improves language correctness through peer learning, lowers anxiety,

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[56] Reby Saharra Hidayat and Intan Satriani, The implementation of Padlet in teaching writing skills of recount text for eighth grade students in Bandung, ELT in Focus (2023). 95-107.

promotes connection between students and the teacher, and stimulates students to participate in class activities. Low-proficiency ESL students can benefit from using Padlet in undergraduate courses to collaborate on writing projects.[57]

Third, Aisyah, Romdanih, and Mukaddah worked with grade 10 students at Mathla'ul Anwar Tigaraksa Vocational School on a study titled Using Padlet Application Media To Improve A Students' Writing Skill On Narrative Text. The low writing proficiency of students is the research concern. The purpose of this study is to help grade 10 students at Mathla'ul Anwar Tigaraksa Vocational School become better writers by using the Padlet application. To gather information, researchers employed tests, interviews, and observations. From cycle 1 to cycle 3, students who finished the KKM test demonstrated improvement. The researchers came to the conclusion that using Padlet media could help students at Mathla'ul Anwar Tigaraksa Vocational School's class X write better narrative texts in the 2022–2023 school year.[58]

Fourth, Taufikurohman did a study in class X at one of the high schools in Ciamis with the title The Effectiveness of Using Padlet in Teaching Writing Descriptive Text, Journal of Applied Linguistics and Literacy. In the 2017–2018 school year, there are eleven classes. To ascertain the impact of Padlet on students' descriptive text writing performance. The results of the study indicate that students who receive instruction using the Padlet application and those who do not have this tool differ significantly in their capacity to produce descriptive texts. This is demonstrated by the fact that t-test 3's value is greater than t-table

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[57] Aida Abdul Rashid et al, Using Padlet for collaborative writing among ESL learners, Creative Education, (2019). 610-620.

[58] Siti Aisyah et al, Using Padlet Application Media To Improve A Students' Writing Skill On Narrative Text, Proceeding of International Conference on Education (2023). 150-156.

2,000's. It can be inferred that students who receive instruction via Padlet and those who do not do not differ in their capacity to compose descriptive texts. Students' thinking skills improved as a result of this research, particularly their ability to write descriptive texts, and they showed a positive attitude toward using the Padlet application, according to Taufikurohman.[59]

Fifth, Ferawati et al. carried out a study at Maarif NU Doro Vocational School titled "Using Padlet To Improve Students' Personal Letter Writing Skills." The results demonstrated that using Padlet for online learning exercises had improved Maarif NU Doro Vocational School students' proficiency in writing letters and other personal writings. Both the product outcomes, which include writing personal letters delivered via Padlet, and the rise in the number of students who achieve the KKM in the written test evaluation serve as evidence of this..[60]

There are several parallels and divergences among the five earlier studies listed above. The similarity between the research titles is the use of the Padlet application in Improving students writing skills in variuos types of text. The fact that all of this study aims to enhance students' writing abilities within certain texts whether they be narrative, descriptive, recount, personal letters, or analytical exposition is another similarity. This implies that approaches to employing technology to accomplish particular English learning objectives are somewhat comparable.

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[59] Ilham Sukma Taufikurohman, The effectiveness of using Padlet in Teaching writing descriptive text, Journal of Applied Linguistics and Literacy, (2018). 71-78.
[60] Nur Ferawati et al, Using Padlet To Improve Students' Personal Letter Writing Skills, Indonesian Journal of Research and Educational Review, (2022).

However, the difference lies in the type of text focused on and the context in which it is used. Certain text types, such as narrative, descriptive, recount, and personal letters, are highlighted in the first, third, fourth, and fifth studies. The focus of the second study was on English as a second language learners' innovative and cooperative methods. In the meantime, the Anlytical Exposition text type was highlighted in the title of my study. A case study research design was utilized for the first study, classroom action research was used for the third and fifth studies, convergent parallel mixed techniques were used for the fourth study, and a quasi-experimental research design was employed for my study. The setting or intended use of each study is another distinction. The first research focused on class VIII students in Bandung. The second research was aimed at English as a second language learners in general. The third research focused on grade 10 students at Mathla'ul Anwar Tigaraksa Vocational School. The fourth research focused on class X SMA 1 Ciamis students. The fifth research focused on class XI AKL students at Maarif NU Doro Vocational School. Meanwhile, the title of the research I conducted focused on class XI students of SMAN 3 Rejang Lebong. This shows that there are differences in the population or target groups that are the research subjects.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher employed a quasi-experimental design. According to Fraenkel, Wallen, and Hyun, quasi-experimental designs differ from true experiments in that they do not involve random assignment[61]. One commonly used quasi-experimental approach is the pretest-posttest non-equivalent group design, which will be applied in this research. This design involves dividing participants into two groups—a treatment (experimental) group and a comparison (control) group—and assessing their performance through pretest and posttest measures. Both groups take a pretest before the intervention and a posttest after the intervention to evaluate any changes. The key distinction between the two groups is that the experimental group receives instruction using the Concept Map Technique, while the control group does not. Cohen also discusses similar methodologies in experimental research. "defines the figure of Pretest and Posttest Groups Design as follows"[62]

Table 3.1

Pretest-Posttest Non-Equivalent Group Design

Group	Pretest	Treatment	Posttest
Experimental (E)	O1	X	O2
Control (C)	O1	—	O2

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[61] Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw-Hill. P.275

[62] Cohen, L., Manion, L., & Morrison, K. (2012). *Research methods in education* (7th ed.). Routledge

O1 = Pretest (both groups take an initial test to measure prior knowledge).

X = Treatment (only the **experimental group** receives the intervention, such as the Concept Map Technique).

O2 = Posttest (both groups take a test after the intervention to measure improvement).

The control group does not receive the treatment but still takes the **pretest and posttest** for comparison.

B. Population and Sample

a. Population

The population is a general group consisting of objects or subjects that have certain qualities and characteristics determined by researcher to be studied, with the aim of drawing conclusion.[63] Fraenkel and Wallen define the population as the group to which the research outcomes are intended to be applied.[64] The population of this research is class XI of SMAN 3 Rejang Lebong in the 2024/2025 academic year. Details of the population are presented in the table below:

Table 3.2
The Number of Population

No	Class	Total
1.	XI IPA 1	28
2.	XI IPA 2	28
3.	XI IPA 3	28
4.	XI IPS 1	27
5	XI IPS 2	27
6	XI IPS 3	27
	Total Population	**165**

(Source Documentation of SMAN 3 Rejang Lebong)

Students in the eleventh grade were chosen for this study by the researcher because of their comparatively poor writing skillls and the need

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[63] Sugiyono, Statistik untuk penelitian, (Bandung: Alfabeta, 2011), 61.
[64] Fraenkel and Wallen, How to Design and Evaluate Research in Education 10th ed. (McGraw-Hill Education, 1993). 90.

for development. in accordance with the occurrence that researchers noticed at SMA Negeri 3 Rejang Lebong. One of the reasons researchers decided to concentrate on eleventh grade pupils was because, in terms of the learning module, high school-level eleventh graders are taught Analytical Exposition text material.

b. **Sample**

The sample is a small part of the number and characteristics of the population.[65] Non-probability sampling with a homogeneous sampling approach was used to obtain samples. Sugiyono defines non-probability sampling as a sampling technique that does not give each component or member of the population an equal opportunity to be selected as a sample.[66] In non-probably sampling, the homogeneous sampling strategy is a purposive sampling technique that seeks to obtain a homogeneous sample, or a sample whose units (people, cases, etc.) have nearly identical (or very similar) characteristics or traits (e.g., a group of people who are similar in terms of intelligence, background, number of units, etc.). To establish homogeneous sampling, researchers used a specific English free writing score from each first-grader at SMA Negeri 3 Rejang Lebong, along with the following criteria :

1. Of the six classes that took the writing skills test, the classes selected were the classes with the two lowest results. This means that the control class is XI IPS 3, while the experimental class is XI IPS 1.

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[65] Ibid, hal 62.
[66] Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2015) .

2. Control classes and experimental classes can be created after ensuring that respondents have low writing skills. The researcher chose the class with the lowest score to be used as a sample.

3. The objective is for students to use the Padlet application to engage in the learning process and see if their grades improve as a result of utilizing it. By using predefined criteria, researchers can identify the control and experimental classes based on the desired features, making this method helpful for gathering reliable and pertinent data. The table illustrates the uniformity of the research data:

Table 3.3
Homoginity test

No	Class	Total Score	Mean Score
1.	XI IPA 1	128	63,21
2.	XI IPA 2	122	62,53
3.	XI IPA 3	122	58,57
4.	XI IPS 1	121	55,85
5.	XI IPS 2	127	62,03
6.	XI IPS 3	123	55,92

(Source Documentation of SMAN 3 Rejang Lebong)

Based on the explanation, To identify the control and experiment classes in this study, a sample of the homogeneity test results was used. The XI IPS 3 class and the XI IPS 1 class are the two classes that might serve as the control and experiment, respectively. Criteria were used to determine the sample decision for the two groups. The researcher used class XI IPS 1 as the experiment class and class XI IPS 3 as the control class in this investigation. As a result, the researchers employed the Non-Equivalent Control-Group Pre-Test Post-Test Design, as previously described. that the experimental class and the control class receive a pre-test from the researcher before the treatment is administered. The experimental class

receives Padlet treatment, while the control class receives no treatment at all. Following the meeting, the two classes will receive their post-test results. The researcher will then compare the significance of the two classes to make hypotheses supported by statistical analysis.

Table 3.4
Sample of the Research

No	Class	Total
1.	XI IPS 1	27
2.	XI IPS 3	27
	Sum of Sample	**54**

C. Procedure of The Research

This research was carried out involving steps prepared by researchers to obtain results. This research procedure only involved one class, namely the experimetal class. In this procedure, the pretest is carried out efore treatment and the posttest is carried out after treatment. The research procedure is as follows :

