

THESIS

THE INFLUENCE OF THE OUTLINE TECHNIQUE ON IMPROVING STUDENTS' PROFICIENCY IN WRITING ANALYTICAL EXPOSITION



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UNIVERSITAS KH. MUKHTAR SYAFAAT
(UIMSYA)
BLOKAGUNG BANYUWANGI
2025**



DEGREE PREREQUISITES

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THESIS

Presented to Faculty of Tarbiya and Teachers Training
Universitas KH. Mukhtar Syafaat
In a Partial Fulfillment of the Requirement for the Degree of Strata 1
In English Education Department (S.Pd.)

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2025**

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**THE INFLUENCE OF THE OUTLINE TECHNIQUE ON IMPROVING
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MOTO AND DEDICATION

*Think, plan, and focus.
No cheating, no shortcuts.*

This thesis dedicated to myself and my beloved parents, who taught me the value of honesty, effort, and faith — even when no one is watching. Your quiet strength and unwavering support are the foundation of everything I build indeed be grateful of everything we get.

To my mentors and teachers, who challenged me to think, inspired me to plan, and reminded me to always focus on what truly matters.

To the students and young dreamers, may you never seek shortcuts, may you never fear the slow road, and may you always remember that real success is earned — not taken.

DECLARATION OF AUTHENTICITY OF THESIS

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1. This Thesis has never submitted to any other education institution for any other academic degree.
2. This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any other person.
3. Should it later be found that thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Banyuwangi, 07 July 2025

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ABSTRACT

Amari, Yusuf Mahmud. 2025. The Influence of The Outline Technique on Improving Students' Proficiency in Writing Analytical Exposition. Thesis. English Education Department. Faculty of Tarbiya and Teacher Training. Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Advisor: Ridwan, M.Pd.

Keywords: Outline Technique, Students' Writing Proficiency, Analytical Exposition Text

This study attempts to gather empirical data on how outline techniques affect students' proficiency to write analytical exposition texts in grade eleven at SMA Negeri 1 Gambiran during the 2024–2025 academic year. The study's background highlights the difficulties faced by eleventh-grade students in developing their writing abilities, especially in organizing their ideas and articulating coherent arguments.

Research methodology is quantitative, quasi-experimental design. Data were gathered through pre-tests and post-tests to evaluate writing proficiency before and after the intervention. Students in the eleventh grade at SMA Negeri 1 Gambiran were the subject of this research. Purposive sampling was used to choose the 72 students who made up the study's sample. The sample was divided into two groups, each with 36 students: class XI-6 was the experimental class and class XI-9 was the control class. The written test served as the research tool. The T-Test with a significance level (α) = 0.05 and effect size calculations were used to calculate the data for this study.

According to the results, the experimental class's average Post-Test score was higher than the control class's (71.61 > 63.00). It can be inferred from the "Independent Samples Test" output table in the "Equal variances assumed" section that H_0 is rejected and H_a is accepted because the Sig. (2-tailed) value is $0.000 < 0.05$. Therefore, it can be said that the Outline Technique has a big impact on students' ability to write analytical exposition texts. Particularly in terms of organization, clarity, and coherence, compared to those who did not use the technique. These findings highlight the effectiveness of structured writing strategies in improving students' writing skills and indicate that addressing the obstacles students encounter with outlines can lead to more favorable educational outcomes.

ABSTRAK

Amari, Yusuf Mahmud. 2025. Pengarus Teknik Outline terhadap Peningkatan Kemampuan Menulis Eksposisi Analitis Siswa. Skripsi. Program Studi Tadris Bahasa Inggris. Fakultas Tarbiyah dan Keguruan. Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi. Pembimbing: Ridwan, M.Pd.

Kata Kunci: Teknik Outline, Kemampuan Menulis Siswa, Teks Eksposisi Analitis

Penelitian ini berupaya mengumpulkan data empiris tentang bagaimana teknik outline memengaruhi kemampuan siswa menulis teks eksposisi analitis di kelas sebelas SMA Negeri 1 Gambiran pada tahun ajaran 2024–2025. Latar belakang penelitian ini meninjau kesulitan yang dihadapi siswa kelas sebelas dalam mengembangkan kemampuan menulis mereka, terutama dalam mengorganisasikan ide-ide mereka dan mengartikulasikan argumen yang jelas.

