

**THE USE OF PEER EDITING STRATEGY TO IMPROVE
STUDENTS' WRITING SKILL ON ANALYTICAL EXPOSITION TEXT
FOR SECOND-GRADE AT MA ASHRI JEMBER**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
to fulfill one of requirements for Bachelor Degree (S.Pd)
Faculty of Education and Teacher Training
English Education Program



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER
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**ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
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KIAI HAJI ACHMAD SIDDIQ JEMBER
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in partial to fulfillments of Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education Program
of English Education

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Dean Faculty of Tarbiyah and Teacher Training



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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

So, Surely with hardship comes ease. (QS. Al-Insyirah : 6)*



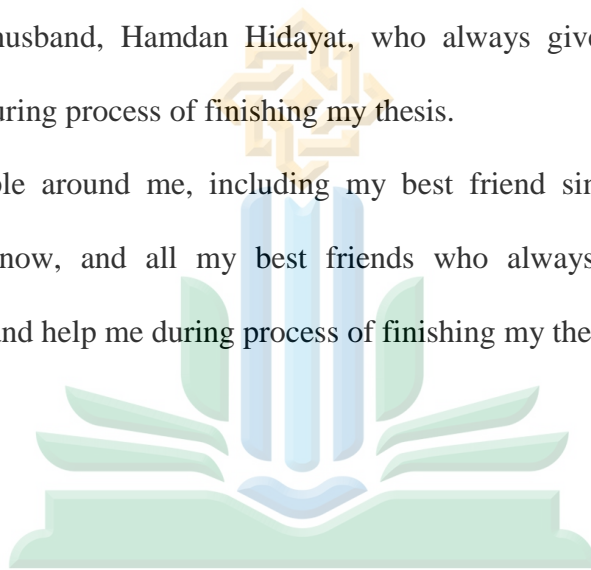
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* Yusuf Ali Abdullah, *The Holy Qur'an*, Saba Islamic Media, 983-9384-11-2, 2004

DEDICATION

From the deepest of my heart, I dedicate this thesis to:

1. My lovely parents, My Mom Annatul Laila and My Dad Susila, who give me true love, affection, prayer and everything for my life.
2. My beloved brother, Muhammad Habibul Umam, who always give me support and more cheerful life.
3. My beloved husband, Hamdan Hidayat, who always give me prayers and supports me during process of finishing my thesis.
4. All kind people around me, including my best friend since I first entered college until now, and all my best friends who always spreads positive circumstances and help me during process of finishing my thesis.



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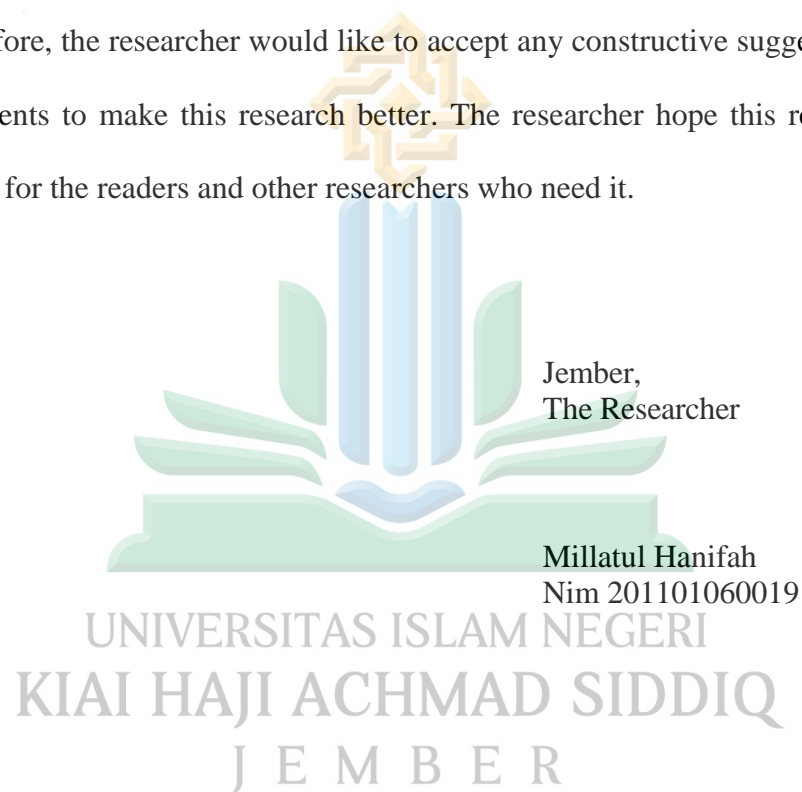
Thanks and all praise to Allah SWT, the almighty, the merciful, and the owner of the universe who has blessed me with so many beautiful things in my life. This blessing has empowered me to finish my thesis.

In the process of finishing this thesis, the researcher has received many supports and help from many people. Therefore, in this opportunity the researcher would like to thanks to:

1. Prof. Dr. Hepni, S.Ag., M.M. CPEM as the Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who had given me enhance to study at UIN KH. Achmad Siddiq Jember.
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5. Dr.Ninuk Indrayani, M.Pd., as the supervisor of this thesis who has helped, guided, motivated, support, and giving me the precious to complete this thesis.
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7. Mrs. Dra.Kurnia Hidayati, the English teacher of MA ASHRI Jember for facilitating the researcher in collecting the data and helping the researcher in doing the research.
8. All the students of XI A MA ASHRI Jember who participated well in the research.

The researcher realize that this research is far from being perfect. Therefore, the researcher would like to accept any constructive suggestion and comments to make this research better. The researcher hope this research is useful for the readers and other researchers who need it.



ABSTRACT

Millatul Hanifah, 2024 : *The Use of Peer Editing Strategy to Improve Students' Writing Skill on The Analytical Exposition Text For Second Grade at MA ASHRI Jember*

Key words: *Writing skill on the analytical exposition text, and Peer editing strategy*

Writing skill is one of the language skills that should be thought besides the other skills. One of the genres studied by second grade in senior high school students in writing according to the 2013 curriculum is analytical exposition text. This text is a text that describes the author's argument or opinion about a phenomenon/issue. In learning analytical exposition text, students may have difficulties in writing analytical exposition text. The students are confused to write an Analytical Exposition text. Therefore, the English teacher decided to use the peer editing strategy in the teaching and learning process. This strategy is expected to overcome the problem that occurs in the field.

In this study the researcher used peer editing strategy to improve students' writing skill. The research question of this research : "How is the use of peer editing strategy able to improve students' writing skill on the analytical exposition for second grade at MA ASHRI Jember?". The objective of the research was to investigate how the use of peer editing strategy is able to improve students' writing skill on the Analytical Exposition text for second grade at MA ASHRI Jember. The researcher conducted this research in class XI-A MA ASHRI Jember which consisted of 32 students.

The approach used in this research is Classroom Action Research (CAR). The design of classroom action research used in this research is collaborative classroom action research. This research was conducted in two cycles. Each cycle consisted of four steps, namely planning, acting, observing, and reflecting. To collect the data, the researcher used student's writing test, and observation. The criteria of success in this research were if the students reached the minimum score (75) equal to or higher than 75%.

The result of cycle one showed that 50% passed the criteria of success. There are 16 students passed the criteria of success with 66,1 as the average score in cycle one. This mean that the students have lower than it was indicated by KKM score which is 75. While the second cycle showed that there was 87,5% had passed the criteria of success. There are 28 students passed the criteria of success with a 79,5 average score. It could be said successful. Based on the results, this study reveals that students were able to improve students' writing skill on analytical exposition text by implementing peer-editing strategy. The researcher also provides suggestions for future researchers to conduct better research and put more emphasis on the content and organization of writing skill on the analytical exposition text.

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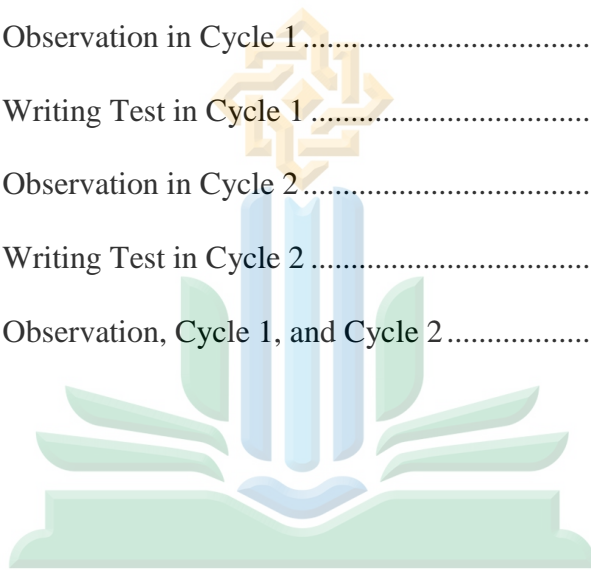
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CHAPTER I

INTRODUCTION

This Chapter discussed some point related the topic of the research, that are background of the research, problem of the research, objective of the research, significance of the research, and definition of key terms.

A. Background of Research

One of the most crucial components of communication is language, which is also used to facilitate international communication. Language is a tool for communicating with human. Human speaking produces sound symbols that are used in language, which is a means of communicating amongst members society.² English has been studied since early childhood education to college. In Indonesia, English is taught in schools starting from elementary school, junior high school, high school, and university as a foreign language.³ Therefore, English is important in this era as a means of transferring science, technology, art, culture, and also to maintain good relations with other countries.

There are four skills that students need to learn in English. The one of the skill is writing skill. Writing skill is needed by many people to perform specific writing types such as writing essay, a proposal, a paper, and so on. Writing is very important in mastering English. The purpose of writing is

² Gorys Keraf, 1997:4

³ Pyngki Soraya, *Improving Students' Writing Ability by Using SRSD(Self Regulated Strategy Development) at the eight Graders of MTs Al Asror Sekampung*, The State Institute for Islamic Studies of Metro, 2018

communication as indirectly. It related to Qur'an surah Al-Qalam verse 1, sounded :

ن وَالْقَلَمِ وَمَا يَسْتُرُونَ

“Nun. By the pen and that which they write (therewith)”⁴

According to the surah above, Allah teaches people how to communicate via writing. In writing, students can convey their thoughts, feelings, experiences, and desires. Student must learn 4 components in writing, that is grammar, vocabulary, content, and mechanics. First, in the use of grammar, students must understand proper grammar. Second, in the use of vocabulary, students must have a large amount of vocabulary rather easy in writing. Vocabulary, grammar, and writing resources were the primary causes of academic writing issues.⁵ Third, in the use of content, students must have a good idea and fit the topic being discussed appropriately. The last, in terms of mechanics, students must have the ability to use uppercase and lowercase letters, punctuation, and correct spelling.

The 2013 curriculum mentions analytical exposition texts as one of the writing genres that second-grade senior high school students study. Without asking the reader to take any action, this writing presents the author's viewpoint or argument regarding a phenomena or problem. This text will only persuade the reader that the phenomenon/issue is important/worthy to be discussed by providing arguments/opinions that support the topic, because

⁴ Yusuf Ali Abdullah, *The Holy Qur'an*, Saba Islamic Media, 983-9384-11-2, 2004

⁵ Li, J., & Zeng, L, *Investigation into and Analysis of the Current Situation of Academic English Writing of HLP Postgraduates: A case Study Form a Chinese University*, Journal of Language Teaching and Research, no 10(5), 979-988

analytical exposition text contains the author's thoughts about things that happen around him, be it objects, events, or places. In analytical exposition text, students must understand 3 paragraph writing structures that are Introduction, arguments, and conclusion.