Table 3.5

```
┌──────────────────────────┐
│   Score Pretest - Posttest │
└──────────────────────────┘
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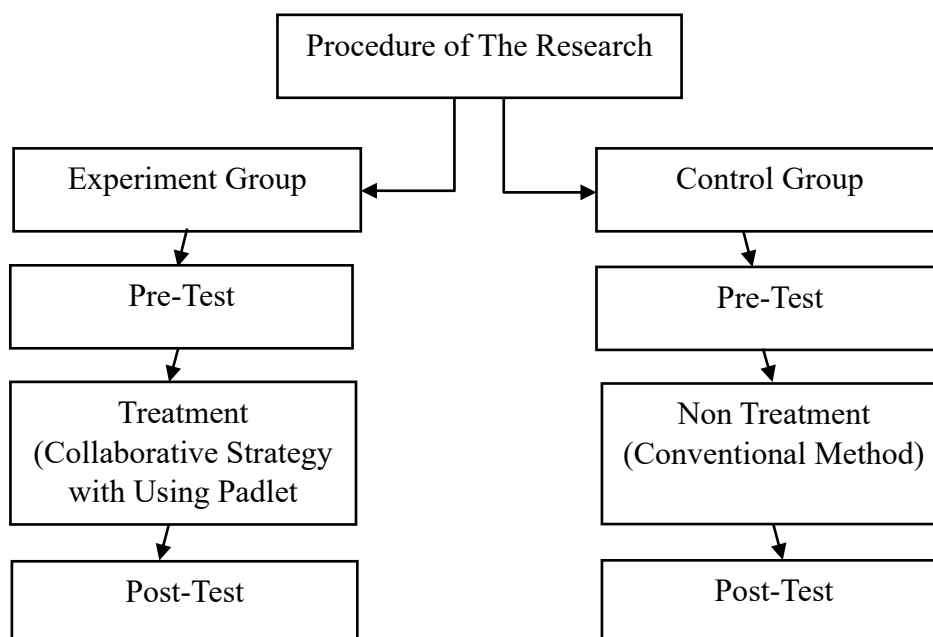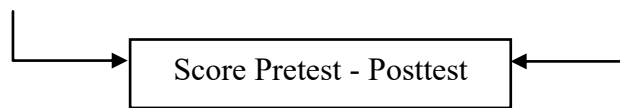
This table shows how the research was carried out through several steps prepared by the researcher to get the results. This research process involves stages carried out in the experimental class and control class. These steps can be seen below:

1. Carry out homogeneity tests on each population class

   Researchers must perform a homogeneity test on the population in order to identify the sample in this study population, as previously described. Researchers used the special basic writing scores from all eleventh grade students at SMA Negeri 3 Rejang Lebong's essay writing exercise in English to determine how comparable the students' backgrounds and abilities were. The scores are then subjected to a homogeneity test in this situation, and the findings will identify two classes that are appropriate for use as research samples.

2. Form control and experimental classes

   Following the homogeneity test, the researchers proceeded to determine the control and experimental groups. In this study, the researchers designated XI IPS 3 as the control group and XI IPS 1 as the experimental group based on the almost same test results. The researchers also concluded that both groups had nearly identical test results based on their respective abilities.

3. Give a pre-test to the control class and experimental class

   Students in the experimental and control classes in the initial test were given a pre-test given by the researcher. Before these behaviors were practiced, a pretest was administered to the students in this study to ascertain their initial

writing skills. Students in both classes were given written tests by researchers to create analytical exposition texts based on the assigned themes.

4. Treatment

After the researcher carries out the pre-test, the experimental class and control class will receive treatment. There will be two treatments used in this investigation. To assess the effectiveness of students' writing skills, researchers first did not give special treatment to the control group. However, the researchers allowed the English teachers concerned to continue teaching in the control group either in their own way or using a conventional approach. In the Experiment class, researchers gave treatment with Padlet directly to students to find out whether this treatment had an impact on students' writing skills.

5. Give a pre-test to the control class and experimental class

Following the completion of the treatment in both classrooms, a post-test was administered to determine if the Padlet treatment in the Experiment class, which has a stronger impact on students' writing skills, or no treatment at all was more effective in the control class. Other than that, the post-test's format is nearly identical to that of the prior pre-test; the only differences being a few different instructions.

6. Data Analysis

Statistical analysis is the final phase in this study's process after the pre-test and post-test data have been collected. Using the previously acquired pretest and post-test data, researchers first tabulated the data in the Excel application and computed the sum of the data that had been gathered. Second, researchers used SPSS, a statistical analysis application tool, to evaluate the

data. Vers. 26. The pre-test data was examined to determine the students' initial writing abilities prior to the treatment being implemented in both classrooms. The post-test data was then examined to determine the significance of the students' writing abilities following the implementation of the treatment in both classes. In order to address the hypothesis, the next stage is to compare each significance between Padlet, which improves students' writing abilities, and without treatment.

D. Technique of Collecting Data

In this study, the authors use quantitative data. The research data were collected by giving written tests to students. The test consists of a pre-test, treatment, and post test.

1. Pre Test

The pre-test was carried out by giving the task of writing analytical exposition text to all students in class XI IPS 3 as the control group and class XI IPS 1 as the experimental group before being given treatment. After that, all students in the experimental group and control group were tested using the same questions. The pre-test scores will provide an initial picture of students' abilities in writing analytical exposition texts before receiving intervention. This data becomes the basis for comparing changes or improvements in students' writing skills after they experience treatment.

2. Treatment

The treatment was carried out in the experimental group and the control group, using padlet in the experimental group as a tool to facilitate the learning process of writing analytical exposition texts. and in the control

group with the Conventional approach. This Padlet treatment includes creating an online whiteboard, collaborating between students, and providing direct feedback via the Padlet platform. As a comparison, this group received no special treatment other than the task of writing the same analytical exposition text, without using additional methods. By comparing the results of the pre-test and post-test in the experimental group with the control group. This research will evaluate the effectiveness of Padlet in improving students' writing skills.

a. **Procedure in Experimental Class**

In the expereimental class, the reseracher used collaborative writing strategy with Padle Application, the procedure can be seen in the tabel below:

Tabel 3.6
Procedure in Experimental Class

Stage	Steps	Learning Activities
1. Preparation Stage	**Setting Learning Objectives**	The teacher defines writing goals, such as organization, coherence, and collaboration.
	Creating a Padlet Board	The teacher prepares a Padlet wall with sections for brainstorming, drafting, revising, and finalizing.
	Grouping and Role Assignment	Students are divided into small groups with specific roles (idea generator, writer, editor, reviewer).
2. Writing Process Using Collaborative Writing Strategy with Padlet	**Brainstorming Ideas**	- Students post ideas, images, or links related to the topic on Padlet. - They provide feedback on peers' ideas using comments. - The teacher guides idea organization.

	Drafting the Content	- Groups collaboratively write their draft on Padlet. - Sections are color-coded for clarity (e.g., introduction, body, conclusion). - The teacher provides real-time feedback.
	Peer Review and Editing	- Groups exchange drafts and use Padlet's commenting feature for feedback. - Reviewers assess structure, coherence, and grammar. - Writers revise their texts based on feedback.
	Finalizing the Writing	- Students refine and submit their final version on Padlet. - The teacher evaluates and provides feedback. - Students reflect on their writing process.
3. Post-Writing Activities	Class Discussion	The teacher facilitates a discussion on the effectiveness of Padlet in writing.
	Self and Peer Reflection	Students write reflections on their collaborative writing experience, focusing on teamwork and improvements.
	Publishing and Sharing	The best-written pieces are showcased on Padlet for the class to read and appreciate.

b. **Procedure in Control Class**

In the expereimental class, the reseracher used collaborative writing strategy with Padle Application, the procedure can be seen in the tabel below:

Tabel 3.7
Procedure in Control Class

Stage	Steps	Learning Activities
1. Preparation Stage	Setting Learning Objectives	The teacher defines writing goals, such as structure, coherence, and grammar.
	Introducing the Writing Topic	The teacher explains the writing topic and provides examples.
	Explaining Writing Structure	The teacher presents the format (e.g., introduction, body, conclusion) using textbooks or printed materials.
2. Writing Process Using Conventional Techniques	Brainstorming Ideas	- The teacher asks students to generate ideas individually. - Students list key points on paper. - Class discussion may follow, guided by the teacher.
	Drafting the Content	- Students begin writing their drafts individually. - The teacher provides instructions on sentence structure and paragraph organization.
	Teacher Feedback and Editing	- Students submit drafts to the teacher for feedback. - The teacher marks grammatical errors and provides suggestions. - Students revise based on teacher corrections.
	Finalizing the Writing	- Students rewrite the final version of their work. - The teacher collects and evaluates the final drafts.
3. Post-Writing Activities	Class Discussion	The teacher provides general feedback on common mistakes and writing improvements.
	Self-Reflection	Students reflect on their writing process and challenges faced.
	Review and Summary	The teacher summarizes key writing skills and techniques for improvement.

3. **Post Test**

   After the treatment period ended, students in the experimental group and control group were given a post-test with the same task, namely writing analytical exposition text as during the pre-test but with a different theme. This post-test aims to measure changes in students' writing skills after they underwent treatment with Padlet in the experimental class and with the conventional approach in the control class. By comparing the pre-test and post-test results in the control and experimental groups, researchers can evaluate the effect of using Padlet on students' writing skills. The difference in pre-test and post-test scores in the control and experimental groups will show how effective Padlet is in improving students' skills in writing analytical exposition texts. This design allows researchers to assess the impact of treatment and no treatment.

E. **Instruments**

   This research uses an analytical exposition text writing test as a research instrument in design. In this research, there were two groups involved, namely the experimental class and the control class. This test consists of two parts, namely pre-test and post-test. A pre-test was given before the treatment to measure students' initial abilities in writing analytical exposition texts. After treatment was given to the experimental class using the Padlet Application, a post-test was carried out to evaluate the effect of the Padlet Application on improving students' writing skills compared to the control class who did not receive this treatment.

Figure 3.1

Framework in designing the test
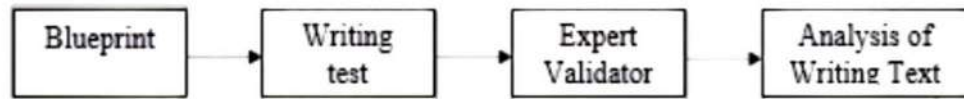
Source : Sudoyo, Suryo. Utilizing test items analysis to examine the level of difficulty
and discriminating power in a teacher-made test.[67]

1. **Writing Blueprint**

    The researcher developed a detailed test blueprint before constructing

    and designing the test. This blueprint serves as a foundational guide for

    organizing the test structure before item development. Several key aspects

    were considered in the blueprint, including defining the Learning Objectives

    Flow (ATP), determining the test's purpose, type, number of texts, and total

    number of items. Additionally, it outlines crucial elements such as the

    language proficiency level being assessed, the students' academic level, the

    expected basic competencies, and the specific item indicators aligned with

    those competencies. The blueprint also includes the selection of the most

    appropriate content, the cognitive domains targeted for each item, and the

    distribution of the number of items based on specific indicators. Ultimately,

    this structured plan helps ensure that the test is systematically designed to

    accurately measure students' writing skills.

2. **Writing Test**

    The test instrument was created based on the English curriculum for

    eleventh grade students. Before the pre-test and post-test were given to the

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[67] Sudoyo, Suryo. Utilizing test items analysis to examine the level of difficulty and discriminating
power in a teacher-made test. 2018. Semarang : Unissula. P. 265,

control class and experimental class, the researcher provided a brief explanation and ensured that students understood the instructions given. During the test, students were given a pre-test and post-test, students were asked to write analytical exposition texts with the same instructions but with different themes. Based on the material that has been given and carried out by students, this written test contains instructions that students must follow. The instructions given must be clear so that students can understand and follow the test instructions easily.

Tabel 3.8
Writing Test BluePrint

Test Component	Task	Instructions/Criteria
Part 1: Analytical Exposition	1. Write an Analytical Exposition about 1. Social Media: Beneficial or Harmful? 2. Why Education is the Key to Success 3. The Importance of Reading Habits 4. Should School Uniforms Be Mandatory? 5. Why Online Learning is the Future of Education	1. Write a minimum of 250 words. 2. Use vivid and descriptive language to describe the subject in detail. 3. Ensure proper organization and coherence throughout the essay. 4. Pay attention to grammar, spelling, and punctuation

Pre-Test

Name   : ………………………….

Class   : ………………………….

Time Allocation   : 60 Minutes

<u>INSTRUCTION</u>

1. Write an Analytical Exposition text on the theme : The Impact of Online Games on Students.

2. Analytical Exposition text must consist of the generic structure of Analytical Exposition :
   a. Thesis   : Introduce the topic or main idea that will be discussed.
   b. Arguments   : Convey opinion or reasons that support the main idea.
   c. Reiteration : Repeating the main idea statement that has been conveyed or presenting a conclusion.

3. Analytical Exposition text consists of at least 3-4 paragraphs following the structure mentioned above (A paragraph for the Thesis should consist of at least 5 sentences, a paragraph for Arguments should consist of at least 7 sentences, and a paragraph for the Reiteration should consist of at least 5 sentences).

4. Pay attention to the following aspects (Scoring Rubric) :

Criteria	Percentage
Content	20%
Organization (Thesis, Arguments, Reiteration)	20%
Vocabulary	20%
Grammar & Language Use (Use Simple Present Tense)	30%
Mechanics (Spelling and Punctuation)	10%
Total	100%

Post-Test

Name   : …………………………

Class   : …………………………

Time Allocation   : **60 Minutes**

<u>INSTRUCTION</u>

1. Write Analytical Exposition text on the Padlet application under the theme : The Dangers of Bullying at School.

2. Analytical Exposition text must consist of the generic structure of Analytical Exposition :
   a. Thesis   : Introduce the topic or main idea that will be discussed.
   b. Arguments   : Convey opinions or reasons that support the main idea.
   c. Reiteration   : Repeating the main idea statement that has been conveyed or presenting a conclusion.

3. Analytical Exposition text consist of at least 3-4 paragraphs following the structure mentioned above (A paragraph for the Thesis should consist of at least 5 sentences, a paragraph for Arguments should consist of at least 7 sentences, and a paragraph for the Reiteration should consist of at least 5 sentences).

4. Pay attention to the following aspects (Scoring Rubric) :

Criteria	Percentage
Content	20%
Organization (Thesis, Arguments, Reiteration)	20%
Vocabulary	20%
Grammar & Language Use (Use Simple Present Tense)	30%
Mechanics (Spelling and Punctuation)	10%
Total	100%

2. **Expert Validator**

After the written test is created, it is validated by an expert who has in-depth knowledge and special expertise in a particular field, who is tasked with validating or assessing the test or research, to guarantee its quality and accuracy. To evaluate how significant the test was, researcher consulted with the experts from IAIN Curup who are competent in this field.

3. **Analysis of writing test**

In the analysis process, researcher use analysis scores to evaluate writing tests carried out by students. At the assessment and scoring stage, each piece of writing produced by students in the pre-test and post-test is assessed using the assessment rubric that has been prepared. This rubric is crafted to assess several key elements of a student's writing, including content, organization, vocabulary, language, and mechanics. It examines how effectively students structure their texts by incorporating a clear introduction, a main body, and a conclusion. Other aspects assessed include content and arguments, where the quality of ideas and logic in conveying students arguments is assessed. The use of grammar is also an important part of assessment, including accuracy in the use of grammar rules, spelling, and punctuation. Apart from thar, the variety and accuracy of vocabulary are also evaluated to see the extent to which students are able to use appropriate and varied words in their writing. Every component is assigned a score, which are then aggregated to produce a total score that reflects the student's writing proficiency as assessed in both the pre-test and post-test. This assessment helps provide a more detailed picture of students writing skills before and

after intervention with Padlet and without intervention. The test results are collected and assessed using the Analytical Exposition Text Writing Score Rubric based on the assessment system proposed by Tribble.[68]

Table 3.9

Rubric of Writing Scoring by Christopher Tribble (1996)

Area	Score	Descriptor
Task Fullfillment/ Content	20-17	**Excellent to very good:** Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	**Good to average:** Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	**Fair to poor:** Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	**Very poor:** inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	**Inadequate:** fails to address the task with any effectiveness.
Organization	20-17	**Excellent to very good:** Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced sequenced (coherence); connectives appropriately used (cohesion).

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[68] Christopher Tribble, Language Teaching Writing, (England: Oxford University Press, 1996), 130.

	16-12	**Good to average:** Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence): some connectives used (cohesion).
	11-8	**Fair to poor:** Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	**Very poor:** Lack fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
Vocabulary	20-17	**Excellent to very good:** Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	**Good to average:** Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	**Fair to poor:** Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	**Very poor:** No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