Metodologi penelitian adalah kuantitatif, desain kuasi-eksperimental. Data dikumpulkan melalui tes awal dan tes akhir untuk mengevaluasi kemampuan menulis sebelum dan sesudah intervensi. Siswa kelas sebelas SMA Negeri 1 Gambiran menjadi subjek penelitian ini. Pengambilan sampel secara purposif digunakan untuk memilih 72 siswa yang menjadi sampel penelitian. Sampel dibagi menjadi dua kelompok, masing-masing dengan 36 siswa: kelas XI-6 sebagai kelas eksperimen dan kelas XI-9 sebagai kelas kontrol. Tes tertulis berfungsi sebagai alat penelitian. Uji-T dengan tingkat signifikansi (α) = 0,05 dan perhitungan ukuran efek digunakan untuk menghitung data penelitian ini. Berdasarkan hasil, skor Post-Test rata-rata kelas eksperimen lebih tinggi daripada kelas kontrol ($71,61 > 63,00$).

Dapat disimpulkan dari hasil tabel "*Independent Samples Test*" di bagian "*Equal variances assumed*" bahwa H_0 ditolak dan H_a diterima karena nilai Sig. (2-tailed) adalah $0,000 < 0,05$. Oleh karena itu, dapat dikatakan bahwa Teknik Outline memiliki dampak besar pada kemampuan siswa untuk menulis teks eksposisi analitis. Terutama dalam hal organisasi, kejelasan, dan koherensi, dibandingkan dengan mereka yang tidak menggunakan teknik tersebut. Temuan ini meninjau efektivitas strategi menulis terstruktur dalam meningkatkan keterampilan menulis siswa dan menunjukkan bahwa mengatasi kendala yang dihadapi siswa dengan outline dapat menghasilkan hasil pembelajaran yang lebih baik.

FOREWORD

بسم الله الرحمن الرحيم

We are incredibly grateful to Allah SWT, the Lord of the universe, for providing the author with the opportunity, protection, strength, guidance, blessings, knowledge, and ability to finish his final academic assignment. We extend our blessings and greetings to the Prophet Muhammad, Allah's final messenger, for his intercession on behalf of his followers, as well as to his family, friends, and followers.

This thesis entitled "The Influence of The Outline Technique on Improving Students' Proficiency in Writing Analytical Exposition" is presented to the English Education Department, Faculty of Tarbiya and Teachers Training Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi 2025 as part fulfilment of the prerequisite for the degree of Strata-1 (S.Pd).

To finish this thesis, the author had to overcome numerous difficulties and obstacles during this long-drawn-out and exhausting process. Naturally, without the assistance and encouragement of those in the immediate vicinity, as well as from teachers, relatives, friends, and the school administration, this thesis would not have been finished.

First of all, the author would like to express his deepest gratitude to his beloved parents, Mr. Amari and Mrs. Siti Jawaroh who always provided support, advice, warmth, prayers, and encouragement in completing this thesis to get the best results. In addition, the author would like to express his deepest appreciation and gratitude to the advisor, Mr. Ridwan, M.Pd. for his time and patience in guiding, providing advice, suggestions, valuable input, and support from start to the completion of this thesis.

Additionally, the author would like to convey his sincere gratitude and admiration to:

1. Dr. KH. Abdul Kholiq Syafa'at, M.A. as the Chairman of the Senate of Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi
2. Dr. H. Ahmad Munib Syafa'at, Lc. M.E.I. the Rector of Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi
3. Dr. Siti Aimah, S.Pd.I., M.Si. as the Dean of the Faculty of Tarbiya and Teachers Training.