For the most students, writing is complex and difficult to learn. Writing is the most challenging ability for foreign language learners to acquire, according to Richards and Renandya.⁶ Based on those issues above the researcher have done preliminary observation in MA ASHRI Jember. The researcher choose this school and XI A because of according to the teacher, Mrs. Dr. Kurnia Hidayati, this class was the class which had some problem in writing on analytical exposition text, so they needed right strategy to improve their writing skill.

In English learning process the researcher found that some of students are difficult to write. Most of them could not write for several reasons. First, they find it difficult to convey their words into scientific words, because to write an Analytical Exposition text, you have to use scientific words. Secondly, they find it difficult to write down their arguments because they find it difficult to translate their paragraphs from Indonesian into English. Third, they have difficulty in their grammatical. So that students are confused to write an Analytical Exposition text. Hence, the students must also be able to organize words into sentences and organize sentences into paragraphs.

⁶ Richards & Renandya, *Methodology in Language Teaching*, Cambridge University, 2002

Therefore, to achieve learning objectives, teachers must use the right strategy. A strategy that should help students get improved at making analytical exposition texts is peer editing. Peer editing is the process of improving, revising, and editing writing by working with someone your own age, usually a fellow student. Peer editing is a collaborative practice that involves reading and offering feedback on classmates' writing.⁷ According to Hylan, students benefit from peer editing because it helps them recognize their audience when they write and revise.⁸

Peer editing also helps students develop critical assessment skills that they can apply to their own writing by teaching them to identify both the good and bad components of other people's writing. Teachers must provide feedback to students in order to demonstrate that they have made mistakes because students typically do not edit their writing due to the issue. A key factor in helping students improve their writing is the feedback they receive from their teachers.

Based on observation with english teacher at MA ASHRI Jember, the teacher still use old concept in teaching writing Analytical Exposition text. The teacher only provides material and explains then give examples and exercises. This strategy is not effective. Therefore, many students have difficulties to write due to the use of strategies from teachers making students have difficulties to write for various reasons. This occurs for a variety of

⁷ Oshima & Hogue, *Introduction to Academic Writing*, (3rd ed.). NY:Person Education, 2008

⁸ Hylan, K. *Genre pedagogy Language, literacy and L2 writing instruction*, Journal of second Language Writing, 16(3), 1438-164

reasons, including a lack of understanding regarding efficient learning techniques for writing skills and an incapacity to use learning techniques during the learning process.

In order to solve this problem, the researcher would like to present a teaching method that can assist instructors in effectively instructing students in Analytical Exposition text writing. This method is peer editing, which teaches students not only how to write but also how to think critically and work with others. Therefore, the researcher intends to conduct a study entitled **The Use of Peer Editing Strategy to Improve Students' Writing Skill on Analytical Exposition Text for Second Grade at MA ASHRI Jember.**

B. Research Question

The question is : How is the use of peer editing strategy able to improve students' writing skill on the analytical exposition for second grade at MA ASHRI Jember?

C. Research Objective

Based on the research background, the objective of this Classroom Action Research was intended to investigate how the use of peer editing strategy is able to improve students' writing skill on the Analytical Exposition text for second grade at MA ASHRI Jember.

D. Significance of the Research

This study is anticipated to provide a contribution to the process of teaching languages, as follow :

1. Theoretical Significance

In order to help students write better analytical exposition texts, this study should provide more precise information regarding peer editing strategy.

2. Practical Significance

The result is also expected to be useful information for all teachers and the students in teaching writing skill. In addition, it will be useful to be a feed back for the students about their competence in writing Analytical Exposition text and can be used as reference for teacher in order to improve students' writing skill on the analytical exposition text.

E. Definition of Key Term

1. Peer Editing Strategy

Peer editing means working with someone own age usually someone in your class to help students in learning to identify good and bad writing features in others' work so that they can develop critical evaluation skills that they can apply to their own writing.

2. Writing Skill on the Analytical Exposition Text

Writing is communication as indirectly. Writing serves as a means of human communication by using signs and symbols to convey language and emotion. Writing is not language, but a tool used to communication. Writing analytical exposition is a write text that describes the author's argument or opinion about a phenomenon/issue.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter existed a review of related literature. It considered of relevant previous studies and theoretical framework.

A. Previous Studies

For this research, a variety of earlier studies could serve as references. A few recent studies had already been chosen by the researcher. Numerous previous studies could be used as references for this investigation. A few recent studies had already been chosen by the researcher. The first research was from Giantina Fajar Wati, Intan Puspita Sari, university students of IKIP Siliwangi. The title was “The Use of Peer Editing to Improve Students’ Writing Skill”. The researcher of this study involved 33 students of Class XI as the respondent of the research. Through observation and test writing, the data was gathered. Over the course of two cycles, the students' writing proficiency in recount texts increased from 52 in cycle 1 to 72 in cycle 2. Students' writing on the general structure and linguistic elements of recount texts was one area where this study made advances.⁹ This study aims to increase writing proficiency and pair cooperation.

The second research came from Hanafziah Miftahul Fajri, Rita Inderawati, Soni Mirizon. The title was “The Implementation of Peer Editing Technique to Improve Students' Writing Achievement”. The goal of this study is to employ peer editing to help students become better writers. Purposive

⁹ Intan Peramata Sari, “The Use of Peer Editing to Improve Students’ Writing Skill”, Professional Journal of English Education, 2, no. 3, May 2019

sampling was used to choose the sample, which consisted of 58 pupils. The experimental group's paired sample t-test result indicated that the t-obtained was more than the t-table's crucial value (9.087 2.041). One may say that the experimental group's performance in recount writing before and after the treatment differed significantly. In addition, the independent sample t-test showed the t-obtained was also higher than t- table after students' mean score was calculated (8.474 2.003).¹⁰

The third thesis came from Mirdad, a student at Tarbiyah Faculty State Islamic Institute (IAIN) Parepare who was enrolled in the English instruction program. The subject matter was "Improving Students' Ability To Write Analytical Exposition Text By Using Youtube Videos At The Second Year Sman 3 Parepare". The research was conducted from July 2017 up to September 2019. The second grade pupils from SMAN 3 Parepare, which included six classrooms, made up the population of this study. 22 students made up the sample, which was drawn from class XI IPS 2 using a purposive sampling technique.¹¹ The study's findings showed that students' writing skills could be enhanced by watching YouTube videos that addressed topics such as organizing and exploring ideas, using the right words when writing, writing paragraphs with proper grammar, and using sentence mechanics.

The fourth was Irma Widyawati's thesis, which was completed by Profesor Kiai Haji Saifuddin Zuhri Purwokerto of the Education Department

¹⁰ Miftahul, H.F, Inderawati, R. Soni Mirizon, *The Implementation of Peer Editing Technique to Improve Students' Writing Achievement*, 2019(article)

¹¹ Mirda, "Improving Students' Ability To Write Analytical Exposition Text By Using Youtube Videos At The Second Year Sman 3 Parepar", English education program Tarbiyah Faculty State Islamic Institute (IAIN) Parepare 2020 (Thesis)

Faculty of Tarbiya And Teacher Training State Islamic University. The title was “The Effectiveness Of Free writing And Peer Editing Techniques On Writing Personal Recount Text Of The Tenth Grade Students In Sman 1 Wanadadi Banjarnegara”. The aim of this study was to ascertain how well students' abilities to write personal recall texts were affected by the free writing and peer editing techniques. There were 360 pupils in the tenth grade at SMAN 1 Wanadadi, making up the population. With XA serving as the experimental class and XB as the control class, the sample was chosen via random sampling. This study employed a written pretest and post-test to gather data. To analyze the data, the IBM SPSS Statistics 23 application was utilized. The experimental class's t-test result indicates that t count 6,319, t value 2,030, and Sig (2-tailde) = 0,0000,050. Therefore, the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected in accordance with the statistical hypothesis.¹²

The last thesis was completed by Meylida Harni, a student at Sultan Syarif Kasim Riau Pekanbaru's Department of English Education Faculty of Education and Teacher Training. At SMP An Namiroh Pekanbaru, the article was titled "The Teachers' Perception of Using Peer Editing Technique in Writing." Finding out what SMP An Namiroh Pekanbaru teachers thought about using peer editing approaches in writing was the goal of this study. English teachers having previous experience teaching English at SMP AN-

¹² Irma Widyawati, “*The Effectiveness Of Free writing And Peer Editing Techniques On Writing Personal Recount Text Of The Tenth Grade Students In Sman 1 Wanadadi Banjarnegara*”, Education Department Faculty Of Tarbiya And Teacher Training State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto, 2023 (Thesis)

NAmiroh Pekanbaru participated in this study. The data collection approach used in this study included interviews with two teachers. After that, the teacher's information is clarified and wrapped up. The findings of this study demonstrate that, despite a number of challenges encountered during implementation, all English teachers have a favorable attitude about the usage of this strategy.¹³

Table 2.1
Similarities and Differences
Between the Previous Research and Current Research

NO	Author and Title	Similarities	Differences
1.	Giantina Fajar Wati, Intan Puspita Sari, 2019, "The Use of Peer Editing to Improve Students' Writing Skill".	Both of research have the same strategy is peer editing strategy. Both of research has the same methodology that is Class Action Research. Both of research focused on the writing skill.	Giantina's Research conducted at SMK TI Pembangunan Cimahi, while this research conducted at MA ASHRI. The focus of Giantina's research was to explore writing skill on report text, while this study is explore writing skill on analytical exposition text.
2.	Hanafziah Miftahul Fajri, Rita Inderawati, Soni Mirizon, 2019, "The Implementation of Peer Editing Technique to Improve Students' Writing Achievement".	Both of research have the same strategy is peer editing strategy. Both of research focused on the writing skill.	Hanafziah's research conducted at SMA Negeri 3 Prabumulih. While this study conducted at MA ASHRI. The Focus of Hanafziah's research was to find out whether or not there was a significant difference in recount writing achievement between

¹³ Meylida Harni, "The Teachers Perception of Using Peer Editing Technique in Writing at SMP An Namiroh Pekanbaru", Department English Education Faculty Education And Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru, 2024 (Thesis)

NO	Author and Title	Similarities	Differences
			<p>those who were taught through Peer editing Technique, while this research was use the peer editing strategy is able to improve writing skill on analytical exposition text.</p> <p>The Method of Hanafziah's research applied a Quasi-experimental, while this research applied Class Action Research.</p> <p>The Population of Hanafziah's research is tenth grade, while this research is eleventh grade.</p>
3.	<p>Mirdad, 2020, "Improving Students' Ability To Write Analytical Exposition Text By Using Youtube Videos At The Second Year Sman 3 Parepare".</p>	<p>Both of research have the same strategy is peer editing strategy.</p> <p>Both of research focused on the writing skill.</p>	<p>Mirdad's research conducted at SMAN 3 Parepare, while this research conducted at MA ASHRI.</p> <p>The Method of Mirdad's research applied pre-experimental, while this research applied Class Action Research.</p> <p>The Focus of Mirdad's research was expected to find out whether youtube video was able to improve students' writing ability in analytical exposition text, while this research expected use the peer editing strategy is able to improve writing skill on analytical exposition text.</p>
4.	<p>Irma Widyawati, 2023, "The Effectiveness Of</p>	<p>Both studies have the same strategy is peer editing</p>	<p>Irma's research conducted at SMAN 1 Wanadadi Banjarnegara,</p>

NO	Author and Title	Similarities	Differences
	Free writing And Peer Editing Techniques On Writing Personal Recount Text Of The Tenth Grade Students In Sman 1 Wanadadi Banjarnegara”.	strategy. Both of research focused on the writing skill.	while this research conducted at MA ASHRI. The Method of Irma’s research applied Experiment and Quantitative method, while this research applied Class Action Research. The focus of Irma’s research was determine the effectiveness of free writing ang peer editing technique on students’ ability in writing personal recount text, while this research was determine the peer editing strategy is able to improve writing skill on analytical exposition text. The Population of irma’s research is tenth grade, while this research is eleventh grade.
5.	Meylida Harni, 2024, “The Teachers Perception of Using Peer Editing Technique in Writing at SMP An Namiroh Pekanbaru”.	Both of research have the same strategy is peer editing strategy. Both of research focused on the writing skill.	Meylida’s research conducted at SMP An Namiroh Pekanbaru, while this research conducted at MA ASHRI. The Method of Meylida’s research applied Qualitative method, while this research applied Class Action Research. The focus of Meylida’s research was the perseption teacher about peer editing technique in writing, while this

NO	Author and Title	Similarities	Differences
			research was used the peer editing strategy is able to improve writing skill on analytical exposition text.