	4-0	**Inadequate:** Fails to address his aspect of the task with any effectiveness.
Language	30-24	**Excellent to very good:** Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, prnouns, prepositions; meaning never obscured.

	23-18	**Good to average:** Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	**Fair to poor:** Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	**Very poor:** Major problems with structures-even simple ones: frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	**Inadequate:** Fails to address his aspect of the task with any effectiveness.
Mechanics	10-8	**Excellent to very good:** Demonstrates full command of spelling, punctuations, capitalization, and layout.
	7-5	**Good to average:** Occasional errors in spelling, punctuation, capitalization, layout.
	4-2	**Fair to poor:** Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	**Very poor:** Fails to addres his aspect of the task with any effectiveness.

Final Score = C + O + V + L + M = 20+20+20+30+10 = 100

F. Technique of Data Analysis

After gathering the data, the researcher analyzed it using the normality test, homogeneity test, and T-test to assess whether there was a significant impact on the writing skills of students taught with and without the Padlet application.

1. Mean Score

To find out the average writing score of students in the experimental group after participating in learning activities, it can be calculated using the following formula :

$$M_x = \frac{\sum x}{N}$$

Where :

M_x = Mean score of experimental groups

$\sum x$ = The sum of students' scores in experimental group

N = Number of students at experimental group

2. Standard Deviation

In this research, standard deviation is used to determine how big the variation or spread of student data is from the average student test results. To obtain the standard deviation in the experimental group, the standard deviation can be calculated using the following formula :

$$SDx = \frac{\sqrt{\sum X^2 - \frac{(\sum \bar{X})^2}{N}}}{N-1}$$

Where :

SDx = Standard Deviation of experimental group

X = Individual scores of experimental group

$\bar{X}$ = The average value of all scores in the experimental groups

N = Total participants or students in the experimental group

3. **Normality Test**

The normality test is a method employed to ascertain whether a dataset originates from a normally distributed population or if it deviates from normal distribution.[69] Researchers carry out a Normality Test to find out whether the data obtained is normally or not normally distributed. Researchers conducted a Normality Test using the SPSS v.26 for Windows. The Normality Test uses the Kolmogorov-Smirnov Test with a significance level of 5% or 0.05. The decisions in the normality test criteria are:

a. If the significance value is > 0.05 then the data is normally distributed, and

b. If the significance value is <0.05 then the data is not normally distributed.

The Kolmogorov-Smirnov formula used is :

$$D = \max |F_0(X) - S_n(X)|$$

Where :

D = Kolmogorov-Smirnov test statistic

$F_0(X)$ = theoretical cumulative distribution function (theoretical normal distribution)

$S_n(X)$ = cumulative distribution function of sample data (empirical cumulative distribution function).[70]

With the following criteria, H0 is accepted if T3 > p-value, and H0 is rejected if T3 ≤ p-value with α=5 % or 0.05. If the data is normally

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[69] Nuryadi et al, Dasar-Dasar statistik penelitian. (Yogyakarta: SIBUKU MEDIA, 2017). 79.
[70] Ibid, hal 84.

distributed, the analysis proceeds with a Homogeneity Test to check the data further.

4. **Homoginity Test**

A homogeneity test is a statistical method used to determine whether two or more populations have the same distribution of a particular characteristic or attribute[71]. This is particularly important when assessing if different groups share similar properties or behaviors concerning a specific categorical variable.

$$W = \frac{(N-k)\sum_{i=1}^{n} n_i(\bar{z}i - \bar{z})(\bar{z}i - \bar{z})^2}{(k-1)\sum_{i=1}^{k}\sum_{j=1}^{n_i}(z_{ij} - \bar{z}i)^2}$$

Where :

N = The total number of observations across all groups

k = The number of groups being compared

Z_{ij}= The rank of the j-th observation in the i-th group after all observations have been ranked together, regardless of group membership

Y_i = This variable isn't standard in the Kruskal-Wallis test notation. It might represent the sum of ranks for the i-th group or the original observation before ranking, depending on the specific formulation

Z_i = The average rank of all observations in the i-th group.

Z = The overall average rank of all observations across all groups

5. **T-test (Paired sample)**

The T-test was used to determine whether there was a significant effect and difference between the results before and after treatment in the experimental group. This test is a statistical method that compares the averages of two groups of data. In this research, Paired Sample T-Test was

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[71] Displayr. (n.d.). *What is the Chi-Square Test of Homogeneity?* Retrieved from https://www.displayr.com/what-is-the-chi-square-test-of-homogeneity/

used using the SPSS 26 program with a significance level of 0.05 to analyze pretest and posttest scores. This test aims to find out wheter there is a difference in the average score before being given treatment (pretest) and after being given treatment (posttest) using the Padlet application.

Ho: there is no significant difference between the average pretest and posttest scores.

Ha: there is a significant difference between the average pretest and posttest scores.

The Paired Sample T-test formula used is :

$$T = \frac{\bar{X} - \mu}{\frac{S}{\sqrt{n}}}$$

Where :

$\bar{X}$ = Observed sample average

μ = assumed mean

S = Standard deviation, represents the distribution of data in the sample

n = Sample size or number of observations in the sample

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research results and discusses data analysis to determine the effect of using the Padlet application on students' Analytical Exposition writing skills, which are taken from the results of the pre-test and post-test of students in the control group and experimental group conducted at SMAN 3 Rejang Lebong. Furthermore, the results of this research explain how the research was carried out, data analysis was carried out, and discussion.

A. **Finding**

1. **Students' Writing Skills in Control Class (Using Conventional Teaching Strategy).**

   In this meeting, the researcher gave a pre-test and post-test in the control class to students to determine the students' writing skills in writing Analytical Exposition texts in class XI IPS 3, totaling 27 students. Researchers gave writing tests with clear instructions to students. The score results are presented in table form as follows:

Table 4.1
The Students' pre-test score in control class

Descriptives			Statistic	Std. Error
PreTest Control	Mean		40.04	2.298
	95% Confidence Interval for Mean	Lower Bound	38.31	
		Upper Bound	51.76	
	5% Trimmed Mean		40.88	
	Median		40.00	
	Variance		132.575	
	Std. Deviation		9.940	
	Minimum		24	
	Maximum		71	
	Range		47	
	Interquartile Range		19	
	Skewness		.396	.448
	Kurtosis		-.632	.872

INTERVAL	FREQUENSY	PERCENTAGE
24-31	3	5%
32-39	8	40%
40-47	9	42%
48-55	3	5%
56-63	2	4%
64-71	2	4%
72-79	0	0%
80-87	0	0%
88-95	0	0%
∑f	27	100%

Before carrying out learning using conventional strategy in the Control class, the researcher first carried out a pre-test. Researcher used SPSS to calculate the average value and standard deviation. In the control class pre-test data in Table 4.1, the mean value (Mx) was 40.4.04 and the standard deviation (Sd) was 9.940. Then it can be observed that the highest pre-test score in the control class was 71. while the lowest score was 24. Furthermore, based on the data above the maximum pre-test interval score is 64-71 (4%), and the minimum pre-test interval score is 24-31 (5%). Then it can be seen that 4% of the samples are in the score interval 24-31, 5% of the samples are in the score interval 32-39, 40% of the samples are in the score interval 40-47, 42% of the samples are in the score interval 48-55, 19% of the samples are in the score 56-63, and 4% of the samples are in the score interval. The teaching writing in conventional shows that students' writing skills in writing Analytical Exposition texts in the control class were still lacking. **Complete results in Appendix 5.**

At the last meeting, the researcher gave a post-test in the control class to evaluate students' writing skills after implementing conventional strategies in class XI IPS 1, totaling 27 students. Researchers gave students

a writing test containing clear instructions, which followed the same format as the pre-test but with different instructions for the post-test. The students' post-test results are presented in the following table:

Table 4.2
The Students' post-test score in Control class

Descriptives				
			Statistic	Std. Error
PostTest Control	Mean		60.22	.986
	95% Confidence Interval for Mean	Lower Bound	63.20	
		Upper Bound	72.25	
	5% Trimmed Mean		65.45	
	Median		64.00	
	Variance		37.256	
	Std. Deviation		4.124	
	Minimum		54	
	Maximum		74	
	Range		23	
	Interquartile Range		8	
	Skewness		-.569	.338
	Kurtosis		.777	.677

INTERVAL	FREQUENSY	PERCENTAGE
24-31	0	0%
32-39	0	0%
40-47	0	0%
48-55	5	0%
56-63	5	4%
64-71	15	60%
72-79	7	45%
80-87	0	0%
88-95	0	0%
∑f	27	100%

After carrying out learning using conventional strategy in the Control class, the researcher conducted a post-test. Researcher used SPSS to calculate the average value and standard deviation In the control class post-test data in Table 4.2, the mean value (Mx) was 72.22 and the standard

deviation (Sd) was 5.124. Apart from that, the post-test results in the control class showed that the highest score reached 74, while the lowest score was 61. This shows that after using the Padlet application there was an increase in students' analytical exposition text writing skills. This can be seen from the average score, where the average score on the previous pre-test was 54.04 before being given treatment, and the average score on the post-test was 70.22 after teaching process in the good average category.

Furthermore, based on the data above the maximum post-test interval score is 80-87 (0%), and the minimum post-test interval score is 56-63 (4%). Then it can be seen that 4% of the samples are in the score interval 56-63, 26% of the samples are in the score interval 64-71, and 60% of the samples are in the score interval 72-79, 45% of the samples are in the score interval 80-87. Thus, this shows that after using conventional strategies the writing skills of control class students have improved. This can be seen from the total pre-test percentage which shows a maximum score of 60% (64-71) with a maximum student score on the post-test of 45% (80-87). The complete result can be seen in the **Appendix 5 .**

Table 4.3
The comparison between Pre-Test and Post-Test in Control Class

Class	Highest Score		Lowest Score		Total Score		Mean Score		Standard Deviation	
Control	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
	71	74	24	47	870	1.500	40,04	60.22	9.940	3.124

The data in Table 4.3 presents a comparison between the pre-test and post-test scores in the control class, demonstrating changes in students' writing performance before and after conventional teaching methods were applied.

The highest pre-test score was 71, while the lowest was 24. After the intervention, both scores increased, with the highest reaching 74 and the lowest significantly improving to 47. This indicates overall progress in students' writing abilities

In terms of total and mean scores, the pre-test total score was 870, with a mean score of 47.07. After the post-test, the total score increased to 1,500, and the mean score rose to 72.22, suggesting an improvement in students' writing performance after receiving conventional instruction. Furthermore, the pre-test standard deviation was 9.940, indicating a wide variation in students' initial writing abilities. However, after the post-test, the standard deviation decreased to 3.124, suggesting that students' performance became more consistent after the intervention.

Overall, the results reveal an improvement in students' writing performance after instruction using conventional methods. While the increase in scores indicates progress, the decrease in standard deviation suggests that students' performance levels became more uniform, meaning there was less variation in their writing abilities after the intervention.

Figure 4.1
Students score pre-test and post-test in the Control Class
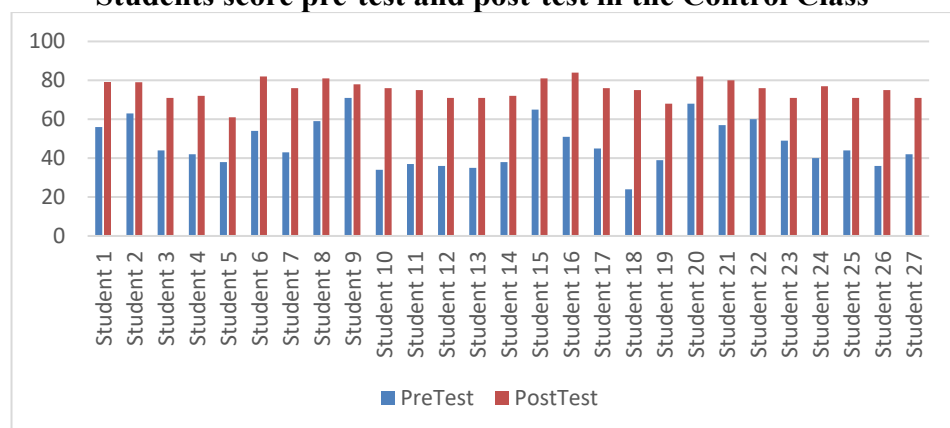
Furthermore, In several Aspects of Analytical Exposition Text Writing Skill, the data shows that the Language Use (LU) aspect has experienced the most significant improvement compared to other aspects in the control class. The average score for this aspect increased from 15,33 on the pretest to 19,92 on the posttest. Apart from that, other aspects also show an increase from pretest to posttest. In the Vocabulary (V) aspect, the average pretest score of 7,14 increased to 11,62 in the posttest. In the Organization aspect, the average pretest score of 7,00 increased to 11,22 in the posttest. For the Content aspect, the average pretest score of 6,88 increased to 11,66 in the posttest. In the Mechanics aspect, the average pretest score of 3.66 increased to 5,77 in the postest. So, from these data it can be concluded that students' writing scores increased after learning activities using conventional methods. To see the data more clearly in the graphic image below :

Figure 4.2
Total score for the writing aspects in the Control Class
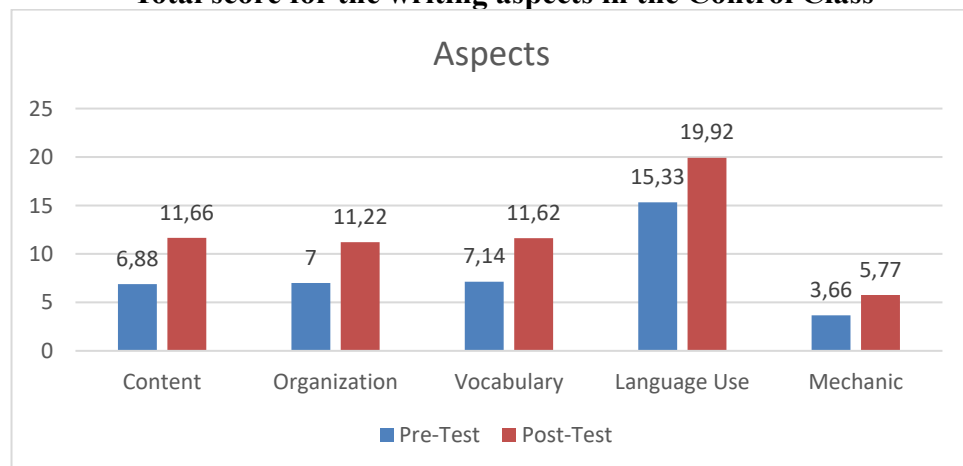
2. Students' Writing Skills in Experiment Class (Using Collaborative Writing Stategy With Padlet Application)

In this meeting, the researcher gave a pre-test and post-test in the experimental class to students to determine the students' writing skills in

writing Analytical Exposition texts in class XI IPS 1, totaling 27 students.

Researchers gave writing tests with clear instructions to students. The score

results are presented in table form as follows:

Table 4.4
The Students' pre-test score in Experimental class

Descriptives			Statistic	Std. Error
PreTest Experimental	Mean		47.04	2.298
	95% Confidence Interval for Mean	Lower Bound	42.31	
		Upper Bound	51.76	
	5% Trimmed Mean		46.88	
	Median		44.00	
	Variance		142.575	
	Std. Deviation		11.940	
	Minimum		24	
	Maximum		71	
	Range		47	
	Interquartile Range		19	
	Skewness		.396	.448
	Kurtosis		-.632	.872

INTERVAL	FREQUENSY	PERCENTAGE
24-31	1	4%
32-39	8	30%
40-47	7	26%
48-55	3	11%
56-63	5	19%
64-71	3	11%
72-79	0	0%
80-87	0	0%
88-95	0	0%
∑f	27	100%

Before carrying out treatment using the Collaborative Writing strategy in

the experimental class, the researcher first carried out a pre-test. Researcher

used SPSS to calculate the average value and standard deviation. In the

experimental class pre-test data in Table 4.1, the mean value (Mx) was 47.04

and the standard deviation (Sd) was 11.940. Then it can be observed that the

highest pre-test score in the experimental class was 71. while the lowest

score was 24. Furthermore, based on the data above the maximum pre-test interval score is 64-71 (11%), and the minimum pre-test interval score is 24-31 (4%). Then it can be seen that 4% of the samples are in the score interval 24-31, 30% of the samples are in the score interval 32-39, 26% of the samples are in the score interval 40-47, 11% of the samples are in the score interval 48-55, 19% of the samples are in the score 56-63, and 11% of the samples are in the score interval 64-71. This shows that before the Collaborative Writing strategy was used, students' Analytical Exposition text writing skills in the experimental class were still lacking. **Complete results in Appendix 5.**

At the last meeting, the researcher gave a post-test to the experimental class to assess students' writing abilities after implementing Collaborative strategies in class XI IPS 1, totaling 27 students. Researchers gave students a writing test containing clear instructions, which followed the same format as the pre-test but with different instructions for the post-test. The students' post-test results are presented in the following table:

Table 4.5
The Students' post-test in Experimental class

Descriptives				
			Statistic	Std. Error
PostTest Experimental	Mean		75.22	.986
	95% Confidence Interval for Mean	Lower Bound	73.20	
		Upper Bound	77.25	
	5% Trimmed Mean		75.45	
	Median		76.00	
	Variance		26.256	
	Std. Deviation		5.124	
	Minimum		61	
	Maximum		84	
	Range		23	
	Interquartile Range		8	

	Skewness	-.569	.448
	Kurtosis	.777	.872

INTERVAL	FREQUENSY	PERCENTAGE
24-31	0	0%
32-39	0	0%
40-47	0	0%
48-55	0	0%
56-63	1	4%
64-71	7	26%
72-79	13	48%
80-87	6	22%
88-95	0	0%
∑f	27	100%

After carrying out treatment using using the Collaborative Writing strategy in the experimental class, the researcher conducted a post-test. Researcher used SPSS to calculate the average value and standard deviation In the experimental class post-test data in Table 4.2, the mean value (Mx) was 75.22 and the standard deviation (Sd) was 5.124. Apart from that, the post-test results in the experimental class showed that the highest score reached 84, while the lowest score was 61. This shows that after using the Collaborative strategy there was an increase in students' analytical exposition text writing skills. This can be seen from the average score, where the average score on the previous pre-test was 47.04 before being given treatment, and the average score on the post-test was 75.22 after being given treatment in the good average category.

Furthermore, based on the data above the maximum post-test interval score is 80-87 (22%), and the minimum post-test interval score is 56-63 (4%). Then it can be seen that 4% of the samples are in the

score interval 56-63, 26% of the samples are in the score interval 64-71, and 48% of the samples are in the score interval 72-79, 22% of the samples are in the score interval 80-87. Thus, this shows that after using collaborative strategies, the writing skills of experimental class students improved significantly. This can be seen from the total pre-test percentage which shows a maximum score of 11% (64-71) with a maximum student score on the post-test of 22% (80-87). There are indications that using Collaborative strategy in the Experimental class provides significant result from the comparison of pre-test and post-test scores. **Appendix 5 .**

Table 4.6
The comparison between Pre-Test and Post-Test in Experimental Class

Class	Highest Score		Lowest Score		Total Score		Mean Score		Standard Deviation	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
Experiment	71	84	24	61	1.270	2.031	47.07	75.22	11.940	5.124