4. Mr. Ahmad Faruk, M.Pd. as the Head of English Education Department.
5. Mr. Ridwan, M.Pd. as the advisor for his guidances and advices during this research.
6. All of the lecturers in the English Education Department for all the precious knowledge, motivation, advices and support during the studies.
7. Mr. Akhmad Darmawan, S.Pd., M.P., the Headmaster of SMA Negeri 1 Gambiran, who had given permission to conduct the research.
8. Drs. Marino, M.Si. as the Deputy Head of Curriculum of SMA Negeri 1 Gambiran.
9. Dr. Siti Oriza, S.Pd., M.Pd. as the teacher of English subject at SMA Negeri 1 Gambiran.
10. Mr. Warsono, S.Pd., as the English teacher of eleventh grade, also all the students of English class XI-6 and XI-9 SMA Negeri Gambiran.
11. All the teachers, staffs and students of SMA Negeri 1 Gambiran
12. To all my friends from TBIG 2021, thank you for the invaluable experiences, motivation, countless moments of laughter, and unwavering support throughout this research."
13. To all parties whose names cannot be mentioned, from the deep of my heart to express my gratitude for their assistance and contribution in completing this research.

Finally, the author realizes that this thesis is far from perfect. Hopefully this thesis is useful for the author and readers as well as for further researchers. Therefore, the author greatly expects input, suggestions, and criticism from readers for the perfection of this thesis.

Banyuwangi, June 18th 2025
The Writer,

Yusuf Mahmud Amari

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CHAPTER I

INTRODUCTION

1.1 Research Background

English holds significant global importance, serving as a primary communication tool both in daily interactions and within academic settings. In Indonesia, English is a required foreign language, with formal instruction starting in elementary school and continuing through university. The English curriculum encompasses various skills, including reading, speaking, listening, and writing. Writing, in particular, involves expressing ideas and information through the written word, carefully considering purpose and desired outcomes. Essentially, writing is the process of creating records or conveying information by forming letters on a surface.

Writing remains a crucial skill in education due to its ability to enhance cognitive processes. It's a potent learning tool with a significant role in academic development. Consequently, effective writing necessitates attention to elements beyond simple expression, including careful consideration of rhetoric and structural organization. Meanwhile, according to Dewi (2013); Reski et al. (2021), writing is a way of thinking, but it's also tailored to specific readers and situations. Because writing is a core language skill that students are expected to master in English classes, they need a strong vocabulary to write well.

Writing is a fundamental academic skill, and students must be able to express ideas logically and clearly when writing expository essays. Effective writing is a crucial skill for students, particularly when it comes to academic writing. There are five types of texts in the eleventh grade of senior high school, namely narrative, descriptive, report, procedure, and analytical exposition texts (Riani, 2020). This research investigates the impact of the outline technique on teaching analytical exposition texts to eleventh-grade students at SMA Negeri 1 Gambiran. The goal of teaching this type of writing is to enable students to effectively articulate their thoughts in written form. However, preliminary research indicates that students struggle with writing, specifically with using appropriate vocabulary and demonstrating sufficient

grammatical accuracy, hindering their ability to develop ideas effectively in English.

Based on the author's observation and informal interviews with English teachers at SMA Negeri 1 Gambiran, the writing skills of eleventh grade students are still need to be improved. Many of them still have difficulty in learning writing skills. Some students have poor mastery of grammar and vocabulary. In addition, they lack critical writing to write. Thus, most of them had low innovative in writing activities.

According to the Kementerian Pendidikan Dan Kebudayaan (2017), the learning process must adhere to the principle that one of the principles is to apply effective, meaningful and enjoyable learning techniques in order to solve problems in the learning process. The clear and focused communication of ideas, progressing from the common to the particular and the unique to the concrete, is a component of expository writing, according to Rosalina et al. (2020). In this context, the use of outlines can essentially help with consideration organization and ensure coherence in writing. Students' ability to understand and evaluate data is advanced when they recognize and use content structures like traces. Nevertheless, despite these advantages, understudies usually struggle to use outlines effectively, which can affect how they write.

The hypothetical system for this think about is based on the work of (Sun et al., 2022) who emphasized the significance of content structure information in moving forward perusing and composing abilities. Additionally, contended that recognition with content structure permits understudies to compose with a clear arrange, subsequently moving forward the in general quality of their composing.

The use of outlines in writing instruction has been extensively studied, with many analysts pointing out both its advantages and disadvantages. An outline could be a prewriting technique that helps authors arrange their thoughts and provide a logical structure for their writing. Agreeing to Ponce et al. (2023), an outline can diminish cognitive stack by permitting scholars to center on making substance instead of organizing it at the same time. This discharge of cognitive stack is particularly advantageous

for starting journalists who may battle with the complexity of writing.