After reviewing those earlier studies, we came to the conclusion that the author's research and those earlier studies had both similarities and differences. The author's research and other studies were similar in that they used peer editing to help students write better analytical exposition texts. The difference between earlier and more recent studies is that the former used a different approach to enhance students' writing skills in analytical exposition texts, while the latter concentrated on improving students' writing skills. Peer editing has been shown in recent studies to enhance writing abilities for analytical exposition texts. While the previous studies employed quasi-experimental research and pre-experimental methodology, this study used Classroom Action Research (CAR).

B. Theoretical Framework

1. Peer Editing Strategy

a. Definition of Peer Editing Strategy

Peer editing is the process of working with a student your own age, generally a classmate, to assist them learn how to recognize both good and terrible writing in other people's work. This helps them build critical assessment skills that they can use when producing their own work. Working with a classmate to edit and rewrite their writing is known as peer editing. Three crucial steps to keep in mind when peer-

editing are corrections, recommendations, and complements. Peer editing is the practice of correcting pupils' writing by having them share it with others to see if they truly comprehended what the teachers were saying.¹⁴ Editing and writing in the classroom frequently entails group or one-on-one peer interaction.

2. The Step of Peer Editing Strategy

Students should write a first draft on a particular topic before beginning the peer editing process, and they should peer edit it before turning it in to the teacher. Based on Liu and Hansen, there are specific actions that need to be taken :

a. Compliment

This phase involves outlining goals and educating students about peer editing before they participate. In this exercise, peer editing is explained, illustrated, and most importantly, modelled.

Generally speaking, the teacher needs to develop a guide for the pupils.

b. Suggestion

The involvement of both teachers and students are crucial in this process. At this stage, when supervising group and pair work, the instructor should modify their position as a linguistic resource and supporter as needed. In order to complete the assignment, students' roles must be supervised, supported, and led. Group involvement

¹⁴Brown, H.D, *Teaching by Principle: An Interactive Approach to teaching Pedagogy*, New York: Pearson Education, Inc, 2001

must be monitored, including asking for assistance, providing clarification, sharing ideas, and consulting. Students provide more useful feedback (for/from) when the teacher moves around, observes, and offers assistance with language and peer editing. Students are generally offering suggestions. It indicates that the author is receiving precise suggestions from the pupils on how to improve their writing. The students highlight the topic's advantages and disadvantages while concentrating on elements of content, thought organization, grammar, vocabulary, punctuation, and spelling.

c. Correction

Corrections entail reviewing a peer's work for errors in grammar, punctuation, spelling, and paragraph structure. Students also list all of their peers' comments on a piece of paper and indicate whether they plan to revise their writing in response to each comment. This increases the need for clarification and explanations from both the writer and the reader. Therefore, following peer editing, a discussion between the teacher and students should help improve the quality of suggestions, corrections, and compliments from all students.

Peer editing is a component of the 10 processes that Alwasilah suggests for conducting collaborative writing.¹⁵ They are presented below.

- 1) Arrange eight pupils into a small group.
- 2) Keep the groups apart to prevent noise.
- 3) Every group member reads the member letters of the others.
- 4) Students are asked to pay attention to the text's mechanics while reading letters.
- 5) Read each sentence and pay attention to the content and the connection between paragraphs.
- 6) When there is something unclear, unpleasant, and unreasonable, question straight to the writer.
- 7) Give the revised letter back to the writer. The author must then rewrite.
- 8) Review the rewritten letter the following week (within the group).
- 9) Revision and collaboration must be completed at least four times.
- 10) The lecturer receives the amended letter for additional comments.

3. Writing Skill on the Analytical Exposition Text

a. Definition of Writing Skill

Writing is a form of indirect communication. Writing is a human way of communicating that uses signs and symbols to convey

¹⁵ Alwasilah, A.C, "*Writing Essential: A New Approach*", Bandung: PT Kiblat Buku, 2005

language and emotion. Writing is a tool for interaction rather than language. One language ability that allows people to produce and convey their thoughts in writing is writing.¹⁶ According to Williams, the purpose of feedback is to assist students in becoming more proficient writers so they can understand what is expected of them and produce work with the fewest possible mistakes and the most clarity possible.¹⁷

b. Component of Writing

1) Grammar

A language's grammar describes how its words can change forms and be combined to make sentences.¹⁸ Therefore, it may be inferred from the aforementioned facts that grammar's role is to arrange sentences according to their context. Grammar is also the study of how words fit together to make sentences. The basic rules and structure of language, such as proper word forms and clear, coherent sentence composition, are referred to as grammar.¹⁹

2) Vocabulary

The effective used of the words will always result good writing both specific and technical writing, the dictionary is very considerable. One of the elements of writing is vocabulary.

¹⁶ Harmer, *"The Practice of English Language Teaching"*, Essex : Pearson Education Limited, 2001

¹⁷ William, *"Providing Feedback on ESL Students' Written Assignments, IX"*. Retrieved from <http://iteslj.org/techniques/william-feedback.html>, 2003

¹⁸ Greenbaum, S., & Nelson, G. 2002, *An Introduction to English Grammar*, Great Britain: Pearson Education Limited

¹⁹ Batko, *Teaching English Grammatical*, 2004 <http://www.teach.grammar.com>.

Vocabulary is usually used to convey concepts. Someone who lacks vocabulary finds it difficult to choose words that will assist them write and make their work easy for readers to grasp, which leads them to fail to compose what they are intending to express. Study by Machfudi & Afida (2020) showed that students experienced difficulty master vocabulary.²⁰

3) Content

The contents of writing should be clear to readers so that the reader can understand the message conveyed and gain information from it. There are at least think that can be measure in connecting with component. The composition should contain one central purpose only, should have unity. Should have coherence and continuity, and should be adequately developed. And so, content refers to topic and its explanation or elaboration, discussion, evaluation and conclusion. In fact, it is the core or the body of a piece of writing. Therefore it is significant that it should be clear, specific and relevant.

4) Mechanics

There are at least two parts of mechanic in writing, namely function and capitalization. Function is important as they way to clarify meaning. In English writing capital letter have to participate. First they used to distinguish between particular and

²⁰ Machfudi, M. I., & Afidah, A. (2022). Students' Difficulties in Vocabulary Mastery. *Critical Review of English-Arabic World Journal*, 1(1), 01 - 12. <https://doi.org/https://doi.org/10.35719/crewjournal.v1i1.1359>

things. Second, it used as first word in quotation, a formal statensents and proper adjectives, etc. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely.

c. Writing Analytical Exposition Text

1) Definiton of Analytical Exposition Text

Writing analytical exposition is a write text that describes the author's argument or opinion about a phenomenon/issue. Dahler and Toruan states that the purpose of analytical exposition text Is to persuade the readers or listeners by presenting the arguments which tell the fundamental reasons why something is the case. Based on the experts' statements above, the writer can conclude that the social function of an analytical exposition text is to give the arguments about the topic that happen recently.²¹

2) Generic Stucture of Anlaytical Exposition Text

In writing analytical exposition text, the writer must follow the generic structure of this text. Refnaldi states the generic structure of analytical exposition text. It consists of thesis, arguments, and writer's reiteration. Thesis is a statement of the writer's position about a topic that will be discussed and tells what the writer is focusing on. This can be found in the first paragraph.

²¹ Dahler and Thomas, "The Effect of Using Content-Purpose-Audience(CPA) Strategy TowardStudents' Writing of Analytical Exposition text at theEleventh Grade of SMA Nurul Falah Pekanbaru", Lectura: Jurnal Pendidikan, Vol.08, no.01 2017, p.53

Then, the following paragraph is the supporting points that support the thesis statement. The writer supports the

thesis statement by putting the arguments about the topic.

Then, the last part is writer's reiteration which reinforces the thesis statement in the first paragraph.²²

3) Social Function of Analytical Exposition Text

An analytical exposition also called a persuasive text, is argumentative text designed to persuade the reader or listener that something is the case

4) Language Features of Analytical ExpositionText

a) To appropriate word

Instead of using "bad", use appalling, unfavorable, ghastly, and terrible

Instead of using "good", use fantastic, incredible, momentous, and remarkable

b) Use the present test such as lions live, i eat

c) Use mental verb such as i believe, i prefer, i agree, i doubt, i disagree

d) Use saying verb such as people say, it is said, etc.

e) Use connecting word such as additionally, furthermore, not only, also, in addition, moreover, likewise, firstly, secondly, etc.

²² Refnaldi, "Essay Writing a Process Genre Based Approach", Padang: English Language Teaching Study ProgrAM University Negeri Padang, 2010, p.217

- f) Use casual conjunctions such as because, consequently, despite, for that reason, in that case, even though, yet, etc.
 - g) Use word that expresses the author's attitude such as will, must, usually, commonly, etc.
- 5) Example of Analytical Exposition Text

Global Warming Is it an end to our world?²³

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee—the lifeline of Western society (Greenpeace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot day or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.

Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been lot of failed crops (Reuters, 2007).

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.

²³ Mahrukh Bashir, *Bahasa Inggris Edisi Revisi 2017*(Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017), hal 46

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides information on how the research was conducted. It consist of explanation of reseach design, research setting, time, subject, procedures of research, data collection, data analysis, validity of data, criteria of success, and research team

A. Research Design

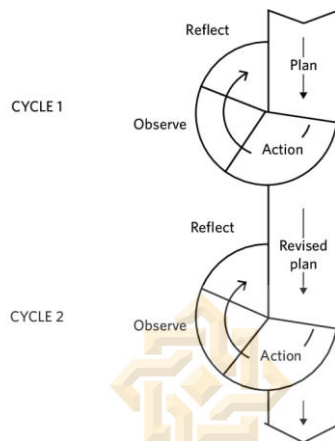
The study was designed using Classroom Action Research, or CAR. The research was named CAR because it focused on a problem and a class of students. Bogdan and Biklen define classroom action research as the methodical gathering of information with the goal of enacting social change.²⁴ Additionally, Allwright and Bailey note that the study was centered on the classroom and sought to determine what truly transpired there. It saw classroom interaction as almost the only thing that was interesting to study.²⁵

The explanation led us to conclude that CAR was a scientific approach to resolving issues that students had during the teaching and learning process by collecting and analyzing data to assist teachers in improving student learning. The researcher used a few steps in this investigation. They made changes to the strategy after planning, acting, observing, and reflecting. The

²⁴ Bogdan R. Biklen, *Applieding Educational Research A Practical Guide*, London, 1992, 223.