Based on the table above, the average pre-test score is 47.04 and the standard deviation is 11.940. Furthermore, the highest pre-test score was 71 and the lowest score was 24. Meanwhile, the average post-test score was 75.22 and the standard deviation is 5.124. Furthermore, the highest post-test score was 84 and the lowest score 61. The data above shows that there is a difference in scores between the pre-test and post-test. This means that students' writing skills have increased from pre-test to post-test. For a clearer comparison , it can be seen in **Figure 4.1** which shows a graph of the development of students' pretest to posttest scores in the experimental class in writing Analytical Exposition Texts.

Figure 4.3
Students score pre-test and post-test in the Experimental Class
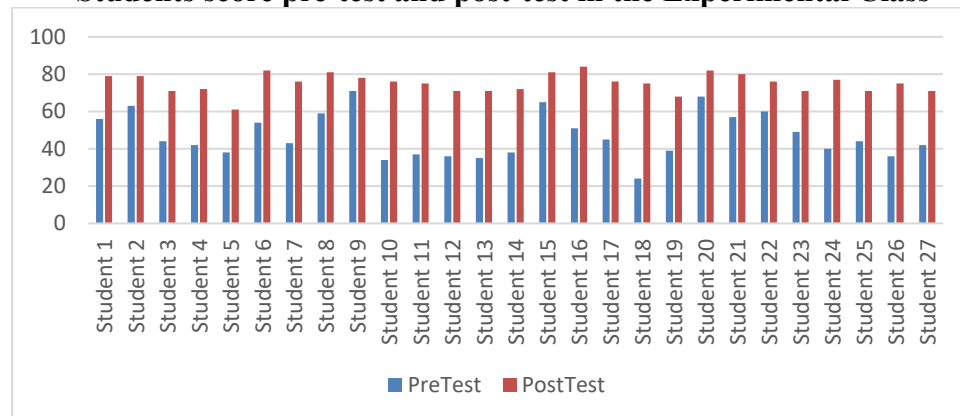
Furthermore, In several Aspects of Analytical Exposition Text Writing Skill, the data shows that the Language Use (LU) aspect has experienced the most significant improvement compared to other aspects in the experimental class. The average score for this aspect increased from 13.33 on the pretest to 22.55 on the posttest. Apart from that, other aspects also show an increase from pretest to posttest. In the Vocabulary (V) aspect, the average pretest score of 9.92 increased to 15.62 in the posttest. In the Organization aspect, the average pretest score of 9.92 increased to 15.33 in the posttest. For the Content aspect, the average pretest score of 9.88 increased to 15.25 in the posttest. In the Mechanics aspect, the average pretest score of 3.96 increased to 6.44 in the postest. So, from these data it can be concluded that students' writing scores increased after learning activities using Collaborative strategy. To see the data more clearly in the graphic image below :

Figure 4.4
Total score for the writing aspects in the Experimental Class
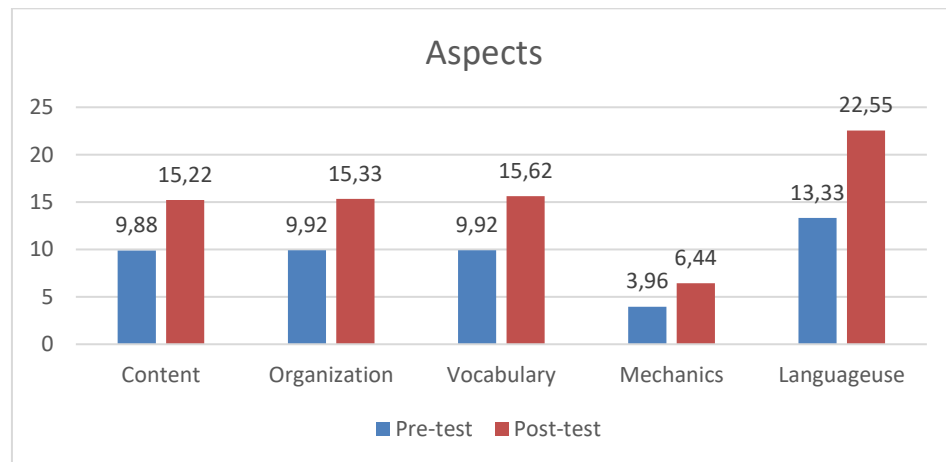
3. **The effect of using collaborative writing stratgey with the Padlet Application on students' writing skills**

This section explores the impact of using collaborative writing strategies with Padlet on students' writing skills, highlighting its benefits, challenges, and effectiveness in the learning process. The tabel below give a clear explanation about the improvement of using the strategy:

Table 4.7
The comparison Result Between Control Class and Experimental Class

Category	Control Class	Experimental Class	Comparison & Findings
Highest Score (Pre-Test)	71	71	Both classes started with the same highest score.
Highest Score (Post-Test)	74	84	The experimental class showed a **greater increase** in the highest score.
Lowest Score (Pre-Test)	24	24	Both classes had the same lowest score initially.
Lowest Score (Post-Test)	47	61	The experimental class showed a **higher improvement** in the lowest score.

Total Score (Pre-Test)	870	1,270	The experimental class had a higher initial total score.
Total Score (Post-Test)	1,500	2,031	The experimental class showed a **greater total score increase** than the control class.
Mean Score (Pre-Test)	47.07	47.07	Both groups started with equal mean scores.
Mean Score (Post-Test)	72.22	75.22	The experimental group achieved a **higher mean score** after the intervention.
Standard Deviation (Pre-Test)	9.940	11.940	The experimental class had **more variation** in initial scores.
Standard Deviation (Post-Test)	3.124	5.124	The experimental class showed **improvement** but still had more score variation than the control group.
Overall Findings	Improvement observed but moderate	Significant improvement in all aspects	The **collaborative writing strategy with Padlet** led to **greater progress** compared to conventional teaching.

The results indicate that while both the control and experimental classes showed improvement, students in the experimental class who used the collaborative writing strategy with the Padlet application demonstrated greater progress in their writing skills. The higher mean score and total score in the experimental group suggest that the collaborative approach was more effective in enhancing students' writing abilities. Additionally, the increase in the lowest score in the experimental group indicates that weaker students benefited significantly from the collaborative method. The findings support the effectiveness of technology-enhanced collaborative learning in

improving students' writing performance compared to conventional teaching methods.

a. **Data Interpretation**

Researcher used a paired sample t test in hypothesis testing to find out whether using the Padlet application had an effect on students' writing skills in writing Analytical Exposition texts. Researcher used data collected from the pre-test and post-test in the experimental class.

Table 4.8
Normality of the Experimental and Control Class

Tests of Normality

	Group	Kolmogorov-Smirnov[a]		
		Statistic	df	Sig.
Score	1,00	,119	28	,200[*]
	2,00	,076	28	,200[*]

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

a. Lilliefors Significance Correction

Related on the Table 4.11 it can be seen that Sig. (p_{value}) in table of kolmogorov-Smirnov was 0.200 and $\alpha = 0.05$. It means that Sig. (p_{value}) $>\alpha$ and H_o is accepted. The conclusion is the data are in the normal distribution there is a significant influence of using Collaborative Writing Strategy with Padlet on students' Analytical Exposition text writing skills at SMAN 3 Rejang Lebong.

b. **Result of Homogeneity Test**

After the researcher got the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data is homogenous or not. In this research, the researcher used statistical

computation by using SPSS (*Statistical Package for Social Science).*
The test of homogeneity employing Levene's Test

While the criteria of acceptance or rejection of homogeneity test were as follow:

H$_o$ is accepted

if sig > α = .05

H$_a$ is accepted

if sig < α = .05

The hypotheses for the homogeneity test were formulated as follows :

H$_o$ = The variances of the data are homogenous

H$_a$ = The variances of the data are not homogenous

Table 4.9
Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
3,906	1	54	,053

Based on the results obtained in the test of homogeneity of variances in the column, it can be seen that *Sig.* (P$_{value}$) = 0.053 > α = 0.05. It demonstrated that H$_o$ was accepted because *Sig.* (P$_{value}$) > α = 0.05. It means that the variance of the data was homogenous.

c. **Hypothesis Testing**

To prove that a hypothesis can be accepted or rejected, researcher use df (degrees of freedom) and compare it with the t-table.

1. If t-statistic > t-table then the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This means that there is a significant effect of using Padlet on Analytical Exposition text students' writing skills.

2. If t-statistic < t-table then the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. This means that there is no significant effect of using Padlet on Analytical Exposition text students' writing skills.

Based on statistical calculations using SPSS 26, researcher found t-statistic > t-table (15.062>2.056). So, it can be concluded that there is a significant effect of using Padlet on Analytical Exposition text students' writing skills.

B. Discussion

The findings from the pre-test and post-test results indicate a significant improvement in students' writing skills in the experimental class, which utilized collaborative writing with the Padlet application, compared to the control class. The higher increase in mean scores (from 47.07 to 75.22 in the experimental class versus 44.04 to 60.22 in the control class) suggests that collaborative writing strategies, facilitated through digital tools, positively impact students' writing development. The improvement in both the highest and lowest scores in the experimental group further reinforces the effectiveness of Padlet in supporting students at different proficiency levels.

These results align (Kim & Wilkinson)Through Padlet, students were able to engage in real-time collaboration, idea-sharing, and peer feedback, which are

key components of an effective writing process[72]. This interactive environment provided them with opportunities for scaffolding, where stronger students could assist weaker ones, leading to a collective improvement in writing performance.

Additionally, Hyland also highlights that feedback plays a crucial role in improving writing, and Padlet's interactive features allow for immediate feedback from both peers and teachers, leading to more effective revisions and enhanced writing quality[73]. Several recent studies support these findings. Saputri et al. found that digital collaborative writing using Padlet significantly improved students' engagement and writing coherence compared to conventional methods[74]. Similarly, Novianto et al. reported that students who participated in collaborative writing with Padlet demonstrated higher levels of organization, content development, and grammatical accuracy in their essays[75]. Their study concluded that interactive and visually engaging platforms like Padlet enhance students' motivation, making the writing process more engaging and effective.

Another study by Utami et al. found that using Padlet in writing instruction improved students' ability to structure their ideas coherently[76]. The research showed that students using Padlet were more likely to revise and refine their

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[72] Kim, M., & Wilkinson, I. A. G. (2019). Effects of collaborative discussion on elementary students' argumentative writing. *Instructional Science, 47*(1), 1-26. https://doi.org/10.1007/s11251-018-9477-5

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[75] Novianto, H., Wahyuni, S., & Prasetyo, T. (2023). Enhancing students' writing skills through digital collaborative writing with Padlet. *Journal of Language and Education Research, 5*(2), 110-125.

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writing based on peer feedback, leading to a significant increase in their overall writing scores. This finding is consistent with the data presented in this study, where the experimental group exhibited a larger increase in both total and mean scores compared to the control group.

Despite the positive impact, it is important to consider potential challenges. The experimental class exhibited a higher standard deviation (5.124 in post-test) than the control group (3.124), suggesting varying levels of individual improvement. This indicates that while collaborative writing benefits most students, some may require additional guidance to fully utilize the advantages of digital collaboration. Widodo (2022) argues that digital writing tools, while effective, should be supplemented with teacher-led instruction to ensure that all students benefit equally.

In conclusion, the findings confirm that collaborative writing using Padlet enhances students' writing skills more effectively than conventional methods. The use of technology in writing instruction supports both peer collaboration and iterative learning, leading to better writing outcomes. These results align with recent research and theoretical perspectives, emphasizing the importance of interactive, student-centered learning environments in developing writing proficiency. Future studies could further explore strategies to address individual differences in digital collaborative learning to ensure maximum benefits for all students

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and statistical analysis, this study concludes that the use of the collaborative writing strategy with the Padlet application has a significant positive impact on students' writing skills, particularly in writing Analytical Exposition texts. The results indicate that the experimental class, which utilized Padlet, showed greater improvement compared to the control class that used conventional teaching methods. The statistical analysis using the paired sample t-test revealed that the t-statistic value (15.062) was greater than the t-table value (2.056), confirming that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. This means that the implementation of Padlet in collaborative writing significantly improved students' writing performance. The comparison between the control and experimental classes further supports this conclusion. The highest post-test score in the experimental class increased to 84, compared to 74 in the control class. Similarly, the lowest post-test score in the experimental group improved to 61, while the control group only reached 47. The mean score of the experimental class increased from 47.07 (pre-test) to 75.22 (post-test), whereas the control class improved from 40.04 to 60.22. These results indicate that students in the experimental class experienced more substantial progress in writing skills, particularly in coherence, organization, and content development.

B. Suggestions

   Based on the results of this research, the researcher conveys several suggestions that can be put forward to be useful for teachers and other researchers. These suggestions are as follow :

1. For Teachers

   Researcher would like to suggest English teachers to use creative and innovative learning media in teaching their students. One of the recommended media is Padlet. Because Padlet makes the learning process fun and interesting, using the Padlet application can also help students develop their writing skills. This media stimulates students' interest in learning English, especially writing.

2. For Students

   Students should actively participate in collaborative writing activities and take advantage of the interactive features of Padlet to share ideas, edit, and improve their writing. Students should utilize Padlet's features, such as multimedia integration and comment threads, to make their writing more engaging and comprehensive.

3. For Further Researcher

   Further research can explore the long-term effects of using Padlet in collaborative writing and whether students retain improved writing skills over time. Researchers can investigate the impact of Padlet in different educational settings, such as elementary, secondary, and higher education, to determine its adaptability across levels

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APPENDICES

APPENDIX 1

SURAT IZIN PENELITIAN,

SURAT DINAS PENANAMAN DAN PTSP,

SURAT KETERANGAN SELESAI PENELITIAN

PEMERINTAH KABUPATEN REJANG LEBONG

DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Basuki Rahmat No.10 ■Telp. (0732) 24622 Curup

SURAT IZIN
Nomor : 503/~~369~~/IP/DPMPTSP/X/2024

TENTANG PENELITIAN
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 1770/In.34/FT/PP.00.9/10/2024 tanggal 08 Oktober 2024 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL	:	Klara Sonia/ Curup, 23 April 2001
NIM	:	20551029
Pekerjaan	:	Mahasiswa
Program Studi/Fakultas	:	Tarbiyah /TBI
Judul Proposal Penelitian	:	"Accelerating Students' Analytical Exposition Writing Skill By Using Padlet Application "
Lokasi Penelitian	:	SMAN 03 Rejang Lebong
Waktu Penelitian	:	09 Oktober 2024 s/d 08 Januari 2025
Penanggung Jawab	:	Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :
a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 09 Oktober 2024

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong

ZULKARNAIN, SH
Pembina
NIP. 19751010 200704 1 001

Tembusan :
1. Kepala Badan Kesbangpol Kab. RL.
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala Sekolah Sman 03 Rejang Lebong
4. Yang Bersangkutan
5. Arsip

Nomor   : 1770 /In.34/FT/PP.00.9/10/2024   08 Oktober 2024
Lampiran   : Proposal dan Instrumen
Hal   : Permohonan Izin Penelitian

Kepada Yth. **Kepala Dinas Penanaman Modal dan**

Pelayanan Terpadu Satu Pintu (PTSP)

Kab. Rejang Lebong

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama   : Klara Sonia
NIM   : 20551029
Fakultas/Prodi   : Tarbiyah / TBI
Judul Skripsi   : Accelerating Students' Analytical Exposition Writing Skill by Using Padlet Application
Waktu Penelitian : 08 Oktober 2024 s.d 08 Januari 2024
Lokasi Penelitian : SMAN 03 Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan
Wakil Dekan I

Dr. Sakut Anshori, S.Pd.I, Hum
NIP. 19811020 200604 1 002

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

SURAT KETERANGAN SELESAI PENELITIAN
NO : 421. 3 / 674 / PL/SMAN 3 / RL/2025

Yang bertandatangan di bawah ini :

Nama	:	Drs. Parji Susanta
NIP	:	19650322 199203 1 002
Pangkat / Gol.	:	Pembina Utama Muda /IVc
Jabatan	:	Kepala Sekolah
Unit Kerja	:	SMA Negeri 3 Rejang Lebong

Dengan ini menerangkan bahwa :

Nama	:	Klara Sonia
NIM	:	20551029
Prodi	:	Tadris Bahasa Inggris
Jenjang	:	S-1
Fakultas	:	Tarbiyah
Perguruan Tinggi	:	IAIN Curup

Nama yang tersebut diatas benar-benar telah selesai melaksanakan penelitian skripsi yang berjudul *"Accelerating Students' Analytical Exposition Writing Skill By Using Padlet Application"* dari tanggal 09 Oktober 2024 s/d 08 Januari 2025.

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Rejang Lebong, 08 Januari 2025
Kepala Sekolah

Drs. Parji Susanta
Pembina Utama Muda /IVc
NIP 19650322 199203 1 002

APPENDIX 2

SK PEMBIMBING, KARTU KONSULTASI BIMBINGAN SKRIPSI

Nomor : 609 Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	: 1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
	4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
	5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
	6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	: 1.	Permohonan Saudara M. Royhan Hidayat tanggal 06 September 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
	2.	Berita Acara Seminar Proposal Pada Hari Kamis tanggal 25 Juli 2024

M E M U T U S K A N :

Menetapkan		
Pertama	: 1.	**Dr. Eka Apriani, M.Pd** 19900403 201503 2 005
	2.	**Meli Fauziah, M.Pd** 19940523 202012 2 003

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A	:	**Klara Sonia**
N I M	:	**20551029**
JUDUL SKRIPSI	:	**Accelerating Students Analytical Exposition Writing Skill by Using Padlet Application**

Kedua	:	Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;

Ditetapkan di Curup,
Pada tanggal 27 September 2024
Dekan,

Sutarto

Tembusan :
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

DEPAN

KARTU BIMBINGAN SKRIPSI

NAMA	: Klara Sonia
NIM	: 20551029
PROGRAM STUDI	: Tadris Bahasa Inggris
FAKULTAS	: Tarbiyah
DOSEN PEMBIMBING I	: Dr. Eka Apriani, M. Pd
DOSEN PEMBIMBING II	: Meli Fauziah, M. Pd
JUDUL SKRIPSI	: Accelerating Students' Analytical Exposition Writing Skill by Using Padlet Application.
MULAI BIMBINGAN	: 04 April 2024
AKHIR BIMBINGAN	:

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	07-04-2024	Bimbingan Bab I	
2.	15-04-2024	Revisi Bimbingan Bab I	
3.	26-04-2024	Bimbingan Bab II	
4.	06-05-2024	Revisi Bimbingan Bab II	
5.	20-05-2024	Bimbingan Bab III	
6.	23-07-2024	Acc Seminar Proposal	
7.		Bimbingan Bab IV	
8.		Bimbingan Bab IV	
9.		Bimbingan Bab IV - V	
10.		Bimbingan Bab IV - V	
11.		Bimbingan Abstract & Appendices	
12.	08-01-2025	Acc Sidang.	