There is empirical evidence that outlining enhances writing quality. Rizqiyani (2023) showed that outline-users wrote more coherent and better-structured texts than did their respective counterparts. Likewise curtailing to (Sun et al., 2022), knowledge of text structure, supported by outlining, improve both writing and reading comprehension. Students who are organized are better able to comprehend the structure of their work, to realise where their arguments have holes and to notice if their ideas link together logically. On the role of discourse organisation for text Tolchinsky (2019) emphasises the importance of a schematic in preventing incoherent and incohesive writing.

Cooney et al. (2018) also claim that with a structured approach they can enhance their writing ability. Ballin (2022) also notes that utilizing structured approaches like outlines assists in enabling students to organize their ideas in order to develop their skills because writing is a purposefully planned activity. A better outcome will result from careful planning and preparation. In more detail, Villarreal Sosa (2020) suggests that structured approaches, such as outlines, are part of integrated experiential education, which aids in structuring and improving student learning experiences. More precisely, Aithal & Mishra (2024) contend that theories of experiential learning can help teachers employ structured methods, like outlines, to enhance the learning process. If it is well thought out and prepared it will have a better result.

In a broader perspective, Villarreal Sosa (2020) suggests that the integrated planning of experiential education, from structured to progressive learning, supports better student learning. They note that outline practices enhance the writing of students, and also enhance the entire process of learning. It is consistent with Kim (2019) as access to information can lead to better comprehension and engagement, which is similar to the benefits of the use of outlines for structuring thoughts and arguments.

Even though outlines are helpful, students frequently struggle to use them efficiently. Some students find outlining to be

a difficult and time-consuming process (Wolters & Brady, 2021). Students may also find it difficult to turn their outline into a finished text, particularly if they are insecure about their writing abilities. It takes a lot of mental work to turn an outline into a cohesive text, which can be intimidating for inexperienced writers (Nelson & King, 2023). Students may grow too dependent on their outlines, which can result in a lack of creativity in their writing, according to Zhai et al. (2024). Because of this, they might find it challenging to adjust to fresh concepts or ideas that come up while writing.

1.2 Research Problem

Based on the background information provided by the author in the preceding paragraph, the study's problem is: Did the eleventh-grade students at SMA Negeri 1 Gambiran who received instruction in writing analytical exposition using the Outline Technique differ significantly from those who did not?

1.3 Research Objective

With reference to the previously discussed research problem, the aim of this study is to determine whether or not there will be a significant difference between the eleventh-grade students at SMA Negeri 1 Gambiran who received instruction in writing Analytical Exposition using Outline Technique and those who did not.

1.4 Research Significances

This study provides the influence of the Outline Technique on Improving Students' proficiency in writing Analytical Exposition at eleventh-grade students of SMA Negeri 1 Gambiran, indeed through this research benefits for:

1.4.1 Theoretical Benefits

a. *Improved Writing Ability*

The application of the Outline Technique in teaching writing, especially Analytical Exposition texts is theorized to improve students' writing ability. By providing a structured approach to organizing thoughts, students can produce more coherent and logically sequenced text, which is essential for effective communication in an academic setting.

b. *Improved Cognitive Load Management*

Students can concentrate on creating content rather than juggling multiple ideas at once by using outlining to lessen their cognitive load. For new writers who might find writing too complicated, this is especially helpful (Ponce et al., 2023).

c. *Improved Familiarity with Text Structure*

Familiarity with text structure, as emphasized by (Sun et al., 2022), allows students to write with a clear plan. This theoretical understanding states that when students are trained to recognize and use outlines, they improve their ability to comprehend and recall information, leading to better writing outcomes.

d. *Facilitating Critical Thinking*

The Outline Technique encourages students to engage in critical thinking as they structure their ideas and arguments. By requiring students to identify key points and supporting details, it encourages deeper engagement with the material and enhances analytical skills.

e. *Support for Multiple Learning Styles*

The use of a structured approach like an outline aligns with multiple learning theories, including experiential learning (Aithal & Mishra, 2024). It can cater to a variety of learning styles, providing a clear framework for visual learners and helping kinesthetic learners engage more actively in the writing process.