²⁵ Dalwright. D. Kathleen M. Bailey, *Focus On The Language Classroom An Introduction To Classroom Research For Language Teachers*, Cambridge University Press, 1991, 2.

researcher used the Kemmis and Taggart model's Classroom Action Research approach to ensure that the description of CAR and its stages was clear.²⁶



B. Research Setting, Time, Subject

1. Research Setting

This study was carried out at MA ASHRI Jember. The English teacher at MA ASHRI Jember had never used the peer technique, which is why the researcher chose this particular school. The researcher then chooses to do research at MA ASHRI Jember.

2. Research Time

Peer editing was used in two cycles of this Classroom Action Research (CAR) to help students write better analytical exposition texts.

3. Research Subject

The researcher selected this school because, according to Mrs. Dr. Kurnia Hidayati as English teacher at MA ASHRI Jember, the students in this class struggled to write analytical exposition texts and needed the proper strategy to get better at it.

²⁶ Kemmis & Taggart, *The Action Research Planner*, Victoria: Deakin University, 1998

C. Procedures of Research

A cycle of implementing action research in the classroom consisted of four components. It included planning, acting, observing, and reflecting. The first and second cycles were those. An XI A class The researcher collaborated with an English teacher.

1. Preliminary Observation

The researcher aimed to determine the students' initial state during the preliminary observation. The researcher watched what the pupils did in class. The researcher was aware of the students' issues and their challenges with writing analytical exposition texts based on the observations.

2. Cycle 1

In order to educate writing skills for analytical exposition texts, the researcher employed the peer editing strategy.

a. Planning

It was the first cycle, held on Sunday, 19th of May 2024 and Tuesday 21th of May 2024 in class XI A MA ASHRI Jember. Planning meant making arrangements to do something that was thought out beforehand. The planning needed to be adaptable because it was contingent on the situation and the curriculum. After determining the problem, the researcher who was also a teacher worked with the other educator to create all the steps required to resolve the students' issue. In order to facilitate their teaching and learning process, the researcher produced all necessary materials.

- Making lesson plan
- Developing the material-related strategy
- Creating instructional resources
- Preparing observation
- Creating the writing test
- Identifies the problem and find the problem solving

b. Acting

The acting phase involved putting into practice previously planned elements of the act, such as teaching material and approach. This phase started the process of delving deeper into the topic under investigation. The researcher was adaptable and prepared for changes in the school environment.

c. Observing

This step involved the teacher and researcher observing the classroom activity twice a cycle as it was being carried out. The classroom setting, the students' writing assignments, their responses to the teaching and learning resources, their interactions with one another, their eager participation in class discussions, and their exercises and other activities were all observed. They used the observation checklist to take some notes while they were being observed.

- The students' participation in class
- The enhancement of the pupils' writing abilities in analytical

exposition texts.

d. Reflecting

This phase involved examining the entire activity that was taken. To decide on the following cycle, the researcher and teacher evaluated and reviewed the data that had been gathered. The researcher attempted to determine the average score of students' writing tests by examining the data. It was used to determine how well pupils scored on writing tests. It applied the formula :²⁷

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

Notes:

P = Percentage of the Class

F = Student Score Achieved

N = The Students' Number

3. Cycle 2

a. Planning

It was the second cycle, held on Sunday at 26th of May 2024 and Tuesday 28th of May 2024 in class XI A MA ASHRI Jember. This class consists of 32 students. The first cycle's results showed that the students' writing abilities had improved, though maybe not all that much. Cycle 2 will be carried out in order to enhance and address the issues identified in the first cycle. The identical procedures should be

²⁷ Sudjana, *Metode Statistika*, (Bandung:PT. Tarsito, 2002), 67

followed in two meetings.

- Setting up the lesson plan
- Getting the media for the content ready
- Getting the instructional materials ready
- Getting the observation ready
- Creating the test content
- Determine the issue and come up with a fix for it.

b. Acting

The researcher began teaching writing skills after revision by giving the students the materials and letting them ask questions about anything they didn't understand. The researcher then divided the students into multiple groups using the large English book content before providing an example of an analytical exposition text.

- The researcher described the content and provided an example.
- The researcher presented the peer editing strategy's guidelines and structure, making sure to be as explicit as feasible.
- The researcher provided a few subjects. Students select a single topic to discuss and present.
- Following topic selection, the representative students give a presentation in front of the class.

c. Observing

The observation was to:

- Assess student engagement in the classroom

- The enhancement of pupils' writing abilities in analytical exposition texts

d. Reflecting

The entire action was examined at this step. The teacher and researcher discussed and assessed the collected data to determine the next cycle.

D. Data Collection

In this research, the researcher collected data by using observation and writing test.

1. Observation

The researcher examined the second-graders at MA ASHRI Jember while they learned and were taught in real time. Here, the researcher observed how the pupils behaved in the classroom while posing as a teacher. As an illustration, consider how students engaged with and developed their writing abilities in analytical exposition text.

2. Test

A writing test was given to the students by the researcher to collect information about the study and the students' participation in the teaching and learning process. The essay test was the one employed in this study. The kids were given the test by the researcher. The test was about writing text and it was done with group. Analytical exposition texts were the subject of the provided content. The researcher previously covered the basics of writing, and this study concentrates on writing abilities.

The researcher employed the peer editing technique (learning by practicing) to support the test. Groups of pupils were formed. The researcher and the collaborator analyzed the students' scores after the assignment to determine how much their writing abilities had improved. The mechanics, substance, vocabulary, and grammar of writing were evaluated in this test. The writing assessment criteria were adapted from the writing assessment rubric. The types of assessment components are illustrated as below:

Table 3.1
Writing Skill Assessment Criteria²⁸

No	Criteria	Scale	Description
1	Content	30-27	Excelent To Very Good: knowledgeable-substantive-etc
		26-22	Good To Average: some knowledge of subject-adequate range-etc
		21-17	Fair To Poor: limited knowledge of subject-little substance-etc
		16-13	Verry Poor: does not show knowledge of subject-non substantive- etc
2	Organization	20-18	Excelent To Very Good: fluent expression-ideas clearly stated-etc
		17-14	Good To Average: somewhat choppy-loosely organized but main ideas stand out-etc
		13-10	Fair To Poor: non fluent-ideas confused or disconnected-etc
		9-7	Verry Poor: does not communicate-no organization-etc
3	Vocabulary	20-18	Excelent To Very Good:

²⁸ Heaton J.B, *Writing English Language Tests*, Longman Handbooks For Language Teacher (New York:Penguin Press, 1975) 146

No	Criteria	Scale	Description
			sophisticated range-effective word/idiom form choice and usage-etc
		17-14	Good To Average: adequate range-occasional errors of word/idiom form choice and usage but meaning not absured-etc
		13-10	Fair To Poor: limited range-frequent errors of word/idiom form choice and usage-etc
		9-7	Verry Poor: essentially translation-little knowledge of English vocabulary-etc
4	Language Use	25-22	Excelent To Very Good: effective complex construcion-etc
		21-19	Good To Average: effective but simple construction-etc
		17-11	Fair To Poor: maor problems in simple/complex construction-etc
		10-5	Verry Poor: virtually no mastery of sentence construction rules-etc
5	Mechanics	5	Excelent To Very Good: demonstrates mastery of conventions-etc
		4	Good To Average: occasional errorsof spelling, punctuation-etc
		3	Fair To Poor: frequent errorsof speling, punctuation, capitalization-etc
		2	Verry Poor: no mastery of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing-etc

E. Validity of Data

The most important criteria for the evaluation tool was validity. It indicated that if a test could be measured, it could be considered valid. It

implied that all data and tests may be considered legitimate if they could be validated. The goal of the exam should be used to establish its validity. Therefore, the outcome of an evaluation process that was employed for their intended purpose was referred to as validity. Content, face, construct, empirical, and consequential validity were among the several forms of validity.

In this study, the researcher used content validity. According to Brown, a test can claim content-related proof of validity, also known as content validity, if it required the test-taker to engage in the behavior being evaluated and accurately sampled the subject matter from which conclusions were to be formed.²⁹ Simply stated, content validity covered the actual content of the test. The test must be developed by professionals or qualified people in order for it to be suitable for the curriculum and the subject matter.

Table 3.2
Content Validity

NO	2013 Curriculum at XI SMA/MA		
	Basic Competencies (KD)	Competency Achievement Indicators (KI)	Item of Writing Test
1.	4.4 Analytical Exposition Text 4.4.1 Compose written analytical exposition texts, related to actual issues, by paying attention to social functions, text structures, and linguistic elements, correctly and	4.4.2.1 Develop social functions of written analytical essay texts related to actual issues that are appropriate and contextualized. 4.4.2.2 Develop the structure of a written analytical essay text related to an actual issue that is	Make an Analytical Exposition Text

²⁹ H. Douglas Brown, *Language Assesment Principle and Classroom Practice*, (New York: Prentice Hall, 2001), 22-23

NO	2013 Curriculum at XI SMA/MA		Item of Writing Test
	Basic Competencies (KD)	Competency Achievement Indicators (KI)	
	according to the context.	appropriate and appropriate to the context. 4.4.2.3 Present a written analytical essay text related to an actual issue that is appropriate and in line with the context.	

F. Criteria of Success

Classroom Action Research (CAR) was considered to be called successful if it could exceed the criteria which have been determined. The researcher and English teacher held collaboration for determining the criteria that be used in the success of learning process. This study used two success criteria. The first indication that the study was successful was when 75% of the pupils passed the test. Second, the mastery level criterion (KKM) was 75 (seventy five). The second cycle would be run if the outcomes weren't satisfactory, and so on. When the students' scores met the mastery level criterion and the percentage of completeness was 75%, the cycle would come to an end.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the profile of the school, research findings and discussion. The detail of the research process were presented below :

A. Overview of Research Object

The place that was the focus of this study was MA ASHRI Jember. An overview of the topic of this study and a deeper comprehension of the conditions that exist there can be obtained by explaining the following: Jl. KH. Shiddiq 82 Kaliwates Jember is home to MA ASHRI Jember. The following would include a discussion of the MA ASHRI Jember data.

1. Profile of MA ASHRI Jember

School Name : MA ASHRI Jember
Address : Jl. KH. Shiddiq 82 Kaliwates Jember
Contact : (0331) 421210-482066
NSM : 131.235.090.022
NPSN : 20580263
Accreditation Level : (A) Accreditation

2. Brief History of MA ASHRI Jember

Since 1965, the Madrasah has been effectively opened with a system and curriculum prepared in accordance with the objectives of the founding of PPI ASHRI. The classical system was implemented, led directly by KH. Abd. Chalim Shiddiq as Head of Madrasah with assistance from several teachers from outside, including: KH. A. Muchit Muzadi;

Alm. Ustad Danial Adimenggolo; Alm. Ustad Abd. Hadi, and others. At that time the number of Islamic boarding school students and Madrasah students numbered 400 people. Following the effectiveness of this Madrasah education, amateur radio was established, known as Radam ASHRIA (Radio Amateur Ash-Shiddiqi sons and daughters), where the entire crew consisted of female students, except for technicians. This Madrasah's educational activities are progressing rapidly by occupying the madrasah space which is planned to be multi-storey but the upper part has not been completed. Many of the female students took the Jember Branch IAIN exam, and the results turned out to be quite satisfactory.