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

CURUP, ...202

PEMBIMBING I,

PEMBIMBING II,

Dr. Eka Apriani, M. Pd
NIP. 199004032016032005

Meli Fauziah, M. Pd
NIP. 199405232020122005

- Lembar **Depan** Kartu Bimbingan Pembimbing I
- Lembar **Belakang** Kartu Bimbingan Pembimbing II
- Kartu ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

BELAKANG

KARTU BIMBINGAN SKRIPSI

NAMA	:	Klara Sonia
NIM	:	20551029
PROGRAM STUDI	:	Tadris Bahasa Inggris
FAKULTAS	:	Tarbiyah
PEMBIMBING I	:	Dr. Eka Apriani, M.Pd
PEMBIMBING II	:	Meli Fauziah, M.Pd
JUDUL SKRIPSI	:	Accelerating Students' Analytical Exposition Writing Skill by Using Padlet Application
MULAI BIMBINGAN0	:	07 April 2024
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.	07-04-2024	Bimbingan Bab I	
2.	16-04-2024	Revisi Bimbingan Bab I	
3.	26-04-2024	Bimbingan Bab II	
4.	06-05-2024	Revisi Bimbingan Bab II	
5.	20-05-2024	Bimbingan Bab III	
6.	25-07-2024	Acc Seminar Proposal	
7.		Bimbingan bab IV	
8.		Bimbingan Bab IV	
9.		Bimbingan Bab IV-V	
10.		Bimbingan Bab IV-V	
11.		Bimbingan Abstract & Appendices	
12.	09-01-2025	Acc Sidang	

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP, ...202

PEMBIMBING I,

Dr. Eka Apriani, M.Pd
NIP. 198009032015032005

PEMBIMBING II,

Meli Fauziah, M.Pd
NIP. 199405232020122003

APPENDIX 3

EXPERT VALIDATOR, RATER LATTER

Pre-Test

Name : ....

Class : ....

Time Allocation : **60 Minutes**

~~INTRUCTION~~ INSTRUCTION

1. Write an Analytical Exposition text ~~with~~ on the theme: The Impact of Online Games on Students.

2. Analytical Exposition text must consist of the generic structure of Analytical Exposition :

   a. Thesis : Introduce the topic or main idea that will be discussed.

   b. Arguments : Convey opinion or reasons that support the main idea.

   c. Reiteration : Repeating the main idea statement that has been conveyed or presenting a conclusion.

3. Analytical Exposition text ~~consist~~ consists of at least 3-4 paragraphs following the structure mentioned above (A paragraph for the Thesis should consist of at least 5 sentences, a paragraph for Arguments should consist of at least 7 sentences, and a paragraph for the Reiteration should consist of at least 5 sentences).

4. Pay attention to the following aspects (Scoring Rubric) :

Criteria	Percentage
Content	20%
Organization (Thesis, Arguments, Reiteration)	20%
Vocabulary	20%
Grammar & Language Use (Use Simple Present Tense)	30%

Mechanics (Spelling and Punctuation)	10%
Total	100%

Post-Test

Name   : ....

Class   : ....

Time Allocation   : **60 Minutes**

INSTRUCTION

1. Login in to your Padlet account (https://Padlet.com or Download Padlet App).

2. Write Analytical Exposition text on the Padlet application ~~with~~ under the theme: The Dangers of Bullying at School.

3. Combine the parts you have worked on previously (Thesis, Arguments, and Reiteration) into a complete Analytical Exposition text in Padlet.

4. Analytical Exposition text must consist of the generic structure of Analytical Exposition :
   a. Thesis   : Introduce the topic or main idea that will be discussed.
   b. Arguments   : Convey opinions or reasons that support the main idea.
   c. Reiteration : Repeating the main idea statement that has been conveyed or presenting a conclusion.

5. Analytical Exposition text consist of at least 3-4 paragraphs following the structure mentioned above (A paragraph for the Thesis should consist of at least 5 sentences, a paragraph for Arguments should consist of at least 7 sentences, and a paragraph for the Reiteration should consist of at least 5 sentences).

5. Pay attention to the following aspects (Scoring Rubric) :

Criteria	Percentage
Content	20%
Organization (Thesis, Arguments, Reiteration)	20%
Vocabulary	20%
Grammar & Language Use (Use Simple Present Tense)	30%
Mechanics (Spelling and Punctuation)	10%
Total	100%

6. Use Padlet features to enhance for your analytical exposition text (Select "Templates", adjust "Settings", Add relevant "Content" such as photos and videos, And "Share" your Padlet link with teachers and classmate via link to get feedback once finished) .

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.
- ➢ The blue color words or statements mean the validator's additional point for your instrument.
- ➢ The red color means something that you need to revise or delete.

Kepahiang, 01 October 2024

Validator

Nastiti Handayani, M.Pd

RATER LETTER

After verifying the documents' analysis that will be used in the research entitled **"Accelerating Students' Analytical Exposition Writing Skill By Using Padlet Application"** arranged by :

Name   : Klara Sonia

NIM   : 20551029

Study Program   : English Study Program (TBI)

Faculty   : Tarbiyah

With my undersigned :

Name   : Rizki Indra Guci, M.Pd.

Institution   : IAIN Curup

Position   : Teaching Staff

Confirmed that the Rubric is correctly used to check students' narrative paragraph writing and the assessment results can be reliably accounted for.

Curup, 28 November 2024

Rater

Rizki Indra Guci, M.Pd.

RATER LETTER

After verifying the documents' analysis that will be used in the research entitled **"Accelerating Students' Analytical Exposition Writing Skill By Using Padlet Application"** arranged by :

Name   : Klara Sonia

NIM   : 20551029

Study Program   : English Study Program (TBI)

Faculty   : Tarbiyah

With my undersigned :

Name   : Masita

Institution   : IAIN Curup

Position   : DLB

Confirmed that the Rubric is correctly used to check students' narrative paragraph writing and the assessment results can be reliably accounted for.

Curup, **29 November** 2024

Rater

Masita Arianie, M.Pd.

APPENDIX 4

WRITING TEST

(STUDENTS ANSWER)

EXPERIMENTAL CLASS

Pre-Test

Name : Dinda Aulya Chantiko

Class : XI IPS 1

Time Allocation : 60 Minutes

<u>INSTRUCTION</u>

1. Write an Analytical Exposition text on the theme: The Impact of Online Games on Students.

2. Analytical Exposition text must consist of the generic structure of Analytical Exposition :

   a. Thesis : Introduce the topic or main idea that will be discussed.

   b. Arguments : Convey opinion or reasons that support the main idea.

   c. Reiteration : Repeating the main idea statement that has been conveyed or presenting a conclusion.

3. Analytical Exposition text consists of at least 3-4 paragraphs following the structure mentioned above (A paragraph for the Thesis should consist of at least 5 sentences, a paragraph for Arguments should consist of at least 7 sentences, and a paragraph for the Reiteration should consist of at least 5 sentences).

4. Pay attention to the following aspects (Scoring Rubric) :

Criteria	Percentage
Content	20%
Organization (Thesis, Arguments, Reiteration)	20%
Vocabulary	20%
Grammar & Language Use (Use Simple Present Tense)	30%
Mechanics (Spelling and Punctuation)	10%
Total	100%

The Impact of Online Games on Students

Online games are games played using the internet, and are usually played with friends. Online games are a type of game, which can be played on a cellphone, computer or laptop. Nowadays online games are very popular with children and teenagers, especially me.

Online games actually have a possitive impact, namely as entertainment and honing skills. Unfortunately online games also have a negative impact on today's teenagers. This is because many teenagers play online games excessively to the point of addiction. They forget to study and sleep until late at night.

We should be wiser towards online games. We must be able to manage our time well, so that online games do not have a negative impact on us.

Name : Salma Ibnu Rajab

Class : XI IPS 1

Time Allocation : 60 Minutes

<u>INSTRUCTION</u>

1. Write an Analytical Exposition text on the theme: The Impact of Online Games on Students.

2. Analytical Exposition text must consist of the generic structure of Analytical Exposition :

   a. Thesis   : Introduce the topic or main idea that will be discussed.
   b. Arguments   : Convey opinion or reasons that support the main idea.
   c. Reiteration   : Repeating the main idea statement that has been conveyed or presenting a conclusion.

3. Analytical Exposition text consists of at least 3-4 paragraphs following the structure mentioned above (A paragraph for the Thesis should consist of at least 5 sentences, a paragraph for Arguments should consist of at least 7 sentences, and a paragraph for the Reiteration should consist of at least 5 sentences).

4. Pay attention to the following aspects (Scoring Rubric) :

Criteria	Percentage
Content	20%
Organization (Thesis, Arguments, Reiteration)	20%
Vocabulary	20%
Grammar & Language Use (Use Simple Present Tense)	30%
Mechanics (Spelling and Punctuation)	10%
Total	100%

The Impact of Online Games on Students

Nowadays the activity of playing online games can actually be fun and provide entertainment. However, if done excessively, online games have both negative and positive impacts on teenagers. Here are some of the negative and positive impacts.

Playing online games can have positive and negative impacts. The following are the negative impacts of playing online games excessively, namely spending a lot of time, ~~neglect~~ neglecting problems such as obesity, sleep disorders and body posture problems. However, it turns out that online games also have positive impacts, including making it easier to learn English, making you more focused on your studies, training your patience, practicing teamwork and being able to make friends online.

So in conclusion, even though playing games is an inseparable part of the lives of today's teenagers, playing excessively can have a negative impact on physical, mental health and academic achievement.

Pre-Test

Name : HAIKAL GIBRAN

Class : XI IPS 1

Time Allocation : 60 Minutes

<u>INSTRUCTION</u>

1. Write an Analytical Exposition text on the theme: The Impact of Online Games on Students.

2. Analytical Exposition text must consist of the generic structure of Analytical Exposition :
   a. Thesis : Introduce the topic or main idea that will be discussed.
   b. Arguments : Convey opinion or reasons that support the main idea.
   c. Reiteration : Repeating the main idea statement that has been conveyed or presenting a conclusion.

3. Analytical Exposition text consists of at least 3-4 paragraphs following the structure mentioned above (A paragraph for the Thesis should consist of at least 5 sentences, a paragraph for Arguments should consist of at least 7 sentences, and a paragraph for the Reiteration should consist of at least 5 sentences).

4. Pay attention to the following aspects (Scoring Rubric) :

Criteria	Percentage
Content	20%
Organization (Thesis, Arguments, Reiteration)	20%
Vocabulary	20%
Grammar & Language Use (Use Simple Present Tense)	30%
Mechanics (Spelling and Punctuation)	10%
Total	100%

The Impact of Online Games on Students

Online games are very popular with teenagers nowadays, online game according to teenagers are very important to fill their free time. online games have been developing for a long time, the games they often play are mobile legend, valorant, point blank, etc. but online games also have positive and negative impacts on teenagers.

Apart from filling teenagers free time, it turns out that online games have a bad impact, such as addiction, not remembering the time to play games and teenagers tend to be lazy about studying or doing activities and teenagers have difficulty socializing, but online game have a positive impacts on teenagers, like a filling teenagers free time, can be a job to be a games, and teenagers can know another langua

Apart from positive and negative impacts on teenagers online game can be a job for many people like to be a gamers, streamer, but games online can make many people can make people not remembering the time playing games, make teenagers lazy and difficulty to socializing. From that all we must to choose positive impact and we must know the time to play games.

Name : ADE RAHMA YOSI

Class : XI IPA 1

Time Allocation : 60 Minutes

<u>INSTRUCTION</u>

1. Write an Analytical Exposition text on the theme: The Impact of Online Games on Students.

2. Analytical Exposition text must consist of the generic structure of Analytical Exposition :

   a. Thesis : Introduce the topic or main idea that will be discussed.

   b. Arguments : Convey opinion or reasons that support the main idea.

   c. Reiteration : Repeating the main idea statement that has been conveyed or presenting a conclusion.

3. Analytical Exposition text consists of at least 3-4 paragraphs following the structure mentioned above (A paragraph for the Thesis should consist of at least 5 sentences, a paragraph for Arguments should consist of at least 7 sentences, and a paragraph for the Reiteration should consist of at least 5 sentences).

4. Pay attention to the following aspects (Scoring Rubric) :

Criteria	Percentage
Content	20%
Organization (Thesis, Arguments, Reiteration)	20%
Vocabulary	20%
Grammar & Language Use (Use Simple Present Tense)	30%
Mechanics (Spelling and Punctuation)	10%
Total	100%

The Impact of Online Games on Students

In this day and age, Children and teenagers, especially men, are no longer familiar with online games.

Online games are games that Can be played on computers, mobile phone and laptops. Online games use Internet access so It is called online.

Online games are very easy to find in society, this is influenced by the development of online game Companies such as garena, Tencent games, netmarble, etc which are basically world famous Companies.

It is not uncommon nowadays for many teenagers to play games and hang out outside the house. Online games have a posibive impact on teenagers, and online games are educational and educating gamey Can also get a positive impact from the games they play

Online games also have negative impacts because game Can influence people who play them to become addicted and interfere with learning at school. Currently, many teenagers skip school because of online games. Games Can also damage our eyes is played continously

We should be wiser about the many online games in society, It's bray to play games as long as you Can manage your time.

Post-Test

Name : …………………………

Class : …………………………

Time Allocation : 60 Minutes

<u>INSTRUCTION</u>

5. Write Analytical Exposition text on the Padlet application under the theme : The Dangers of Bullying at School.

6. Analytical Exposition text must consist of the generic structure of Analytical Exposition :

   d. Thesis : Introduce the topic or main idea that will be discussed.

   e. Arguments : Convey opinions or reasons that support the main idea.

   f. Reiteration : Repeating the main idea statement that has been conveyed or presenting a conclusion.

7. Analytical Exposition text consist of at least 3-4 paragraphs following the structure mentioned above (A paragraph for the Thesis should consist of at least 5 sentences, a paragraph for Arguments should consist of at least 7 sentences, and a paragraph for the Reiteration should consist of at least 5 sentences).

8. Pay attention to the following aspects (Scoring Rubric) :

Criteria	Percentage
Content	20%
Organization (Thesis, Arguments, Reiteration)	20%
Vocabulary	20%
Grammar & Language Use (Use Simple Present Tense)	30%
Mechanics (Spelling and Punctuation)	10%
Total	100%

Dinda Aulya Chantika

The Dangers of Bullying at School

Bullying is intentional behavior using an imbalance of power or strength. These behaviors can include things like hitting, kicking, taunting, spitting, verbal lessons and threatening. This accident can occur in the home or school environment. Bullying in schools is a widespread issue that negatively impact students' mental and emotional well-being, academic performance, and overall school climate. This phenomenon involves repeated aggressive behavior, often targeting vurnerable individuals, leading to serious consequences.

Firstly, the most significant consequences of bullying is its impact on mental health. Victims of bullying often experience heightened levels of anxiety, depression, and loneliness. The repeated victimnation can lead to feelings of hopelessness and worthlessness, resulting in long-term psychological effects. According to a study published in the Journal of Youth and Adolescence, students who were bullied are at a higher risk for developing mental health issues, even into adulthood. An article tells the story of an elementary school student in Banyuwangi, with the initials "MR", who was found hanged. They said the motive for committing suicide was because the victim was experiencing depression due to bullying. The victims is often bullied bes he does'nt have father. This shows that bullying can cause mental disorders in chirdren and have fatal consequences.

Secondly, bullying creates a toxic school environment that can affect not only the victims but also bystanders and even the perpetrators. The culture of fear and intimidations can stifle student participations and engangement, leading to sense of isolation within the student body. In a negative school onvironment, students are less likely to feel safe and supported. A study from the Department of Education also found that schools with high rates of bullying often see a decline in overall student morale.

Furthermore, the dangers of bullying arenot canfined to the victim's emotional and pshchological health. In one source there was a case of bullying against NS (17), a student at SMAN 4 Pasuruan City, until the victim was admitted to mental hosplta due to severe depress. This suggests that the effect of bullying can have lifelong implications, making early intervention crucial.

In conclusion, the dangers of bullying at school are manifold, impacting victims mental health, academic performance, and the overall safety and atmosphere of the school enviranment. Commitment from educators, parents, and students is crucial is fostering a culture of respect and safety within schools. Implementing comprehensive anti-bullying programs and promoting awareness are essential steps in mitigating the harmful effects of bullying and ensuring that all students feel safe and supported in their educational journeys. Addressing billging is not merely a school issue; it is a societal imperative that require collective action.

Satria Ibnu rajab

The Dangers of Bullying at School

Bullying at school is a serious problem that has a negative impact of students' lives and the school environment. there is no positive side to bullying, bullying can result in long-term Physical and emotional-harm, which has an impact on the victims and the bullies them selves. Therefore, bullying must be eradicated. Schools and society must take action to overcome an Prevent bullying

First, bullying is very dangerous for students many students experience bullying, which means them aprus i suz and depressed a real case example in the Stop bullying video shows the bad impact of bullying on a student named rino who is often bullied because of his appearance, economic situation and achievements at school and experienced difficulties in his academic performance. this case shows that bullying can damage students mental health, impact their self-confidence and even hinder their academic progress