At this time, the organization of madrasah is being further intensified with the management of the Madrasah level system which includes Madrasah Tsanawiyah, Aliyah and Madrasah Diniyyah under the coordination of the Madrasah Council. The head of Madrasah Aliyah is Drs. H. A. Hamid Chidliir. With regard to the organizational arrangements of the Madrasah Council in relation to the applicable regulations from the Department of Religion, in 1983 MA ASHRI obtained a government-assisted teacher (DEPAG), namely KH. A. Muchit Muzadi who immediately acted as head of the Madrasah until his retirement in 1988. After that the Head of the Madrasah was handed over to Ir. Abdussalam. then because Ir. Abdussalam took a post-graduate degree in 2002, then the head of the madrasah was delegated to Dra. Cred Dien DJ .

This condition lasted until 2008. The Head of the Madrasah was changed again to M. Munir Syamsuddin who was a DPK Personnel from the Jember Religious Affairs Department Office with SK.Kanwil.RI.No.Kw.13.1/2/KP.07.6/5218/SK/2008. However, because H. M. Munir Syamsuddin, S.Pd became Supervisor, in January 2009 the Head of the Madrasah was transferred back to Dra. Cred Dien DJ.

Vision and Mission of MA ASHRI Jember

a. Vision of MA ASHRI Jember

The Realization of Female Kyai.

b. Mission of MA ASHRI Jember

- 1) Carry out fardhu prayers in congregation and sunnah prayer.
- 2) Get into the habit of reading daily prayers.
- 3) Carry out tartil activities and write the Al-Quran using the Iqra' bil Qalam method.
- 4) Carrying out activities to memorize the Qur'an at least chapter 30.
- 5) Get used to behaving politely towards all Madrasah residents.
- 6) Carry out discipline training for madrasah residents by holding class sweepings.
- 7) Increase test scores continuously.
- 8) Carry out environmental cleanliness with Clean Saturday activities.

3. Facilities and Infrastructure of MA ASHRI Jember

There are Facilities and infrastructure existed in MA ASHRI Jember,
below :

Table 4.1
Facilities and Infrastructure of MA ASHRI Jember

a. Room List

No	Room/Building Type	Amount
1.	Principal's office	1
2	Teacher's room	2
3	Administration room	1
4	Study room	6
5	Visualization Space	1
6	Computer Room	1
7	Student Council Room	1
8	BK room	1
9	Skills Room	1
10	Library Room	1
11	UKS room	1
12	Hall Room	1
13	Warehouse Room	1
14	Language Laboratory Room	1
15	Girls' toilet/toilet	2
16	Teacher's toilet/toilet	2
17	Parking lot	1
18	Schoolyard	1

b. Inventory List

No	Room/Building Type	Amount
1.	Study desk	200
2	Study Chair	200
3	Teacher's desk	23
4	Teacher's Chair	23
5	Principal's Desk	1
6	Principal's Chair	1

7	Office desk	5
8	Office Chair	5
9	Iron Chair	10
10	Iron Cupboard	6
11	Wooden Cupboard	10
12	Coffee table	1
13	Lockbox	6
14	Whiteboard	10
15	Typewriter	-
16	Calculating Machine	2
17	Computer Machine	20
18	Sewing machine	4
19	Language Laboratory Table	24
20	Language Laboratory Chair	24
21	TV/CDs	3
22	Computer Laboratory Table	40
23	Computer Laboratory Chairs	40
24	Mading Board	3

B. Research Findings

The Kemmis and McTaggart methodology was applied in this classroom action research project. Two cycles of the research were conducted. The four primary phases of each cycle's implementation were planning, acting, observing, and reflecting.

1. Preliminary

The stages of implementing the research before the first cycle and second cycle, the researcher carried out the preliminary observation stage. First, the researcher conducted interviews with Dra. Kurnia Hidayati as the English teacher, the continued interview with the students of XI A MA ASHRI Jember. Interviews with students and an English teacher revealed issues that arise when learning the language. According to the findings of

interviews with English teachers, a lot of students struggle with writing, particularly when it comes to creating analytical exposition texts. Based on those findings, the researcher came to the conclusion that the pupils required a fresh approach to raise their writing proficiency.

Following a conversation with the English teacher, we agreed to employ the peer editing technique to help students write better on analytical exposition texts. Previously, the English teacher had not employed any tactics. The researcher then attempted to put this method into practice using a number of activities. The researcher then prepared to carry out the investigation. The researcher created two meetings in a single cycle based on the conversation with the English teacher who was working with them. One teaching session and one test-writing session. The researcher created lesson plans, media, and other resources for the teaching and learning process that matched the 2013 senior high school curriculum's standards and fundamental competencies.

2. Cycle 1

a. Planning

The researcher and collaborator created a variety of teaching-related materials at this stage, including lesson plans, material-related strategies, test materials, observation materials, and problem identification and cause research.

b. Acting

The researcher used two cycles to teach writing as part of the action. There were two meetings in this cycle. One teaching session and one test-writing session. The lesson plan served as the basis for the writing instruction phases. The researcher is always accompanied by an English teacher during each teaching session. In each lesson, the collaborator watched the pupils as they learned. Each meeting's conclusions were as follows:

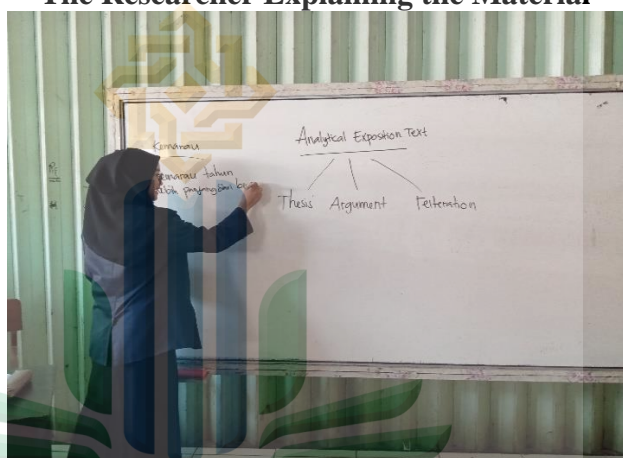
1) First Meeting

It was the first meeting, held on Sunday, May 19, 2024. The researcher created a lesson plan for action based on the students' writing skill issues prior to the commencement of the class. In this instance, the researcher chooses the teaching resources, methods, and media based on the issues that the students are facing. The Analytical Exposition Text is the relevant source. The researcher began the class by greeting the students, praying, looking over the attendance list, and inquiring about their health because the introduction had already been completed at the last meeting. The researcher then explained the subject matter to the students.

The next activity is that the researcher invites students to open the English book and read the material about analytical exposition text. Then the researcher explains the material. When

explaining the materials, the researcher wrote on the whiteboard about the Definition, Generic Structure, Social Function, and Language Features of analytical exposition text. Then the students tried to understand them. Students also mention examples of phenomena that exist around them.

Figure 4.1
The Researcher Explaining the Material



When all students write the material and gave the example of phenomena around them, the researcher closed the lesson by asking students to conclude and reflection on the material that had been learned. Then the researcher explained the agenda for the next meeting and closed the lesson with a prayer together and leave taking.

2) Second Meeting

It was the first meeting, held on Tuesday, 21th May 2024. The second meeting was not much different from the first meeting. The researcher taught students according to the lesson plan that had previously been made. Just like the first meeting, before starting

the lesson the researcher prepared the material that would be given to the students, as well as preparing the strategy that would be used during the lesson. The researcher started the lesson by greeting, praying, checking attendance and asking about the students' condition. Researchers also ensure that students start learning ready and orderly.

Next, the researcher divided the students into several groups. After all the students' findings have been grouped, students gather with their respective groups. Then, the researcher gave the assignments of make an analytical exposition text with the theme of phenomena around them. The researcher explain about peer editing strategy that we used in this lesson.

Figure 4.2
The Students Make an Analytical Exposition Text



When all students have collected their assignment, the researcher closed the lesson by asking students to conclude and reflection on the material that had been learned. Then the researcher explained the agenda for the next meeting and closed the lesson with a prayer together and leave taking.

c. Observing

The researcher and collaborator observed the classroom environment during the teaching and learning process, as well as the students' engagement, enthusiasm, and bravery during the writing lesson. The following is a description of the data :

Table 4.2
The Data Observation Checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1	Students pay attention to the researchers as a teacher				√		4
2	Students enthusiasm implementing Peer Editing strategy				√		4
3	Students answer teacher's question			√			3
4	Students ask question to clarify understanding			√			3
5	Students enthusiasm in doing the task				√		4
Total							18

1 = Very bad

2 = Bad

3 = Enough

4 = Good

5 = Very good

The score of observation as follow = $P \frac{F}{N} \times 100 \%$

$$= \frac{18}{32} \times 100 \%$$

$$= 56,25 \%$$

d. Reflecting

At this stage, the researcher considered using peer editing as a method to help students learn how to write analytical exposition texts. For the pupils' writing achievement to significantly improve, two meetings were required. It is evident that this instruction and assessment encourage critical thinking in students and facilitate the creation of analytical exposition text.

Table 4.3
Student's Writing Achievement in cycle 1 test

No	Name	Scoring Criteria					Total Score	KKM	Failed Passed
		1	2	3	4	5			
1	AAL	13	12	9	11	4	52	75	Failed
2	AHS	13	12	9	11	4	52	75	Failed
3	ARD	13	12	9	11	4	52	75	Failed
4	AKF	13	12	9	11	4	52	75	Failed
5	ARR	13	12	9	11	4	52	75	Failed
6	AMR	13	12	9	11	4	52	75	Failed
7	AFR	13	12	9	11	4	52	75	Failed
8	BNZ	13	12	9	11	4	52	75	Failed
9	CC	22	17	17	19	4	79	75	Passed
10	CH	22	17	17	19	4	79	75	Passed
11	CAF	22	17	17	19	4	79	75	Passed
12	DP	22	17	17	19	4	79	75	Passed
13	DZ	22	17	17	19	4	79	75	Passed
14	ENM	22	17	17	19	4	79	75	Passed
15	FM	22	17	17	19	4	79	75	Passed
16	FAM	22	17	17	19	4	79	75	Passed
17	FF	16	10	12	15	4	57	75	Failed
18	IAR	16	10	12	15	4	57	75	Failed
19	IAJ	16	10	12	15	4	57	75	Failed
20	IEA	16	10	12	15	4	57	75	Failed
21	IN	16	10	12	15	4	57	75	Failed
22	MU	16	10	12	15	4	57	75	Failed
23	MJ	16	10	12	15	4	57	75	Failed
24	NIS	16	10	12	15	4	57	75	Failed
25	NM	21	17	17	21	4	80	75	Passed

26	RPNP	21	17	17	21	4	80	75	Passed
27	RS	21	17	17	21	4	80	75	Passed
28	SW	21	17	17	21	4	80	75	Passed
29	SSB	21	17	17	21	4	80	75	Passed
30	SASR	21	17	17	21	4	80	75	Passed
31	SH	21	17	17	21	4	80	75	Passed
32	SLA	21	17	17	21	4	80	75	Passed
Total Score									2114
Average									66,1

KKM = Minimum completeness criteria

1 = Content

2 = Organization

3 = Vocabulary

4 = Language Use

5 = Mechanics

Number of students : 32

Number of students who completed : 16

Number of students who not completed : 16

Total score of students : 2114

Percentage of completeness of writing skill = $P \frac{F}{N} \times 100 \%$

$$= \frac{16}{32} \times 100 \%$$

$$= 50 \%$$

The first cycle's results from the first and second meetings suggest that using the peer editing technique improves writing abilities. According to the data, the observation score was 56.25% and the mean score on the writing test in cycle 1 was 66.1. However, just 16 students, or 50% of the total, met the minimum mastery requirement. It

meant that since the first cycle's results fell short of the researcher's success criteria, a follow-up was necessary.

3. Cycle 2

a. Planning

The second cycle's learning activities in this phase were a continuation of cycle 1's learning activities. Based on the result in cycle 1, the researcher concluded that the problems are some students are not confident in presentation of the result writing test and comment the friends' result of writing test. Therefore the researcher tried to solved the problem with use same strategy with communicative learning.

b. Acting

1) First meeting

It was the first meeting, held on Sunday at 26th of May 2024. Before starting the class, the researcher made a lesson plan for action based on the student problems about writing skill. The researcher started the lesson with greeting, praying, checking the attendance list and asking about students' condition.

The next activity is that the researcher invites students to open English books and re-read material about analytical exposition text. Then the researcher re-explained about the material. After that the researcher asked students to mention examples of analytical exposition orally.

When all students mention the material and gave the example of phenomena around them, the researcher closed the lesson by asking students to conclude and reflection on the material that had been learned. Then the researcher explained the agenda for the next meeting and closed the lesson with a prayer together and leave taking.

2) Second meeting

It was the first meeting, held on Tuesday, 28th May 2024 at. The second meeting was not much different from the first meeting. The researcher taught students according to the lesson plan that had previously been made. Just like the first meeting, before starting the lesson the researcher prepared the material that would be given to the students, as well as preparing the media that would be used during the lesson. The researcher greeted the students, said a prayer, checked attendance, and inquired about their health before beginning the session.

The researcher began the class by asking the students about the content from the prior meeting once they were prepared to follow it. “Do you still remember about the material last meeting?” and the students did not know the meaning of what the researcher asked, then researcher translated “Apakah kalian masih ingat dengan materi yang kemarin?” most students answered “Ingat miss” and the rest were silent.

Next is that researcher asked the students about what the Definition, Generic Structure, Social Function, and Language Features of analytical exposition text. The student gave examples of the phenomena around us. Then researcher re-explained to the students about the analytical exposition text.

Figure 4.3
The Students Make an Analytical Exposition Text



The researcher then gave the pupils instructions to form small groups with their friends. After that, the researcher asked students to create analytical exposition text with the theme of phenomena around them. Firstly, the researcher explained the peer editing strategy and process steps in this lesson. Once all groups have completed it, they must hand in the text to the other groups. Secondly, after the student make an analytical exposition text the student presentation their text. Then another group comments on the errors in the previous group's text. Then all groups comment on another group's text in turn. Then the group that commented must note it down. Lastly, in presentation process the researcher implanted communicative learning.

c. Observing

The researcher and collaborator observed the classroom environment during the teaching and learning process, as well as the students' engagement, enthusiasm, and courage during the writing lesson. The following is a description of the data:

Table 4.4
The data observation checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1	Students pay attention to the researchers as a teacher					√	5
2	Students enthusiasm implementing Peer Editing strategy					√	5
3	Students answer teacher's question				√		4
4	Students ask question to clarity understanding				√		4
5	Students enthusiasm in doing the task					√	5
Total							23

1 = Very bad

2 = Bad

3 = Enough

4 = Good

5 = Very good

The score of observation as follow = $P \frac{F}{N} \times 100 \%$

$$= \frac{23}{32} \times 100 \%$$

$$= 71,87 \%$$

d. Reflecting

In this stage, the researcher reflected on the use of Peer Editing as the strategy in teaching students' writing skill on analytical

exposition text. It took two meetings to make great improvement toward the students' writing achievement. This treatment and evaluations clearly make students think more critically and make it easier to write analytical exposition text.

Referring to the researcher's desired outcome, which was to raise pupils' writing proficiency. She was pleased with the writing test's outcome. Prior to the action, the students' writing score fell short of passing. Students' writing proficiency improved following the completion of cycle 1, although it fell short of the KKM requirement.

Table 4.5
Student's Writing Achievement in cycle 2 test

No	Name	Scoring Criteria					Total Score	KKM	Failed Passed
		1	2	3	4	5			
1	AAL	22	18	18	21	4	83	75	Passed
2	AHS	22	18	18	21	4	83	75	Passed
3	ARD	22	18	18	21	4	83	75	Passed
4	AKF	22	18	18	21	4	83	75	Passed
5	ARR	22	18	18	21	5	84	75	Passed
6	AMR	22	18	18	21	5	84	75	Passed
7	AFR	22	18	18	21	5	84	75	Passed
8	BNZ	22	18	18	21	5	84	75	Passed
9	CC	22	17	17	19	5	80	75	Passed
10	CH	22	17	17	19	5	80	75	Passed
11	CAF	22	17	17	19	5	80	75	Passed
12	DP	22	17	17	19	5	80	75	Passed
13	DZ	19	17	17	19	5	77	75	Passed
14	ENM	19	17	17	19	5	77	75	Passed

15	FM	19	17	17	19	5	77	75	Passed
16	FAM	19	17	17	19	5	77	75	Passed
17	FF	21	17	17	19	5	79	75	Passed
18	IAR	21	17	17	19	5	79	75	Passed
19	IAJ	21	17	17	19	5	79	75	Passed
20	IEA	21	17	17	19	5	79	75	Passed
21	IN	18	17	17	17	4	73	75	Failed
22	MU	18	17	17	17	4	73	75	Failed
23	MJ	18	17	17	17	4	73	75	Failed
24	NIS	18	17	17	17	4	73	75	Failed
25	NM	22	17	17	21	5	80	75	Passed
26	RPNP	22	17	17	21	5	80	75	Passed
27	RS	22	17	17	21	5	80	75	Passed
28	SW	22	17	17	21	5	80	75	Passed
29	SSB	22	17	17	21	5	80	75	Passed
30	SASR	22	17	17	21	5	80	75	Passed
31	SH	22	17	17	21	5	80	75	Passed
32	SLA	22	17	17	21	5	80	75	Passed
Total Score									2544
Average									79,5

KKM = Minimum completeness criteria

1 = Content

2 = Organization

3 = Vocabulary

4 = Language Use

5 = Mechanics

Number of students : 32

Number of students who completed : 28

Number of students who not completed : 4

Total score of students : 2544

Percentage of completeness of writing skill = $P \frac{F}{N} \times 100 \%$

$$= \frac{28}{32} \times 100 \%$$

$$= 87,5 \%$$

It can be concluded from the results of the second cycle of the first and second meetings that, in comparison to cycle 1, the use of the peer editing method might improve the writing ability of the analytical exposition text. According to the data, cycle 2's mean score was 79,5. Four students, or 12,5% of the total, received scores below the Minimum Mastery Criterion (KKM 75), whereas 28 students, or 87,5 % of the total, received scores above the criterion. The second cycle was deemed to have met the success criteria.

C. Discussion

This section presented the discussion of the research finding which related to the theories. Improving students' writing skill on the analytical exposition text through peer editing strategy could help the students identified their difficult in writing. It could be seen from the students' score which was gradually improved. From the data from cycle 1, the students mean score was 66,1 and the percentage of the students who reached the minimum score was 50%.

Thus, it could be said that the students' writing skill did not reach criteria of success. So, the cycle continued to the cycle 2. Based on the results of the student's writing score in Cycle 2, the average score of was 79,5 showing that 28 students, or 87,5% of the students were above the minimum proficiency standard. During that time, four students were below the norm. Students' writing skill has improved by up to 37%. It could be considered successful because the student's writing test results were able to meet the successcriteria.

In the second cycle was done perfectly since the students score got over the minimum score was 79,5, with the percentage of the speaking class was 87,5%, and the score observation was 71,87%. So, it could be said well done and successful learning by the existence of peer editing strategy in the classroom learning.

Thus, the implementation of per editing strategy was well received by students. It helped students recognize their difficulties in writing. Students had more opportunities to write their ideas and opinions on the text. In the process of education and learning, the existence of the peer editing strategy was significant. This was done because these activities could be useful if the material presented was clear, and presents the media as an intermediary. Miarso said that any learning media was designed. It guides messages, stimulates learners' thoughts, emotions, attention and motivation, and

facilitates a conscious, purposeful and controlled learning process.³⁰

Referring to the results of the Classroom Action Research (CAR) conducted by researcher using peer editing strategy on the material in class XI-A MA ASHRI Jember, it has been successfully carried out. The results of the research in the second cycle have met the performance indicators of writing skill. Summary of research results of the preliminary observation, cycle 1 and cycle 2 can be seen in the table below :

Table 4.6
Research result from observation, cycle 1 and cycle 2

No	Measured Aspect	Cycle I	Cycle II
1	Mean	66,1	79,5
2	Percentage of writing Ability Completeness	50%	87,5%
3	Number of Completed Students	16	28
4	The Data Observation Class	56,25%	71,87%

Based on the results of classroom action research and exposure to the use of peer editing strategy in class of XI-A MA ASHRI Jember, there was an improvement in either cycle 1 or 2 in average 37% from the first cycle was 50% and second cycle was 87,5%. Thereby, the use of peer editing Strategy in teaching learning process could be said to be successful in improving students' writing skill on the analytical exposition text.

³⁰ Miarso Yusufhadi, *Menyemai Benih Teknologi Pendidikan* (Jakarta: Kencana Prenada Media Group. 2011), 458

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research results, the evidences showed that the implementation of peer editing strategy improved students' writing skills. The data showed that the scores of students who achieved the Minimum Mastery Criterion (KKM 75) increased by 37.5%. The researcher implemented the strategy certainly related to the theme of the material in the cycle 1 and cycle 2. In the writing test of cycle 1 and cycle 2, they make an analytical exposition text with the theme phenomena around them.

The average student score in the first cycle was 66.1, and the percentage of students who were honest was 50%. This indicated that 16 students have fallen below the norm, while the other students had met the Minimum Mastery Criterion (KKM 75). Although the success criteria were not intended, the students' writing skills did increase somewhat as a result. Although the student completion percentage in Cycle II was 87.5%, the average student score was 79.5%. This indicated that four pupils were still below the minimal competency level (KKM 75), whereas 28 students had cleared it.

In conclusion, the use of the peer editing strategy to improve students' writing skills on the analytical exposition text at XI A at MA ASHRI Jember was successful since the students' writing test scores met the success requirements. Peer editing could therefore be a useful teaching method for

English, particularly when it comes to teaching writing skills on analytical exposition texts in the classroom. It also provided students with an opportunity to practice their English.

B. Suggestions

Following this study, the researcher made the following recommendations for future researchers and English teachers:

1. For English Teacher

The Researcher hopes Peer Editing strategy will be conducted of English teacher as an effective way to improve students' writing skill, especially writing on analytical exposition text.