Second, impact on victims' mental health many experts and health organizations state that bullying can have a serious impact on mental health. according to Dr. megan moreno, a professor of pediatrics at the University of Wisconsin, said that victims of bullying often experience long term effects, including feelings of fear, anxiety into and lack of self confidence, which can develop into serious mental health disorders in the future. Other research from the centers for Disease control and prevention ((DC) also found that bullying can hour depression and posttraumatic stress disorder (PTSD)

bullying at school has a serious impact on individuals and the school community. This can lead to mental health problems, academic challenges, and a toxic school environment. By actively working to prevent and address bullying, schools can create a safe and supportive environment where all students can thrive. I think we can overcome bullying through behavior counseling establishment of anti bullying team monitoring student social media to prevent bullying and instilling moral guidance teachings for students

The Dangers of Bullying at School

The Dangers of Bullying at School

Bullying is the desire to hurt. This desire can be seen from an action that causes someone to suffer. Actions carried out by someone or a stronger majority group, carried out repeatedly, the perpetrator is not responsible, and are carried out with feelings of pleasure. Usually this act of bullying is carried out by a group of people who feel physically and mentally stronger than the victim of bullying. Bullying is very common in the school environment. School bullying is a common problem that affects students all over the world. I believe this analytical exposition will explore the various harms of bullying, emphasizing its impact on mental healt, academic performance, and the school environment as a whole

The following are the danger of Bullying At School:

First of all. The impact of bullying on society can also make victims feel less confident. When the bullying experienced is physical violence, of course the scars obtained from bullying behavior can leave a traumatic experience

Secondly danger of bullying can also occur on social aspects. Usually, victims of bullying will withdraw from social environments because they are afraid of receiving the same treatment.

Furthermore One of the significant impacts of bullying, especially verbal, is its effect on the victim's emotional condition. Usually, victims of bullying experience a series of complex emotions such as fear sadness and anger. These impacts can develop into more serious mental health problems, including symptoms of depression, digestive disorders, or difficulty adapting to social environment

Finally, The dangers of bullying extend beyond the school walls. Victims of bullying often carry their trauma into adulthood, affecting their relationships and professional lives. Additionally, individuals who engage in bullying behavior may develop aggressive tendencies that persist into adulthood, contributing to a cycle of violence in society

In conclusion, the dangers of bullying at school are far-reaching and significant. The impact on mental health, academic performance, and the overall school environment highlights the urgent need for effective anti-bullying policies and supportive measures. Schools must prioritize creating a safe and inclusive atmosphere where all students can thrive, free from the threat of bullying

ADE RAHMA YOSI

The Dangers of Bullying at School

Thesis:

Bullying is defined by the American Phychological Association as "a form of agressive behavior in which a person intentionally and repeatedly causes another person injury or discomfort." Bullying itself can damge the future and make them more passive towards themselves and their environment. The dangers that bullying can cause are very large for children. Children who are victims of bullying continue to receive pressure and satisfaction from their friends. As a result, they will be afraid to socialize and interact with other people.

This results in children who lack self-confidence or even worse, the children can become stressed because of the bullying behavior. One of the biggest roles here is that of parents, parents must protect and be promoters for their children. Bullying can occur in various forms including physical, verbal, convert and cyber bullying and sexual bullying or sexual harassment. There are examples of bullying that occur in Indonesia.

Arguments:

teachers is very important here to teach students from an early age about the rangers of bullying, and tell them that bullying is bad behavior. thereby creating a peaceful school environments.

finally, Bullying can occur verbally, physically, or socially in the real world or in Cyberspace. Bullying can have a negative impact on the victim, both mentally, physically and socially. From January to August 2023, the Indonesian Child Protection Commissions (KPAI) recorded 2,355 cases of violations of child protection, of which 861 cases occurred in education units. Thy shows that all of us, including the government, teachers, Parents and students need to care more about preventing violence in schools. This can be done by tightening the rules, providing an understing any incidents that are detrimental to students. In this way we can create a safe and comfortable school environment for all students.

Reiteration:
So we can conclude that bullying behavior is very detrimental, so the council should reiterate the problem of bullying cases and follow up on the perpetrators of bullying so that it has a deterrent effect on them. Therefore, stay away from and monitor bullying behavior in children's environments so that their future is not destroyed and they become high achieving children.

CONTROL CLASS

Pre-Test

Name : *Azizah Qaoli Qolbi*

Class : *XI /Ps 3*

Time Allocation : **60 Minutes**

<u>INSTRUCTION</u>

1. Write an Analytical Exposition text on the theme : The Impact of Online Games on Students.

2. Analytical Exposition text must consist of the generic structure of Analytical Exposition :

   a. Thesis : Introduce the topic or main idea that will be discussed.

   b. Arguments : Convey opinion or reasons that support the main idea.

   c. Reiteration : Repeating the main idea statement that has been conveyed or presenting a conclusion.

3. Analytical Exposition text consists of at least 3-4 paragraphs following the structure mentioned above (A paragraph for the Thesis should consist of at least 5 sentences, a paragraph for Arguments should consist of at least 7 sentences, and a paragraph for the Reiteration should consist of at least 5 sentences).

4. Pay attention to the following aspects (Scoring Rubric) :

Criteria	Percentage
Content	20%
Organization (Thesis, Arguments, Reiteration)	20%
Vocabulary	20%
Grammar & Language Use (Use Simple Present Tense)	30%
Mechanics (Spelling and Punctuation)	10%
Total	100%

Azizah Qavli Qolbi (XI Ips 3)

The Impact of Online Games on Students

Game is a media to playing, in Game We can playing Many Game, Game is activity to purpose make a happy and easy sport.

according to me playing Game, Can make we Get a negatif and positif impact anegatif impact such as, make a student lazy Separate time, and positive impact Make a happy

Don't playing Game More time because the impact Very dangerous and Make v stress, and deppresian

Laura Depta Soleha
XI IPS 3

The Impact of Online Games on Students

Online games In today's era become something that can not be separated from our life. from kids until adults love to play online games. Therefore the average online game user is students. The overuse of online game can bring negative effect on students

Hoe are some explanation of negative effect from online game. First, Addiction to online games. This can trigger mental disorder such as anxiety, depression and aggressive behavior. If you sometimes wonder why people who plays online game has bad temper it probably probably because they are addic to online games.

Second, Decrease physical health. people who addicted to online game tend to has problem with their physical health. such as sleep disorder and eye damage. because they love to spend their time to play online games instead play outside.

Based on the explanation above it can be conclude that, the online games can give negative effect to the student first, Addiction to online games and decrease physical health.

Rahel Ria Amandya

The Impact of Online Games on Students

⊕ In this era online games have a very bad effect on students, because they can anoying studen't focus and interest in learning. That's why their value can drop drasticaly because they have no interest in learning and they are more interested in Playing games than studying. online games can sleep disoders, which can affect the body's metabolic sistem. often feel tired, stiff neck and muscles, to carpal turner syndrome. From text above we can conclued online games have very bad effet.

Bayu Engga Setiawan
XI IPS 3

The Impact of Online Games on Students

Online games is the one that popular in now generation because online game for enjoy is popular and have benefit for people

but, online game not have just a good impace for them It also have a bad impace for the new generation from mentaly and physicaly sicknes but at the same time online games can make people enjoy and tray acong tore when stress feeling allear

So, in the end pengong game or not have risa but it's have them as a risa to online game good or not but you can play enough time

Post-Test

Name : …………………………

Class : …………………………

Time Allocation : **60 Minutes**

<u>INSTRUCTION</u>

9. Write Analytical Exposition text on the Padlet application under the theme : The Dangers of Bullying at School.

10. Analytical Exposition text must consist of the generic structure of Analytical Exposition :

    g. Thesis : Introduce the topic or main idea that will be discussed.

    h. Arguments : Convey opinions or reasons that support the main idea.

    i. Reiteration : Repeating the main idea statement that has been conveyed or presenting a conclusion.

11. Analytical Exposition text consist of at least 3-4 paragraphs following the structure mentioned above (A paragraph for the Thesis should consist of at least 5 sentences, a paragraph for Arguments should consist of at least 7 sentences, and a paragraph for the Reiteration should consist of at least 5 sentences).

12. Pay attention to the following aspects (Scoring Rubric) :

Criteria	Percentage
Content	20%
Organization (Thesis, Arguments, Reiteration)	20%
Vocabulary	20%
Grammar & Language Use (Use Simple Present Tense)	30%
Mechanics (Spelling and Punctuation)	10%
Total	100%

Azizah Qauli Qolbi (XI Ips 3)

The Dangers of Bullying at School

Bullying in schools is a serious problem that negatively affects students mental health, academic performance, & social development. It should be addressed immediately to create a safe and positive learning environment.

Bullying negatively impacts academic performance. Student Who are bullied may have difficulty concentrating in class, leading to lower grades and a lack of motivation to study. Some victims may even choose to skip school to avoid their bullies, which affect the learning.

In Conclusion, bullying in schools has serious consequences for students mental health, academic success and social life. Schools, parents, and students, must work together to prevent bullying & ensure a save and supportive educational environment for everyon

Laura Depta Souha
XI IPS 1

The Dangers of Bullying at School

Bullying is one of the problem that until now never can be solved clearly. School became Places where this action often to happen. Bullying can be occur from elementary School until high school level. There are some explanation why bullying is danger and need to be solved as soon as possible.

First, the effect of bullying to the victim can be serious. There are 2 types of bullying. 1. Verbal bullying. 2. Physical bullying. Both can make serious effect on the victims mental helth. But the Physical bullying can be more serious until cause death. Second, trauma. the victims of bullying tend to has trauma that left behind by the Perpetrators of bullying. Sometimes the victim to afraid to come to school because they afraid they will be bullied again at school. The worst of all, the victim of bullying have suicidal Intentions due to depression because they got bullied over and over.

From this It can be conclude that bullying is bad and really dangerous action. Bullying can cause serious effect to the victim and left trauma to the victim.

Rahel Ria Amandya

Xι Ips 3

The Dangers of Bullying at School

Bullying is a serious problem that occurs in many schools and has a negative impact on students. it can take many forms, Including physical, verbal, and cyberbullying. Victims of bullying often experience emotional distress, low self - esteem, and even depression. If bullying is not addressed properly, it can lead to severe consequences, such as decreased academic performance and social isolation.

First, Bullying affects the mental health of students. many victims suffer from anxiety, depression, and lack of confidence, which can impact their overall well-being. Second, bullying can lead to poor academic performance because students who experience bullying often feel unsafe and find it difficult to concentrate in class. it can create a toxic school environment where students are afraid to express themselves freely. bullying can increase the risk of self-harm and suicidal thoughts among victims, making it a life-threatening issue.

In conclusion, bullying in schools is a serious issue that mus Ignored. it negatively impacts students' mental health academic success, del overall school environment. it left unaddressed it can lead to long term consequences for both victims and perpetrators

Bayu engga Setiawan
XI IPS 3

The Dangers of Bullying at School

Bullying in schools has become a serious issue that affects students' academic performance, mental health, and overall well-being. This growing crisis demands immediate attention. On bullying crisis of health effects and grave consequences, immediate and coordinated action is needed to create safer schools environment.

Offender bullying involves repeated aggressive behavior with a power imbalance. Victims fear and emotional scars affect them. Schools must be encouraging to maintain a custom safety. When bullying behaviors go unchecked, it escalates to a chaotic and uncomfortable environment.

In conclusion, the danger of bullying at schools is more and profound. Its effects on mental health, academic achievement, and social cohesion make it a serious issue that must be addressed. It is necessary for parents and policy makers aware.

APPENDIX 5

STATISTICAL ANALYSIS

The Result of Pre-test in Experimental Class

No	Name of Students	Post-Test Score
1.	ARY	56
2.	ADP	63
3.	AA	44
4.	AN	42
5.	DC	38
6.	DAC	54
7.	DJ	43
8.	HG	59
9.	HKR	71
10.	IS	34
11.	MSP	37
12.	MA	36
13.	MRA	35
14.	NSLS	38
15.	NN	65
16.	NSLA	51
17.	OA	45
18.	RP	24
19.	RAP	39
20.	SIR	68
21.	SFP	57
22.	TAH	60
23.	TCL	49
24.	VD	40
25.	W	44
26.	ZYA	36
27.	WPPD	42
SUM		**1.270**

The Result of Post-test in Experimental Class

No	Name of Students	Post-Test Score
1.	ARY	79
2.	ADP	79
3.	AA	71
4.	AN	72
5.	DC	61
6.	DAC	82
7.	DJ	76
8.	HG	81
9.	HKR	78
10.	IS	76
11.	MSP	75
12.	MA	71
13.	MRA	71
14.	NSLS	72
15.	NN	81
16.	NSLA	84
17.	OA	76
18.	RP	75
19.	RAP	68
20.	SIR	82
21.	SFP	80
22.	TAH	76
23.	TCL	71
24.	VD	77
25.	W	71
26.	ZYA	75
27.	WPPD	71
SUM		**2.031**

No	Name Students	Assessing Writing score of Analytical Exposition Text (Experiment Class Pretest)					Total	Comment
		C	O	V	LU	M		
1	ARY	12	13	11	15	5	56	Failed
2	ADP	14	14	13	17	5	63	Failed
3	AA	9	9	9	12	5	44	Failed
4	AN	8	9	10	11	4	42	Failed
5	DC	7	7	9	12	3	38	Failed
6	DAC	13	11	13	13	4	54	Failed
7	DJ	9	9	8	13	4	43	Failed
8	HG	13	13	13	15	5	59	Failed
9	HKR	15	15	14	21	6	71	Failed
10	IS	7	7	7	10	3	34	Failed
11	MSP	7	7	9	11	3	37	Failed
12	MA	7	7	8	11	3	36	Failed
13	MRA	8	8	8	8	3	35	Failed
14	NSLS	7	7	9	12	3	38	Failed
15	NN	14	13	13	20	5	65	Failed
16	NSLA	11	11	10	15	4	51	Failed
17	OA	9	9	10	13	4	45	Failed
18	RP	5	6	4	6	3	24	Failed
19	RAP	7	10	8	11	3	39	Failed
20	SIR	15	15	13	20	5	68	Failed
21	SFP	12	12	12	16	5	57	Failed
22	TAH	13	13	12	17	5	60	Failed
23	TCL	11	10	10	14	4	49	Failed
24	VD	8	9	9	11	3	40	Failed
25	W	10	9	9	12	4	44	Failed
26	ZYA	7	7	8	11	3	36	Failed
27	WPPD	9	8	9	13	3	42	Failed
Total ($\sum$x)							1.270	
Mean (Mx)							47.04	
N							27	
Max							71	
Min							24	
Range							47	

No	Name Students	Assessing Writing score of Analytical Exposition Text (Experiment Class Prosttest)					Total	Comment
		C	O	V	LU	M		
1	ARY	16	16	16	24	7	79	Passed
2	ADP	16	17	16	23	7	79	Passed
3	AA	14	15	15	21	6	71	
4	AN	14	15	15	21	7	72	
5	DC	11	12	14	18	6	61	
6	DAC	16	18	16	24	8	82	Passed
7	DJ	16	14	16	24	6	76	Passed
8	HG	17	17	17	24	6	81	Passed
9	HKR	17	17	16	21	7	78	Passed
10	IS	15	16	16	23	6	76	Passed
11	MSP	15	16	15	23	6	75	Passed
12	MA	14	14	15	22	6	71	
13	MRA	15	14	15	21	6	71	
14	NSLS	15	14	15	21	7	72	
15	NN	16	16	16	25	8	81	Passed
16	NSLA	17	17	17	25	8	84	Passed
17	OA	15	15	16	24	6	76	Passed
18	RP	15	15	16	23	6	75	Passed
19	RAP	14	14	14	20	6	68	
20	SIR	17	17	17	24	7	82	Passed
21	SFP	17	17	16	24	6	80	Passed
22	TAH	15	16	16	23	6	76	Passed
23	TCL	15	14	15	21	6	71	
24	VD	16	15	16	24	6	77	Passed
25	W	15	14	15	21	6	71	
26	ZYA	15	14	16	24	6	75	Passed
27	WPPD	14	15	15	21	6	71	
Total ($\sum x$)							2.031	
Mean (Mx)							75.22	
N							27	
Max							84	
Min							61	
Range							23	

STATISTICAL DATA ANALYSIS

The Score of Students' Pre-Test and Post-Test in Experimental Class

No	Subject	Pre-Test	Post-Test
1	Student 1	56	79
2	Student 2	63	79
3	Student 3	44	71
4	Student 4	42	72
5	Student 5	38	61
6	Student 6	54	82
7	Student 7	43	76
8	Student 8	59	81
9	Student 9	71	78
10	Student 10	34	76
11	Student 11	37	75
12	Student 12	36	71
13	Student 13	35	71
14	Student 14	38	72
15	Student 15	65	81
16	Student 16	51	84
17	Student 17	45	76
18	Student 18	24	75
19	Student 19	39	68
20	Student 20	68	82
21	Student 21	57	80
22	Student 22	60	76
23	Student 23	49	71
24	Student 24	40	77
25	Student 25	44	71
26	Student 26	36	75
27	Student 27	42	71
Total		**1.270**	**2.031**
Average		**47.04**	**75.22**
Max		**71**	**84**
Min		**24**	**61**

PRE-TEST EXPERIMENTAL CLASS

No	Name Students	Aspect of Writing					Total
		C	O	V	LU	M	
1	ARY	12	13	11	15	5	56
2	ADP	14	14	13	17	5	63
3	AA	9	9	9	12	5	44
4	AN	8	9	10	11	4	42
5	DC	7	7	9	12	3	38
6	DAC	13	11	13	13	4	54
7	DJ	9	9	8	13	4	43
8	HG	13	13	13	15	5	59
9	HKR	15	15	14	21	6	71
10	IS	7	7	7	10	3	34
11	MSP	7	7	9	11	3	37
12	MA	7	7	8	11	3	36
13	MRA	8	8	8	8	3	35
14	NSLS	7	7	9	12	3	38
15	NN	14	13	13	20	5	65
16	NSLA	11	11	10	15	4	51
17	OA	9	9	10	13	4	45