2. For Future Researchers

The Researcher hopes that this research could be advised to conduct classroom action research by implementing peer editing strategies to improve students' analytical exposition text writing skills. Future researchers can teach any material in English by adapting any strategies to improve students' writing skills.

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J E M B E R

Appendix 1 : Matrix of the Research

MATRIX OF RESEARCH

TITLE	VARIABLE	INDICATOR	DATA SOURCE	RESEARCH METHOD	RESEARCH PROBLEM
The Use of Peer Editing Strategy To Improve Student Writing Skill on the Analytical Exposition Text for Second Grade at MA ASHRI	<ol style="list-style-type: none"> Writing Skill on the Analytical Exposition Text Peer Editing Strategy 	<ul style="list-style-type: none"> Component of Writing Writing Proses Writing Analytical Exposition Text Definition of Peer Editing Strategy The Step of Peer editing Strategy 	<ol style="list-style-type: none"> Primary Data <ul style="list-style-type: none"> Student's writing Score Scondary Data <ul style="list-style-type: none"> Observation Documentation 	<ol style="list-style-type: none"> Research Design : <ul style="list-style-type: none"> CAR (Classroom Action Research) Data Collection : <ul style="list-style-type: none"> Writing Test Observation Data Analysis : <ul style="list-style-type: none"> Percentage of completeness of writing skill $P \frac{F}{N} \times 100 \%$ <p>Notes: P = The Class Percentage F = Score Achieved N = Number of Student</p> Criteria of Success <ul style="list-style-type: none"> First, the research was successful when there was 75% of students could pass the test. Second, the mastery level criterion (KKM) was 75 (seventy five). Validity of data <ul style="list-style-type: none"> Content of validity 	<ol style="list-style-type: none"> How is the use of Peer Editing Strategy able to improve students' Writing on the Analytical Exposition Text for Second Grade at MA ASHRI?

Appendix 2 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MA ASHRI Jember

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI A / 1

Topic : Exposition Text

Alokasi Waktu : 45 Menit

A. Kompetensi Inti:

1. Memahami dan menerapkan pengetahuan *faktual, konseptual, prosedural* dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
2. *Mengolah, menalar, dan menyaji* dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi:

Kompetensi Dasar	Indikator Pencapaian Kompetensi
4.4 Teks Eksposisi Analitis	4.4.2.1 Menyusun fungsi social teks esposisi analitis tulis terkait isu actual yang tepat dan sesuai dengan konteks.
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	4.4.2.2 Menyusun struktur teks esposisi analitis tulis terkait isu actual yang tepat dan sesuai dengan konteks. 4.4.2.3 Menyajikan teks esposisi analitis tulis terkait isu actual yang tepat dan sesuai dengan konteks.

C. Tujuan Pembelajaran

1. Menyusun fungsi social teks esposisi analistis tulis terkait isu actual yang tepat dan sesuai dengan konteks.
2. Menyusun struktur teks esposisi analistis tulis terkait isu actual yang tepat dan sesuai dengan konteks.
3. Menyajikan teks esposisi analistis tulis terkait isu actual yang tepat dan sesuai dengan konteks.

D. Materi Pembelajaran

1. **Definition of Analytical ExpositionText** : A text that elaborates the writer's idea about the phenomenon us arrounding.
2. **Social Function of Analytical ExpositionText** : An analytical exposition also called a persuasive text, is argumentative text designed to persuade the reader or listener that something is the case
3. **Generic Structure of Analytical ExpositionText** :
 - 1) Thesis
 - 2) Argument
 - 3) Reiteration/Conclusion
4. **Language Features of Analytical ExpositionText** :
 - 1) To appropriate word
Instead of using "bad", use appalling, unfavorable, ghastly, terrible
Instead of using "good", use fantastic, incredible, momentous, remarkable
 - 2) Use the present test such as lions live, i eat
 - 3) Use mental verb such as i believe, i prefer, i agree, i doubt, i disagree
 - 4) Use saying verb such as people say, it is said, etc
 - 5) Use connecting word such as additionally, furthermore, not only, also, in addition, moreover, likewise, firstly, secondly, etc
 - 6) Use casual conjungtions such as because, consenquently, despite, for that reason, in that case, eventhough, yet, etc.
 - 7) Use word that express the autor's attitude such as will, must, usually, commonly, etc

E. Model, Pendekatan Metode Pembelajara

1. Model Pembelajaran : Project Based Learning
2. Metode Pembelajaran : Tanya jawab, diskusi, presentasi

F. Media Pembelajaran

1. Media : Papan tulis, buku, kamus, LKPD

G. Sumber Pembelajaran

1. Buku Bahasa Inggris Kelas XI

H Langkah- Langkah Pembelajaran

Pertemuan pertama pada cycle 1

Tahap	Kegiatan Pembelajaran	Aloksi Waktu
A. Kegiatan Pendahuluan		
Orientasi	1. Guru menyapa peserta didik, mempersilahkan peserta didik untuk berdoa dan mengecek kehadiran peserta didik.	5 Menit
Apersepsi	2. Guru mengkondisikan suasana belajar yang menyenangkan 1. Guru mereview materi sebelumnya kepada peserta didik. 2. Guru mengajukan pertanyaan yang ada keterkaitannya dengan pembelajaran yang akan dilakukan	
Motivasi	1. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari 2. Guru menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.	
Pemberian Acuan	1. Guru Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 2. Peserta didik diberikan icebreaking sebelum memulai pembelajaran.	
B. Kegiatan Inti		
Menentukan Pertanyaan mendasar	Mengamati 1. Guru meminta peserta didik membuka buku paket bahasa inggris kelas XI hal 47. 2. Guru menjelaskan materi tentang Analytical	35 Menit

	<p>Exposition secara jelas.</p> <p>3. Peserta didik menyimak dan mendengarkan contoh Text Exposition yang dibacakan oleh guru.</p> <p>4. Guru meminta Peserta didik untuk membacakan contoh Text Exposition dengan benar.</p> <p>Menanya</p> <p>5. Peserta didik berdiskusi tentang Analytical Exposition “Global Warming” (<i>in book hal.46</i>)</p> <p><i>What is Global Warming?</i></p> <p><i>Is it severe problem?why?</i></p> <p><i>What kind of text is given above? (Literasi & Numerasi)</i></p>	
C. Kegiatan Penutup		
<p>Kesimpulan</p> <p>Refleksi</p> <p>Feedback</p>	<p>1. Guru memberikan umpan balik dan refleksi terhadap pembelajaran yang sudah dilakukan.</p> <p>2. Guru dan peserta didik menyimpulkan materi pembelajaran yang telah dibahas</p> <p>3. Guru menginformasikan materi pada pertemuan berikutnya.</p> <p>4. Kegiatan pembelajaran ditutup dengan doa</p>	5 Menit

Pertemuan kedua pada cycle 1

Tahap	Kegiatan Pembelajaran	Aloksi Waktu
A. Kegiatan Pendahuluan		
Orientasi	<p>1. Guru menyapa peserta didik, mempersilahkan peserta didik untuk berdoa dan mengecek kehadiran peserta didik.</p> <p>2. Guru mengkondisikan suasana belajar yang</p>	5 Menit

Apersepsi	<p>menyenangkan</p> <ol style="list-style-type: none"> 1. Guru mereview materi sebelumnya kepada peserta didik. 2. Guru mengajukan pertanyaan yang ada keterkaitannya dengan pembelajaran yang akan dilakukan 	
Motivasi	<ol style="list-style-type: none"> 1. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari 2. Guru menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung. 	
Pemberian Acuan	<ol style="list-style-type: none"> 1. Guru Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 2. Peserta didik diberikan ice breaking sebelum memulai pembelajaran. 	
B. Kegiatan Inti		
Menguji hasil kinerja peserta didik	<ol style="list-style-type: none"> 1. Setelah mendapatkan materi tentang analytical exposition melalui Buku dan penjelasan guru, peserta didik dibentuk dalam sebuah kelompok beranggotakan 3 orang didalam tiap kelompok. (Collaborative) 2. Peserta didik diberikan penjelasan mengenai project yang akan dilakukan, yaitu membuat <i>analytical exposition text</i> dengan menggunakan peer editing strategy. 3. Peserta didik mengumpulkan hasil karya tulis yang telah dipresentasikan. 4. Peserta didik mendapatkan pujian dari guru terkait hasil pekerjaan yang sudah dipresentasikan. 	35 Menit
Mengevaluasi Pengalaman		

C. Kegiatan Penutup		
Kesimpulan	<ol style="list-style-type: none"> 1. Guru memberikan umpan balik dan refleksi terhadap pembelajaran yang sudah dilakukan. 2. Guru dan peserta didik menyimpulkan materi pembelajaran yang telah dibahas 3. Guru menginformasikan materi pada pertemuan berikutnya. 4. Kegiatan pembelajaran ditutup dengan doa 	5 Menit
Refleksi		
Feedback		

Pertemuan pertama pada cycle 2

Tahap	Kegiatan Pembelajaran	Aloksi Waktu
A. Kegiatan Pendahuluan		
Orientasi	<ol style="list-style-type: none"> 1. Guru menyapa peserta didik, mempersilahkan peserta didik untuk berdoa dan mengecek kehadiran peserta didik. 2. Guru mengkondisikan suasana belajar yang menyenangkan 3. Guru mereview materi sebelumnya kepada peserta didik. 4. Guru mengajukan pertanyaan yang ada keterkaitannya dengan pembelajaran yang akan dilakukan 5. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari 6. Guru menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung. 7. Guru Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 8. Peserta didik diberikan icebreaking sebelum memulai pembelajaran. 	5 Menit
Apersepsi		
Motivasi		
Pemberian Acuan		

B. Kegiatan Inti		
Menguji hasil kinerja peserta didik	1. Guru menjelaskan ulang materi analytical exposition text.	35 Menit
Mengevaluasi Pengalaman	2. Peserta didik diminta untuk memberikan contoh ulang secara lisan contoh dari analytical exposition text.	
C. Kegiatan Penutup		
Kesimpulan	1. Guru memberikan umpan balik dan refleksi terhadap pembelajaran yang sudah dilakukan.	5 Menit
Refleksi	2. Guru dan peserta didik menyimpulkan materi pembelajaran yang telah dibahas	
Feedback	3. Guru menginformasikan materi pada pertemuan berikutnya.	
	4. Kegiatan pembelajaran ditutup dengan doa	

Pertemuan kedua pada cycle 2

Tahap	Kegiatan Pembelajaran	Alokasi Waktu
A. Kegiatan Pendahuluan		
Orientasi	1. Guru menyapa peserta didik, mempersilahkan peserta didik untuk berdoa dan mengecek kehadiran peserta didik.	5 Menit
Apersepsi	2. Guru mengkondisikan suasana belajar yang menyenangkan	
	3. Guru mereview materi sebelumnya kepada peserta didik.	
	4. Guru mengajukan pertanyaan yang ada keterkaitannya dengan pembelajaran yang akan dilakukan	
Motivasi	5. Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan	

Pemberian Acuan	<p>dipelajari dalam kehidupan sehari-hari</p> <ol style="list-style-type: none"> 6. Guru menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung. 7. Guru Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. 8. Peserta didik diberikan icebreaking sebelum memulai pembelajaran. 	
B. Kegiatan Inti		
<p>Menguji hasil kinerja peserta didik</p> <p>Mengevaluasi Pengalaman</p>	<ol style="list-style-type: none"> 1. Guru meminta peserta didik untuk kembali ke kelompok seperti pertemuan sebelumnya dan menjelaskan tugas yang akan dikerjakan. 2. Guru menjelaskan penggunaan peer editing strategy pada pengerjaan tugas kali ini. 3. Guru meminta peserta didik bersama kelompoknya membuat analytical exposition text lagi. 4. Peserta didik bersama kelompoknya mempresentasikan hasil karya tulisnya mengenai analytical exposition text di depan kelas. (the use of peer editing strategy and communicative learning) 5. Peserta didik secara berkelompok saling memberikan komentar terkait hasil pekerjaan dari kelompok lain. 6. Peserta didik merevisi bagian yang salah seperti yang disampaikan oleh teman kelompok lain saat presentasi. 7. Peserta didik mengumpulkan hasil karya tulis yang telah dipresentasikan. 8. Peserta didik mendapatkan pujian dari guru terkait hasil pekerjaan yang sudah dipresentasikan. 	35 Menit

C. Kegiatan Penutup		
Kesimpulan	<ol style="list-style-type: none"> 1. Guru memberikan umpan balik dan refleksi terhadap pembelajaran yang sudah dilakukan. 2. Guru dan peserta didik menyimpulkan materi pembelajaran yang telah dibahas 3. Guru menginformasikan materi pada pertemuan berikutnya. 4. Kegiatan pembelajaran ditutup dengan doa 	5 Menit
Refleksi		
Feedback		

I. Penilaian

NO	Jenis Penilaian	Teknik	Instrumen
1	Sikap	Observasi	Jurnal sikap
2	Keterampilan	Perfoma	Tugas individu dan kelompok
3	Pengetahuan	Tulis/Lisan	Tugas, kunci jawaban, dan pedoman penilaian

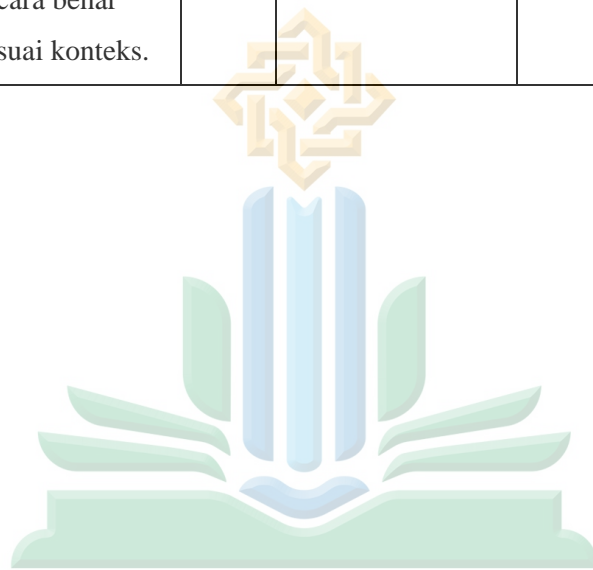

 UNIVERSITAS ISLAM NEGERI
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**KISI-KISI PENYUSUNAN SOAL PENGETAHUAN
SEMESTER GANJILTAHUN PELAJARAN 2023/2024**

Sekolah : MA ASHRI	Materi : Analytical Exposition Text
Mata Pelajaran : Bahasa Inggris	Bentuk Soal : Essay
Kurikulum Kelas : K-13/XI A	Penyusun : Millatul Hanifah

Kompetensi Dasar	IPK	KLS/SMT	Materi	Indikator Soal	Bentuk Soal	No Soal
3.4 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks esposisi analistis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.	3.4.1 Menganalisis informasi rinci terkait fungsi social beberapa teks esposisi analistis lisan dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks. 3.4.2 Menyebutkan informasi rinci terkait unsur kebahasaan beberapa teks esposisi analistis lisan dengan memberi dan meminta informasi terkait isu actual, sesuai	XI/1	Analytical Exposition Text	1. Disajikan sebuah soal essay yang mana siswa diharapkan bisa membuat teks analytical exposition.	Essay	1

	dengan konteks. 3.4.3 Menentukan informasi rinci terkait Struktur teks beberapa teks esposisi analistis tulis secara benar sesuai konteks.					
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RUBRIK PENILAIAN WRITING

No	Criteria	Scale	Description
1	Content	30-27	EXCELENT TO VERY GOOD: knowledgeable-substantive-etc
		26-22	GOOD TO AVERAGE: some knowledge of subject-adequate range-etc
		21-17	FAIR TO POOR: limited knowledge of subject-little substance-etc
		16-13	VERRY POOR: does not show knowledge of subject-non substantive- etc
2	Organization	20-18	EXCELENT TO VERY GOOD: fluent expression-ideas clearly stated-etc
		17-14	GOOD TO AVERAGE: somewhat choppy-loosely organized but main ideas stand out-etc
		13-10	FAIR TO POOR: non fluent-ideas confused or disconnected-etc
		9-7	VERRY POOR: does not communicate-no organization-etc
3	Vocabulary	20-18	EXCELENT TO VERY GOOD: sophisticated range-effective word/idiom form choice and usage-etc
		17-14	GOOD TO AVERAGE: adequate range-occasional errors of word/idiom form choice and usage but meaning not absured-etc
		13-10	FAIR TO POOR: limited range- frequent errors of word/idiom form

No	Criteria	Scale	Description
			choice and usage-etc
		9-7	VERY POOR: essentially translation-little knowledge of English vocabulary-etc
4	Language Use	25-22	EXCELENT TO VERY GOOD: effective complex construction-etc
		21-19	GOOD TO AVERAGE: effective but simple construction-etc
		17-11	FAIR TO POOR: maor problems in simple/complex construction-etc
		10-5	VERY POOR: virtually no mastery of sentence construction rules-etc
5	Mechanics	5	EXCELENT TO VERY GOOD: demonstrates mastery of conventions-etc
		4	GOOD TO AVERAGE: occasional errors of spelling, punctuation-etc
		3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization-etc
		2	VERY POOR: no mastery of conventions-dominated by errors of spelling, punctuation, capitalization, paragraphing-etc

INSTRUMEN PENILAIAN

A. Soal


Please make an analytical exposition text with your group.

B. Kunci jawaban

Based on the result of students' writing test.

Jember, 14 Juni 2024

Mengetahui
Guru



Dra. Kurnia Hidayati

Peneliti,



Millatul Hanifah



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Appendix 3 : Students Attendance List

Present List of XI A

No	Nama
1	Ajeng Ayu Lailasari
2	Alif Hafifah Salsabila
3	Alsa Robi'ah Adawiyah
4	Amirah Kaila Nur Faizah
5	Ananda Revina Ramadhani
6	Arina Manasikana Ramdhani
7	Asri Febrilia Romadhoni
8	Baiti Nur Zahila
9	Chelseana Claravita
10	Chusnul Khotimah
11	Citra Ayu Firnanda
12	Dina Pristina
13	Diva Zaliati
14	Elisa Nur Maulidah
15	Faiqotul Maulinda
16	Farokh Maulidiyah
17	Fasihatul Fikriyah
18	Ikhma Adawiyah Rahma S.
19	Ikra'atul Jannah
20	Inggrid Eka Agustina
21	Ismi Novitasari
22	Maria Ulfa
23	Miftahul Jannah
24	Nabila Izzatun Nisa
25	Najmah Mayas
26	Risna Putri Nanda Pratiwi
27	Rohimatus Sobriyah
28	Safia Wardani
29	Sherly Sagita Balqis
30	Siti Aisyah Safira R.
31	Siti Shofiyah
32	Syarira Lufi Ariyanti

Appendix 4 : Research Journal Activities







Research Journal Activities

Name : Millatul Hanifah

NIM : 201101060019

Title : The Use of Peer Editing Strategy to Improve Students' Writing Skill on
The Analytical Exposition Text For Second Grade at MA ASHRI Jember

Location: MA ASHRI Jember

NO	Day/Date	Activity	Initial
1.	05 th May 2024	The researcher confirmed the research permission and also discussed about lesson plan with English teacher	
2.	19 th May 2024	The researcher implemented the action (first meeting) cycle 1	
3.	21 th May 2024	The researcher implemented the action (second meeting) cycle 1	
4.	26 th of May 2024	The researcher implemented the action (first meeting) cycle 2	
5.	21 th May 2024	The researcher implemented the action (second meeting) cycle 2	
6.	29 th May 2024	The researcher asked a letter of research	

Mengetahui,

 Kepala Sekolah MA ASHRI
Dien Djajansih

Appendix 5 : Letters

LATTERS



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-6606/ln.20/3.a/PP.009/05/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MA ASHRI Jember

Jl. K.H Shiddiq No.82 Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 201101060019
Nama : MILLATUL HANIFAH
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Use of Peer Editing Strategy to improve Students` Writing Skill on the Analytical Exposition Text for Second Grade at MA ASHRI Jember" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Dra.Cred Dien Djajansih

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 05 Mei 2024

an. Dekan,

Wakil Dekan Bidang Akademik,

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JEMBER



ROTIBUL UMAM



YAYASAN LEMBAGA PENDIDIKAN ASHRI JEMBER

MADRASAH ALIYAH ASHRI

Jalan KH. Shiddiq Nomor 82 Jember 68131

Telepon (0331) 482066

E-mail : maashrijember062@gmail.com

SURAT KETERANGAN

NOMOR : 184/Mas.13.32.022/11/2024

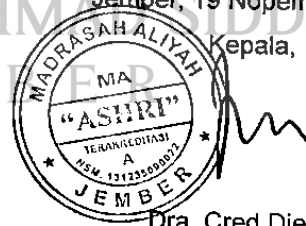
Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah "ASHRI" Jember, dengan ini menerangkan bahwa :

Nama : Millatul Hanifah
NIM : 201101060019
Program Studi : Tadris Bahasa Inggris

Terhitung sejak tanggal 14 Mei sampai dengan 14 Juni 2024 yang bersangkutan sudah melaksanakan penelitian/riset mengenai :
"The Use Of Peer Editing Strategy To Improve Students' Writing Skill On Analytical Exposition Text For Second-Grade At MA. ASHRI Jember"

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER, 19 Nopember 2024
Kepala,



Dra. Cred Dien Dj

Appendix 6 : Declaration

DECLARATION OF AUTHENTICITY

The undersigned below :

Name : Millatul Hanifah
NIM : 201101060019
Major : English Education Department
University : State Islamic University of Kiai Achmad Siddiq Jember

Declare that this undergraduate thesis entitled “The Use of Peer Editing Strategy to Improve Student’ Writing Skill on the Analytical Exposition Text for Second Grade at MA ASHRI Jember” is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for higher degree. I also declare the publications cited in this work have been personally consulted.

Jember, 15th of October 2024

I declared

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10000
METERAI
TEMPEL
D2018ALX362680266
Millatul Hanifah
201101060019

Appendix 7

Researcher's Biodata



Personal Information:

- Name : Millatul Hanifah
- NIM : 201101060019
- Gender : Female
- Place, Date of Birth : Jember, October 29th 2001
- Address : Dusun Parebalan, RT 001 RW 004, Karangharjo, Silo, Jember
- Religion : Islam
- Department/ Major : English Education Department
- University : State Islamic University of Kiai Haji Achmad Siddiq Jember
- Email Address : millatulhanifah29@gmail.com

Education Background:

2008-2014 : SDN KARANGHARJO 01

2014-2017 : MTS AL-HIDAYAH

2017-2020 : MA ASHRI

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