18	RP	5	6	4	6	3	24
19	RAP	7	10	8	11	3	39
20	SIR	15	15	13	20	5	68
21	SFP	12	12	12	16	5	57
22	TAH	13	13	12	17	5	60
23	TCL	11	10	10	14	4	49
24	VD	8	9	9	11	3	40
25	W	10	9	9	12	4	44
26	ZYA	7	7	8	11	3	36
27	WPPD	9	8	9	13	3	42
	Average	9.88	9.92	9.92	13.33	3.96	47.04

POST-TEST EXPERIMENTAL CLASS

No	Name Students	Aspect of Writing					Total
		C	O	V	LU	M	
1	ARY	16	16	16	24	7	79
2	ADP	16	17	16	23	7	79
3	AA	14	15	15	21	6	71
4	AN	14	15	15	21	7	72
5	DC	11	12	14	18	6	61
6	DAC	16	18	16	24	8	82
7	DJ	16	14	16	24	6	76
8	HG	17	17	17	24	6	81
9	HKR	17	17	16	21	7	78
10	IS	15	16	16	23	6	76
11	MSP	15	16	15	23	6	75
12	MA	14	14	15	22	6	71
13	MRA	15	14	15	21	6	71
14	NSLS	15	14	15	21	7	72
15	NN	16	16	16	25	8	81
16	NSLA	17	17	17	25	8	84
17	OA	15	15	16	24	6	76
18	RP	15	15	16	23	6	75
19	RAP	14	14	14	20	6	68
20	SIR	17	17	17	24	7	82
21	SFP	17	17	16	24	6	80
22	TAH	15	16	16	23	6	76
23	TCL	15	14	15	21	6	71
24	VD	16	15	16	24	6	77
25	W	15	14	15	21	6	71
26	ZYA	15	14	16	24	6	75
27	WPPD	14	15	15	21	6	71
	Average	**15.25**	**15.33**	**15.62**	**22.25**	**6.44**	**75.22**

Descriptives

			Statistic	Std. Error
PreTest Experimental	Mean		47.04	2.298
	95% Confidence Interval for Mean	Lower Bound	42.31	
		Upper Bound	51.76	
	5% Trimmed Mean		46.88	
	Median		44.00	
	Variance		142.575	
	Std. Deviation		11.940	
	Minimum		24	
	Maximum		71	
	Range		47	
	Interquartile Range		19	
	Skewness		.396	.448
	Kurtosis		-.632	.872
PostTest Experimental	Mean		75.22	.986
	95% Confidence Interval for Mean	Lower Bound	73.20	
		Upper Bound	77.25	
	5% Trimmed Mean		75.45	
	Median		76.00	
	Variance		26.256	
	Std. Deviation		5.124	
	Minimum		61	
	Maximum		84	
	Range		23	
	Interquartile Range		8	
	Skewness		-.569	.448
	Kurtosis		.777	.872

The Result of Pre-test in Control Class

No	Name of Students	Pre-Test Score
1.	AJH	40
2.	AW	40
3.	AQQ	35
4.	BES	42
5.	DDS	42
6.	DN	40
7.	EY	43
8.	E	42
9.	F	40
10.	GC	30
11.	JE	42
12.	KAS	42
13.	LDS	43
14.	MD	42
15.	NSA	71
16.	ND	31
17.	NKIP	33
18.	PRD	32
19.	PWD	35
20.	RRA	40
21.	RI	35
22.	S	42
23.	SIL	50
24.	WS	35
25.	AJS	40
26.	AG	50
27.	FA	24
SUM		**1.081**

The Result of Post-test in Control Class

No	Name of Students	Post-Test Score
1.	AJH	62
2.	AW	54
3.	AQQ	56
4.	BES	66
5.	DDS	71
6.	DN	74
7.	EY	54
8.	E	66
9.	F	57
10.	GC	56
11.	JE	56
12.	KAS	60
13.	LDS	54
14.	MD	55
15.	NSA	72
16.	ND	64
17.	NKIP	55
18.	PRD	55
19.	PWD	64
20.	RRA	58
21.	RI	55
22.	S	63
23.	SIL	66
24.	WS	54
25.	AJS	58
26.	AG	64
27.	FA	57
SUM		**1.626**

STATISTICAL DATA ANALYSIS

The Score of Students' Pre-Test and Post-Test in Control Class

No	Subject	Pre-Test	Post-Test
1	Student 1	40	62
2	Student 2	40	54
3	Student 3	35	56
4	Student 4	42	66
5	Student 5	42	71
6	Student 6	40	63
7	Student 7	43	54
8	Student 8	42	66
9	Student 9	40	57
10	Student 10	30	56
11	Student 11	42	56
12	Student 12	42	60
13	Student 13	43	54
14	Student 14	42	55
15	Student 15	71	72
16	Student 16	31	64
17	Student 17	33	55
18	Student 18	32	55
19	Student 19	35	64
20	Student 20	40	58
21	Student 21	35	55
22	Student 22	42	74
23	Student 23	50	66
24	Student 24	35	54
25	Student 25	40	58
26	Student 26	50	64
27	Student 27	24	57
Total		**1.081**	**1.626**
Average		**40.04**	**60.22**
Max		**71**	**74**
Min		**24**	**54**

PRE-TEST CONTROL CLASS

No	Name Students	Aspect of Writing					Total
		C	O	V	LU	M	
1	AJH	8	8	7	14	3	40
2	AW	7	8	8	14	3	40
3	AQQ	6	6	7	13	3	35
4	BES	7	7	7	17	4	42
5	DDS	7	7	7	17	4	42
6	DN	8	8	7	14	3	40
7	EY	7	7	8	17	4	43
8	E	7	7	7	17	4	42
9	F	7	8	8	14	3	40
10	GC	5	5	5	12	3	30
11	JE	7	7	7	17	4	42
12	KAS	7	7	7	17	4	42
13	LDS	7	7	8	17	4	43
14	MD	7	7	7	17	4	42
15	NSA	13	13	14	25	6	71
16	ND	5	5	6	12	3	31
17	NKIP	6	6	6	12	3	33
18	PRD	6	6	5	12	3	32
19	PWD	6	6	6	14	3	35
20	RRA	7	7	7	15	4	40
21	RI	6	6	6	14	3	35
22	S	7	7	7	16	5	42
23	SIL	8	8	9	20	5	50
24	WS	6	6	6	14	3	35
25	AJS	7	8	8	14	3	40
26	AG	8	8	9	20	5	50
27	FA	4	4	4	9	3	24
	Average	**6,88**	**7**	**7,14**	**15,33**	**3,66**	**40,04**

POST-TEST CONTROL CLASS

No	Name Students	Aspect of Writing					Total
		C	O	V	LU	M	
1	AJH	12	12	12	20	6	62
2	AW	10	10	9	19	6	54
3	AQQ	10	10	10	20	6	56
4	BES	13	12	12	23	6	66
5	DDS	14	13	13	24	7	71
6	DN	12	12	12	21	6	63
7	EY	11	10	10	18	5	54
8	E	13	13	13	21	6	66
9	F	11	12	11	18	5	57
10	GC	11	11	11	18	5	56
11	JE	11	10	11	19	5	56
12	KAS	12	11	12	20	5	60
13	LDS	10	10	10	18	6	54
14	MD	10	10	10	19	6	55
15	NSA	10	10	10	20	5	55
16	ND	14	13	15	23	7	72
17	NKIP	13	12	13	20	6	64
18	PRD	10	9	11	19	6	55
19	PWD	13	12	13	20	6	64
20	RRA	11	10	11	20	6	58
21	RI	10	10	10	20	5	55
22	S	15	15	15	22	7	74
23	SIL	13	13	13	21	6	66
24	WS	10	10	11	18	5	54
25	AJS	11	10	11	20	6	58
26	AG	13	12	13	20	6	64
27	FA	12	11	12	17	5	57
	Average	**11,66**	**11,22**	**11,62**	**19,92**	**5,77**	**60,22**

Descriptives

			Statistic	Std. Error
PreTest Control	Mean		40.04	2.298
	95% Confidence Interval for Mean	Lower Bound	38.31	
		Upper Bound	51.76	
	5% Trimmed Mean		40.88	
	Median		40.00	
	Variance		132.575	
	Std. Deviation		9.940	
	Minimum		24	
	Maximum		71	
	Range		47	
	Interquartile Range		19	
	Skewness		.396	.448
	Kurtosis		-.632	.872
			Statistic	Std. Error
PostTest Control	Mean		60.22	.986
	95% Confidence Interval for Mean	Lower Bound	63.20	
		Upper Bound	72.25	
	5% Trimmed Mean		65.45	
	Median		64.00	
	Variance		37.256	
	Std. Deviation		4.124	
	Minimum		54	
	Maximum		74	
	Range		23	
	Interquartile Range		8	
	Skewness		-.569	.338
	Kurtosis		.777	.677

BASIC WRITING SCORE IN CLASS IPA 1,IPA 2,IPA 3, IPS 1, IPS 2, IPS 3.

	IPA 1			1PA 2			IPA 3	
No	Nama Murid	Score	No	Nama Murid	Score	No	Nama Murid	Score
1	APF	56	1	AAH	62	1	AH	45
2	AABL	64	2	AON	64	2	AI	42
3	BHP	63	3	AK	58	3	DFA	52
4	CAP	68	4	A	63	4	FPA	50
5	DR	40	5	AS	60	5	FAS	52
6	DWA	70	6	AKP	70	6	FAI	59
7	DAA	68	7	AMF	66	7	GRLA	70
8	DA	57	8	BU	59	8	GPR	64
9	EN	70	9	BDR	68	9	H	55
10	FS	68	10	BPS	63	10	IA	54
11	GF	68	11	CY	70	11	IL	54
12	IM	64	12	DL	70	12	LD	55
13	MVA	64	13	DA	58	13	LA	65
14	MD	60	14	EF	70	14	MZJ	62
15	MF	62	15	JA	57	15	MH	56
16	MMZ	61	16	LA	64	16	NS	66
17	NTP	65	17	NNH	60	17	OFT	67
18	NSP	64	18	PA	64	18	PW	62
19	RR	64	19	RR	64	19	RW	60
20	SM	70	20	S	61	20	RG	57
21	SL	72	21	SV	70	21	ROG	56
22	TL	68	22	SN	68	22	RA	60
23	VF	63	23	VCO	40	23	RS	64
24	ZTP	60	24	ZY	56	24	RTB	70
25	GCW	58	25	JV	58	25	SMP	58
26	JDL	64	26	FF	64	26	SO	60
27	R	59	27	ZAP	62	27	YDS	61
28	A	60	28	GFA	62	28	IYD	64
	Mean Score	63.21		Mean Score	62.53		Mean Score	58.57

IPS 1			1PS 2			IPS 3		
No	Nama Murid	Score	NO	Nama Murid	Score	No	Nama Murid	Score
1	ARY	60	1	AL	58	1	AJH	56
2	ADP	62	2	APR	57	2	AW	56
3	AA	48	3	AY	45	3	AQQ	60
4	AN	52	4	ANT	68	4	BES	60
5	DC	50	5	AFN	60	5	DDS	62
6	DAC	68	6	A	70	6	DN	70
7	DJ	58	7	ABCA	68	7	EY	50
8	HG	65	8	CN	68	8	E	45
9	HKR	60	9	DP	68	9	F	68
10	IS	56	10	EFD	56	10	GC	62
11	MSP	55	11	GDA	70	11	JE	45
12	MA	48	12	HFP	68	12	KAS	40
13	MRA	45	13	HS	63	13	LDS	62
14	NSLS	55	14	HFA	58	14	MD	55
15	NN	64	15	IDN	64	15	NSA	65
16	NSLA	70	16	LS	60	16	ND	62
17	OA	58	17	MFH	62	17	NKIP	58
18	RP	55	18	NB	68	18	PRD	45
19	RAP	40	19	PRK	62	19	PWD	50
20	SIR	65	20	RDS	65	20	RRA	62
21	SFP	63	21	RAV	60	21	RI	50
22	TAH	60	22	RR	70	22	S	48
23	TCL	42	23	SD	68	23	SIL	63
24	VD	56	24	SYR	58	24	WS	58
25	W	58	25	FF	60	25	AJS	48
26	ZYA	55	26	R	45	26	AG	65
27	WPPD	40	27	LW	56	27	FA	45
	Mean Score	55.85		Mean Score	62.03		Mean Scoere	55.92

APPENDIX 6

THE LESSON PLAN OF EXPERIMETAL CLASS (RPP),

LEARNING OBJECTIVE FLOW (ATP)/SILABUS

LESSON PLAN

Penyusun   : Klara Sonia

Satuan Pendidikan   : SMAN 3 Rejang Lebong

Mata Pelajaran   : Bahasa Inggris

Skill   : Writing Skills

Kelas/ Semester   : XI/ Ganjil

Materi Pokok   : Analytical Exposition Text

Model Pembelajaran : Collaborative Writing with Padlet Application

Alokasi Waktu   : 2x 45 Menit (2 Jam Pelajaran)

A. Kompetensi Inti:

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

B. Kompetensi Dasar (KD)

KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
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	3.4.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan analytical expositio text 3.4.2 Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan analytical exposition text 3.4.3 Membedakan fungsi social, struktur teks dan unsur kebahasaan dari beberapa analytical exposition text.
4.4 teks eksposisi analitis 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	4.1.1 Menemukan informasi tersirat dan tersurat pada teks analytical exposition 4.2.1 Menyusun kembali paragraf acak analytical exposition text dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan 4.2.2 Membuat analytical exposition text sederhana dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan.

C. Tujuan Pembelajaran

1. Siswa mampu memahami pengertian, tujuan, unsur kebahasaan dan struktur teks Analytical Exposition
2. Siswa mampu menulis teks Analytical Exposition dengan struktur yang benar, dan menyajikan ide-ide mereka secara koheren dan relevan setelah mengikuti proses pembelajaran menggunakan Collaborative Writing with padlet.

D. Materi Pembelajaran

1. **Definition of Analytical Exposition Text**

   Analytical Exposition is a text that elaborates the author's view of a phenomenon or problem. According to Anderson, analytical exposition text is atype that is intended to persuade readers that something should be in the case.

2. **Purposes**

   The text aims to convince readers that the topic raised is important and wort discussing, by providing supporting arguments or opinions.

3. **Generic Structure of Analytical Exposition**

According to Gerot and Wignell, the generic structures of analytical exposition text are thesis, arguments, and reiteration. The generic of analytical exposition text as follows :

4. Thesis statement, which is the part where the author introduces the topic or main idea that will be discussed. This thesis is always presented in the first paragraph in the analytical expositio text.

5. Arguments, namely the part where the author conveys opinions or reasons to support the main idea. Usually, there are more than two arguments in an analytical exposition text. The more arguments presented, the stronger the reader's belief that the topic is important and deserves attention.

6. Reiteration, is the last part which functions to repeat the statement of the main idea that has been conveyed or present a conclusion.

4. **The language Features of Analytical Exposition**

According to Sudarwati and Grace, the language features of Analytical Exposition text are :

7. Focus on generic human and non human participant, for example : cars, pollution, animals, or technology.

8. Using mental verbs to express opinions, for example : like, believe, think, know, and feel.

9. Use connecting words to link arguments, for example : first, however, and therefore.

10. Using present tense in sentences, for example : Ari is quiet boy.

11. Use compound and complex sentences.

12. Using modal and adverbs, for example : can, may, certainly, maybe, and definitely.

7. **Example of Analytical Exposition Texts**

Generic Structure	Banning of motorbikes is necessary in housing areas
Thesis	Motorcycles do a lot of damage and are disruptive. Although motorbikes are sometimes regarded as the most practical mode of transportation, I think they are dangerous for the environment, people, and animals. Because motorbikes produce excessive noise, contribute to air pollution, spread diseases, and cause accidents, I believe they should be banned in residential areas.

Argument 1	First of all, I want to emphasize that motorbikes are a leading cause of pollution globally. Research has demonstrated that motorbikes release toxic gases that are damaging to the environment. As a result, the prolonged emission of these gases from motorbikes plays a significant role in global warming (Science Daily).
Argument 2	Secondly, as reported by the BBC News Channel, motorbikes are also linked to the development of illnesses like bronchitis, cancer, and are key triggers for asthma and hypertension. Some of these conditions are so severe that they can be fatal (BBC News, 2009).
Argument 3	Additionally, motorbikes produce significant noise. The constant "vroom vroom" sound can be heard everywhere, making it very challenging to sleep. Even when a baby is asleep, the passing of a motorbike can wake them up. Children also struggle to focus on their homework. Experts suggest that excessive noise can lead to hearing loss and difficulty concentrating in both children and adults (Fields, 1993).
Argument 4	Finally, motorbikes are accountable for devastating accidents, some of which result in fatalities. Motorbike riders often travel at speeds of 60 mph, making it impossible for them to stop in time, leading to collisions with people or animals. Frequently, animals are run over and found dead on the road. Motorcycles are considered one of the leading causes of death on the road (Fields, 1993).
Reiteration (Conclusion)	In conclusion, I definitely believe that motorcyclists should be restricted in residential areas based on the previously given issues.

Source : Mahrukh Bashir, *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI*, (Jakarta: Kementrian Pendidikan dan Kebudayaan, 2017).

E. Media Pembelajaran
1. Media : Padlet Application
2. Alat : Hp, Markers, dan Whiteboard

F. Langkah-Langkah Pembelajaran

➢ **Pertemuan ke-1**

Kegiatan Awal (15 Menit)
- Guru menyampaikan salam dan berdoa untuk memulai pembelajaran.
- Guru menanyakan kabar, dan mengecek kehadiran peserta didik.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Guru dan peserta didik melakukan apersepsi melalui kegiatan tanya jawab yang terkait materi Analytical Exposition Texts dengan bertanya ke peserta didik.
- Guru menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

Kegiatan Inti (60 menit)
- Guru menjelaskan terkait dengan materi Analytical Exposition Text Definisi, Tujuan, Struktur teks (Thesis, Arguments, Reiteration), Unsur kebahasaan, dan contoh Anlaytical Exposition Texts.
- Guru menunjukan contoh Analytical Exposition Texts kepada peserta didik.
- Peserta didik diberikan contoh analytical exposition text dan guru meminta peserta didik mengidentifikasi struktur teks dan unsur kebahasaannya.
- Peserta didik meyebutkan struktur teks dan unsur kebahasaan dari contoh analytical exposition texts yang diberikan.
- Guru meminta peserta didik membuat satu contoh Analytical Exposition Texts yang relevan dengan kehidupan sehari-hari sesuai dengan struktur dan unsur kebahasaan Analytical Exposition Texts.
- Guru memberikan feedback kepada peserta didik yang bisa membuat contoh Analytical Exposition Texts.

Kegiatan Penutup (15 menit)
- Guru bersama peserta didik memberikan kesimpulan penguatan pembelajaran dan refleksi terhadap pembelajaran.
- Guru memberikan tugas kepada peserta didik.
- Guru menutup kegiatan pembelajaran dengan mengucapkan terimakasih dan salam

➢ **Pertemuan ke-2**

Kegiatan Awal (15 Menit)

- Guru menyampaikan salam dan berdoa untuk memulai pembelajaran.
- Guru menyapa, menanyakan kabar, dan mengecek kehadiran peserta didik.
- Guru menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Guru dan peserta didik melakukan apersepsi melalui kegiatan tanya jawab terkait Collaborative Writing Strategy with Padlet Application, serta guru mengajukan beberapa pertanyaan eksploratif kepada peserta didik.
- Guru menyampaikan tujuan pembelajaran dan manfaat penggunaan Collaborative Writing Strategy with Padlet Application dalam meningkatkan keterampilan menulis Analytical Exposition Text.

Kegiatan Inti (60 menit)
- Guru menjelaskan manfaat kolaborasi dalam menulis menggunakan Padlet, meliputi definisi, tujuan, prosedur penggunaan, serta fitur-fitur yang mendukung proses collaborative writing.
- Guru memberikan panduan teknis langkah-langkah login ke aplikasi Padlet.
- Guru menunjukkan cara penggunaan aplikasi Padlet dan menjelaskan fitur-fitur penting yang bisa digunakan dalam proses collaborative writing.
- Guru memberikan kesempatan kepada peserta didik untuk mencoba login langsung dan mengeksplorasi fitur-fitur di Padlet.
- Guru menjelaskan bagaimana cara membuat Analytical Exposition Text di Padlet, menggunakan fitur unggah foto, gambar, atau video sebagai bukti pendukung argumentasi.
- Guru menunjukkan contoh postingan Analytical Exposition Text yang telah dibuat sebelumnya di Padlet sebagai model pembelajaran.
- Guru meminta peserta didik memberikan umpan balik (feedback) terhadap postingan teman sekelas melalui kolom komentar di Padlet.
- Guru memberikan feedback langsung dan membimbing peserta didik yang masih mengalami kesulitan dalam proses login atau penggunaan fitur Padlet.

Kegiatan Penutup (15 menit)
- Guru bersama peserta didik menyimpulkan kembali poin-poin penting tentang Collaborative Writing Strategy with Padlet Application serta merefleksikan manfaat yang dirasakan selama kegiatan.
- Guru memberikan tugas ringan kepada peserta didik untuk mengeksplorasi lebih lanjut contoh Analytical Exposition Text di Padlet sebagai persiapan pertemuan berikutnya.
- Guru menutup kegiatan pembelajaran dengan ucapan terima kasih dan salam.

➤ **Pertemuan ke-3**

Kegiatan Awal (15 Menit)
- Guru menyampaikan salam dan berdoa untuk memulai pembelajaran.
- Guru menanyakan kabar, dan mengecek kehadiran peserta didik.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Guru dan peserta didik melakukan apersepsi melalui kegiatan tanya jawab terkait materi dengan bertanya ke peserta didik.
- Guru menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

Kegiatan Inti (60 menit)
- Guru menjelaskan kembali pengertian, fungsi, dan ciri-ciri Thesis dalam Analytical Exposition Text.
- Guru membagi peserta didik ke dalam kelompok kecil (2-3 orang per kelompok) untuk menerapkan Collaborative Writing Strategy.
- Guru memberikan contoh Thesis yang baik dan benar sebagai referensi.
- Setiap kelompok mendiskusikan topik yang diberikan dan menyusun Thesis secara kolaboratif.
- Guru meminta setiap kelompok mempublikasikan hasil Thesis mereka di Padlet Application.
- Setiap kelompok memberikan umpan balik (feedback) ke Thesis kelompok lain melalui fitur komentar di Padlet.
- Guru membimbing proses diskusi, memberi arahan, serta memberikan feedback dan saran perbaikan secara langsung melalui Padlet dan secara lisan di kelas.

Kegiatan Penutup (15 menit)
- Guru bersama peserta didik memberikan kesimpulan penguatan pembelajaran dan refleksi terhadap pembelajaran.
- Guru memberikan tugas kepada peserta didik.
- Guru menutup kegiatan pembelajaran dengan mengucapkan terimakasih dan salam

➤ **Pertemuan ke-4**

Kegiatan Awal (15 Menit)
- Guru menyampaikan salam dan berdoa untuk memulai pembelajaran.
- Guru menanyakan kabar, dan mengecek kehadiran peserta didik.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Guru dan peserta didik melakukan apersepsi melalui kegiatan tanya jawab terkait materi dengan bertanya ke peserta didik.
- Guru menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

Kegiatan Inti (60 menit)

- Guru menjelaskan kembali pengertian, fungsi, dan ciri-ciri Arguments dalam Analytical Exposition Text.
- Guru memberikan contoh Arguments yang baik dan mendukung thesis secara logis.
- Guru membagi peserta didik ke dalam kelompok yang sama seperti pertemuan sebelumnya.
- Setiap kelompok menulis Arguments di Padlet Application, yang mendukung Thesis yang telah dipublikasikan sebelumnya.
- Guru mengarahkan setiap kelompok untuk menggunakan fitur Padlet, seperti menambahkan foto, grafik, atau link sumber sebagai bukti pendukung arguments mereka.
- Setiap kelompok saling memberikan komentar, kritik, dan saran terhadap Arguments kelompok lain melalui fitur komentar di Padlet.
- Guru memberi feedback secara langsung di Padlet maupun lisan di kelas, sekaligus membimbing peserta didik dalam menyempurnakan arguments mereka.

Kegiatan Penutup (15 menit)

- Guru bersama peserta didik memberikan kesimpulan penguatan pembelajaran dan refleksi terhadap pembelajaran.
- Guru memberikan tugas kepada peserta didik.
- Guru menutup kegiatan pembelajaran dengan mengucapkan terimakasih dan salam.

➢ **Pertemuan ke-5**

Kegiatan Awal (15 Menit)

- Guru menyampaikan salam dan berdoa untuk memulai pembelajaran.
- Guru menanyakan kabar, dan mengecek kehadiran peserta didik.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Guru dan peserta didik melakukan apersepsi melalui kegiatan tanya jawab terkait materi dengan bertanya ke peserta didik.
- Guru menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

Kegiatan Inti (60 menit)

- Guru menjelaskan kembali pengertian, fungsi, dan ciri-ciri Reiteration dalam Analytical Exposition Text.
- Guru memberikan contoh Reiteration yang baik, yaitu berisi penegasan kembali thesis yang sudah dipaparkan, serta simpulan dari arguments.
- Guru membagi peserta didik ke dalam kelompok yang sama.
- Setiap kelompok menyusun Reiteration berdasarkan thesis dan arguments yang telah dipublikasikan di Padlet Application sebelumnya.

- Setiap kelompok mengunggah Reiteration ke Padlet Application, melengkapi teks yang telah mereka susun.
- Guru meminta setiap kelompok memberikan komentar dan masukan terhadap Reiteration kelompok lain melalui fitur komentar di Padlet.
- Guru memberikan feedback langsung melalui komentar di Padlet dan secara lisan di kelas, serta membimbing peserta didik dalam menyempurnakan reiteration mereka.

Kegiatan Penutup (15 menit)
- Guru bersama peserta didik memberikan kesimpulan penguatan pembelajaran dan refleksi terhadap pembelajaran.
- Guru memberikan tugas kepada peserta didik.
- Guru menutup kegiatan pembelajaran dengan mengucapkan terimakasih dan salam.

➢ Pertemuan ke-6

Kegiatan Awal (15 Menit)
- Guru menyampaikan salam dan berdoa untuk memulai pembelajaran.
- Guru menanyakan kabar, dan mengecek kehadiran peserta didik.
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.
- Guru dan peserta didik melakukan apersepsi melalui kegiatan tanya jawab yang terkait dengan bertanya ke peserta didik.
- Guru menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.

Kegiatan Inti (60 menit)
- Guru mengajak peserta didik membuka kembali aplikasi Padlet yang sebelumnya telah digunakan untuk menulis bagian-bagian teks Analytical Exposition (thesis, arguments, reiteration) secara kolaboratif.
- Guru menjelaskan bahwa Padlet berfungsi sebagai media bantu yang menyimpan hasil kolaborasi mereka, sehingga peserta didik dapat mengakses kembali ide-ide yang telah didiskusikan bersama.
- Guru memberikan panduan bahwa pada pertemuan ini, peserta didik diminta menyusun teks Analytical Exposition secara utuh dan lengkap, dengan tulisan tangan di lembar kertas, bukan lagi mengetik di Padlet.
- Guru membimbing peserta didik mengembangkan teks mereka dengan bahasa yang lebih baik, serta memperhatikan tata bahasa, kohesi, dan koherensi antar paragraf.
- Guru meminta peserta didik memperbaiki dan mengembangkan teksnya dengan menambahkan ide-ide baru jika diperlukan.
- Peserta didik menulis teks lengkap Analytical Exposition secara mandiri, dengan merujuk pada hasil diskusi di Padlet sebagai referensi.
- Guru berkeliling untuk memberikan bimbingan, arahan, serta feedback selama proses penulisan berlangsung.

Kegiatan Penutup (15 menit)
- Guru bersama peserta didik memberikan kesimpulan penguatan pembelajaran dan refleksi terhadap pembelajaran.
- Guru memberitahu peserta didik akan diadakan test pada pertemuan selanjutnya.
- Guru menutup kegiatan pembelajaran dengan mengucapkan terimakasih dan salam.

G. Penilaian
- Penilaian Pengetahuan   : Writing Test
- Instrument Penilaian   : Assessment Rubric

Rubric of Writing Scoring by Christopher Tribble (1996). [77]

Area	Score	Descriptor
Task Fullfillment/ Content	20-17	**Excellent to very good:** Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	**Good to average:** Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	**Fair to poor:** Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	**Very poor:** inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	**Inadequate:** fails to address the task with any effectiveness.

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[77] Christopher Tribble, Language Teaching Writing, (England: Oxford University Press, 1996), 130.

Organization	20-17	**Excellent to very good:** Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced sequenced (coherence); connectives appropriately used (cohesion).
	16-12	**Good to average:** Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence): some connectives used (cohesion).
	11-8	**Fair to poor:** Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	**Very poor:** Lack fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
Vocabulary	20-17	**Excellent to very good:** Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	**Good to average:** Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	**Fair to poor:** Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	**Very poor:** No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.

	4-0	**Inadequate:** Fails to address his aspect of the task with any effectiveness.
Language	30-24	**Excellent to very good:** Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, prnouns, prepositions; meaning never obscured.
	23-18	**Good to average:** Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	**Fair to poor:** Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	**Very poor:** Major problems with structures-even simple ones: frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	**Inadequate:** Fails to address his aspect of the task with any effectiveness.
Mechanics	10-8	**Excellent to very good:** Demonstrates full command of spelling, punctuations, capitalization, and layout.
	7-5	**Good to average:** Occasional errors in spelling, punctuation, capitalization, layout.
	4-2	**Fair to poor:** Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	**Very poor:** Fails to addres his aspect of the task with any effectiveness.

Final Score = C + O + V + L + M = 20+20+20+30+10 = 100

Mengetahui

Curup,   2024

Guru Mata Pelajaran   Peneliti

Ulfa Aini, S.Pd.   Klara Sonia
Nip. 198612172009032009   Nim. 20551029

LEARNING OBJECTIVE FLOW (ATP)/SILABUS

Satuan Pendidikan : SMA Negeri 3 Rejang Lebong
Mata Pelajaran : Bahasa Inggris
Kelas : XI (Sebelas)

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan should, can) 4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• FungsiSosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan yang menunjukkan saran dan tawaran, dengan modal *should* dan *can* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.	- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisisaran dan tawaran dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa situasi, membuat beberapa saran dan tawaran yang sesuai secara tertulis kemudian dibacakan ke kelas

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Situasi yang memungkinkan pemberian saran dan tawaran melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI	- Melakukan pengamatan di lingkungan sekolah dan sekitarnyauntuk membuat serangkaian saran dan tawaran untuk memperbaikinya - Melakukan refleksi tentang proses dan hasil belajarnya
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan I think, I suppose, in my opinion) 4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman, dan orang lain. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan menyatakan pendapat *I think, I suppose, in my opinion* - 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 Situasi yang memungkinkan munculnya pernyataan tentang pendapat dan pikiran yang dapat menumbuhkan perilaku yang termuat di KI	- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataan pendapat dan pikiran - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnyadan kemudian menyatakan pendapat dan pikirannya terkait dengan upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
3.3 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk undangan resmi dengan memberi dan meminta informasi terkait kegiatan sekolah/tempat kerja sesuai dengan konteks penggunaannya 4.3 Teks undangan resmi	• Fungsi Sosial Menjaga hubungan interpersonal dalam konteks resmi • Struktur Teks Dapat mencakup: - Sapaan - Isi	- Mencermati dan menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda - Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
4.3.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja 4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	- Penutup • Unsur Kebahasaan - Ungkapan dan istilah yang digunakan dalam undangan resmi - 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 Acara formal yang terkait dengan sekolah, rumah, dan masyarakat yang dapatmenumbuhkan perilaku yang termuat di KI • Multimedia Layout yang membuat tampilan teks lebih menarik.	- Mencermati beberapa undangan resmi lainnya, dan mengidentifikasi bagian-bagiannya serta ungkapan-ungkapan yang digunakan - Diberikan beberapa undangan resmi yang tidak lengkap, dan kemudian melengkapinya dengan kata dan ungkapan yang sesuai - Diberikan deskripsi tentang acara yang akan dilaksanakan, dan kemudian membuat undangan resminya - Menempelkan undangan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
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 4.4 Teks eksposisi analitis 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	• 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 *first, second, third …* - Kata sambung*Therefor, consequently, based on the arguments* - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.	- Membaca dua teks eksposisi analitis tentang isu-isu aktual yang berbeda. - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis satu teks lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga teks eksposisi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga teks eksposisi analitis yang koheren, seperti aslinya - Membacakan teks-teks eksposisi tsb dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Isu-isu aktual yang perlu dibahas yang menumbuhkan perilaku yang termuat di KI	- Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya. - Menempelkan teks tsb di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya
3.5 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan passive voice) 4.5. Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi Sosial Mendeskripsikan, memaparkan secara obyektif • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Kalimat deklaratif dan interogatif dalam passive voice - Preposisi*by* - 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 Benda, binatang, tumbuh-tumbuhan, yang terkait dengan mata pelajaran lain yang menumbuhkan perilaku yang termuat di KI	- Membaca dan mencermati beberapa deskripsi tentang produk seni budaya dari beeberapa negara dengan banyak menggunakan kalimat pasif - Membacakan deskripsi setiap produk budaya secara lisan di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melengkapi teks tentang suatu produk yang kata kerjanya banyak yang dihilangkan dengan kata kerja yang makna tepat berbentuk pasif, dengan grammar dan ejaan yang benar - Membacakan deskripsi setiap produk budaya yang sudah lengkap di depan kelas secara bermakna dengan ucapan dan tekanan yang benar - Melakukan refleksi tentang proses dan hasil belajarnya
3.6 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk surat pribadi dengan memberi dan menerima informasi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks penggunaannya	• Fungsi Sosial Menjalin kedekatan hubungan antar pribadi • Struktur Teks Dapat mencakup	- Menyimak dan menirukan guru membacakan beberapa contoh surat pribadi dengan ucapan, dan tekanan kata yang benar.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
4.6 Teks surat pribadi 4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya 4.6.2 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	- Tempat dan tanggal - Penerima - Sapaan - Isi surat - Penutup • Unsur Kebahasaan - Ungkapan keakraban yang lazim digunakan dalam surat pribadi - 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 Pengalaman, informasi, hallain yang terkait dengan sekolah, rumah, dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI	- Membaca dengan suara lantang dan bermakna, dengan ucapan dan tekanan kata yang benar - Mencermati satu tabel yang menganalisis unsur-unsur eksposisi, bertanya jawab, dan kemudian menerapkannya untuk menganalisis dua surat pribadi lainnya - Mencermati rangkaian kalimat yang masing-masing merupakan bagian dari tiga surat pribadi yang dicampur aduk secara acak, untuk kemudian bekerja sama mengelompokkan dan menyusun kembali menjadi tiga surat pribadi yang koheren, seperti aslinya - Membuat surat pribadi untuk satu orang teman di kelas tentang suatu hal yang relevan, dan kemudian membalasnya - Melakukan refleksi tentang proses dan hasil belajar
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan because of ..., due to ..., thanks to ...) 4.7 Menyusun teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	• Fungsi Sosial Menjelaskan, memberikan alasan, mensyukuri, dsb. • Struktur Teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Kata yang menyatakan hubungan sebab akibat: *because of ..., due to ..., thanks to ...* - 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	- Menyaksikan/menyimak beberapa interaksi dalam media visual (gambar atau video) yang melibatkan pernyataansebab akibat - Mengidentifikasi dan menyebutkan situasi yang memunculkan pernyataan sebab akibat dan menyebutkan pernyataan yang dimaksud - Bertanya dan mempertanyakan tentang hal-hal yang tidak diketahui atau berbeda - Diberikan beberapa situasi peserta didik menulis teks pendek yang melibatkan pernuataan sebab akibat dan kemudian dibacakan ke kelas - Melakukan pengamatan di lingkungan daerahnya dan sekitarnyadan kemudian membuat beberapa pandangan yang melibatkan sebab akibat terkait

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	Keadaan, perbuatan, tindakan di sekolah, rumah, dan sekitarnya yang layak dibahas melalui sebab akibat yang dapat menumbuhkan perilaku yang termuat di KI.	dalam upaya menjaga, memelihara dan memperbaikinya - Melakukan refleksi tentang proses dan hasil belajar
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks explanation lisan dan tulis dengan memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI, sesuai dengan konteks penggunaannya 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks explanation lisan dan tulis, terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI	• Fungsi Sosial Menjelaskan, memberi gambaran alasan terjadinya suatu fenomena • Struktur Teks Dapat mencakup: - fenomena - identitas gejala - rangkaian penjelasan • Unsur Kebahasaan - Adverbia *first, then, following, finally* - Hubungan sebab-akibat (*if –then, so, as a consequence, since, due to, because of, thanks to* - Kalimat pasif, dalam*tenses* yang *present* - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Benda-benda non manusia, seperti air, penguapan, hujan dengan paparan yang menumbuhkan perilaku yang termuat dalam KI	- Membaca beberapa teks information report terkait mata pelajaran lain di Kelas IX - Menggunakan alat analisis, mengidentifikasi bagian-bagian struktur teks report dan mengamati cara penggunaanya, seperti yang dicontohkan - Bertanya jawab tentang beberapa teks lain lagi dengan topik yang berbeda - Mengumpulkan informasi dari berbagai sumber untuk membuat teks-teks tentang fenomena alam pendek dan sederhana. - Menempelkan teks masing-masing di dinding kelas untuk dibaca temannya - Mempresentasikan teksnya kepada teman-teman yang datang membaca - Melakukan langkah yang sama dengan topik fenomena sosial - Melakukan refleksi tentang proses dan hasil belajarnya
3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK 4.9 Menangkap makna secara kontekstual terkait fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK	• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan - Kosa kata dan tata bahasa dalam lirik lagu	- Membahas hal-hal yang terkait dengan tema lagu yang liriknya akan segera dibaca - Membaca dan mencermati isi lirik lagu terkait dengan pembahasan sebelumnya - Menyimak, dan menirukan guru membaca lirik lagu secara bermakna

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
	- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI	- Menyebutkan bagian-bagian yang terkait dengan pesan-pesantertentu - Membahas pemilihan kata tertentu terkait dengan tema lagu - Melakukan refleksi tentang proses dan hasil belajarnya

<table>
<tr><td>Mengetahui,
Kepala SMA Negeri 3 Rejang Lebong</td><td>Curup,   Juli 2024
Guru Mata Pelajaran</td></tr>
<tr><td> </td><td> </td></tr>
<tr><td>Drs. Parji Susanta
Pembina Utama Muda/IVc
Nip. 196503221992031002</td><td><u>Ulfa Aini, S.Pd.</u>
Nip. 198612172009032009</td></tr>
</table>

APPENDIX 7

DOCUMENTATION

Pre-Test

Treatment

Post-Test

BIOGRAPHY

Klara Sonia was born in Curup, April 23rd 2001. The author is the last (youngest) daughter of Mr. Hambali (alm) and Mrs. Ruswati. The author started his education from elementary school at MIN 01 Dusun Curup and graduated in 2013. Then he continued to junior high school at SMP Negeri 01 Curup Utara and graduated in 2016. After that he continued to vocational high school at SMKN 2 Rejang Lebong and majored in office and graduated in 2019. Not stopping there, the author continued his studies at the Curup State Islamic Institute (IAIN Curup) in 2020 registered as a student in the English Tadris Study Program, Tarbiyah Faculty. Then, in 2025 the author was declared to have graduated and was entitled to hold a Bachelor of Education degree. The writer is usually called Arak on campus, the writer has a hobby of singing. For the writer, singing is not just entertainment, but also a way to express feelings. This thesis is proof of the author's determination and enthusiasm for learning until the author was able to complete this thesis. Hopefully this thesis can provide benefits to the world of education. With great gratitude, the author would like to thank Allah SWT for the grace and convenience given during the process of preparing this thesis. The author also would like to thank all parties who have provided prayers, support and guidance, so that this thesis entitled "The Effectiveness of Collaborative Writing Strategy With Padlet Application on Students' Analytical Exposition Writing Skill" can be completed well.