f. *Foundation for Future Writing Skills*

The theoretical benefits of the Outline Technique extend beyond the immediate writing assignment. By mastering the outlining technique, students build a foundation for future writing assignments across a variety of genres, improving their overall academic performance and writing confidence.

g. *Encouragement of Self-Regulated Learning*

The Outline Technique encourages self-regulated learning by encouraging students to plan and monitor their writing process. This is in line with self-regulated learning theory, which emphasizes the importance of goal setting, self-monitoring, and

reflection in the learning process (Wolters & Brady, 2021).

In summary, the theoretical benefits of the Outline Technique in writing instruction highlight its potential to improve writing proficiency, manage cognitive load, foster critical thinking, and support diverse learning styles, ultimately contributing to students' overall academic success.

1.4.2 Practical Benefits

a. *Educational Improvement*

The purpose of this study is to help eleventh-grade students at SMA Negeri 1 Gambiran improve their writing abilities. By examining how well the Outline Technique teaches Analytical Exposition, the study aims to offer insights that may result in better teaching methods for writing instruction.

b. *Curriculum Development*

These results may aid educators and curriculum designers in comprehending how structured writing methods, like the Outline Technique, can enhance English language instruction. Teachers can create more effective teaching strategies that target the unique writing difficulties that students encounter by being aware of these advantages.

c. *Student Engagement*

By focusing on a technique that may enhance students' writing proficiency, the research could foster greater student engagement and motivation in writing activities. Improved writing skills can lead to increased confidence and a more positive attitude towards learning English.

d. *Contribution to Literature*

This study contributes to the body of knowledge already available on teaching writing and using outlining as a prewriting strategy. Future studies in this field may benefit from the empirical data it offers about how the Outline Technique affects students' writing abilities.

e. *Practical Implications*

The results of this research gave practical implications for teachers, providing them with evidence-based strategies to support students in overcoming common writing difficulties. This led to more effective teaching techniques that cater to diverse learning needs.

1.5 Scope and Limitation

The study examines eleventh-grade students from SMA Negeri 1 Gambiran, particularly those enrolled in classes XI-6 and XI-9 during the 2024-2025 academic year, with the objective of evaluating the effectiveness of the Outline Technique in enhancing their writing skills in Analytical Exposition texts compared to traditional teaching approaches.

Nevertheless, the study is not without its limitations, which may impact the overall validity and applicability of the findings. Firstly, the generalizability of the results is constrained by the study's focus on a single institution, which may not reflect the diverse contexts and populations found in broader educational settings. Additionally, the sample size may be limited, potentially undermining the statistical robustness of the conclusions drawn.

1.6 Definition of Terms

1.6.1 Writing Skills

Writing skills involve the capacity to communicate ideas in a clear and impactful manner through the written word. This encompasses several key elements, such as grammatical accuracy, a broad vocabulary, logical flow, structural organization, and the ability to present information in a coherent way. In academic settings, strong writing skills are essential for students to communicate their thoughts and arguments effectively, particularly in expository writing, which requires clarity and logical progression of ideas (Radjaban & Setyo, 2024).

1.6.2 Analytical Exposition

Analytical exposition is a type of text that presents an argument or a viewpoint on a particular issue, supported by evidence and reasoning. The purpose of this writing genre is to persuade the reader by providing a clear and

structured argument. In the context of eleventh-grade students at SMA Negeri 1 Gambiran, writing analytical exposition texts involves developing the ability to articulate and support their ideas in a coherent manner.

1.6.3 Outline Technique

Before they start drafting, writers can use the Outlines prewriting technique to help them formulate their opinions and construct their writing logically. This technique involves creating a hierarchical framework of main ideas and supporting details, which serves as a roadmap for the writing process. By using outline technique, students can reduce cognitive load, enhance coherence, and improve the overall quality of their writing, particularly in complex tasks such as analytical exposition (Radjaban & Setyo, 2024).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 General Concept of writing

English is a required subject in the school curriculum, encompassing four key skills: speaking, listening, reading, and writing. Writing often presents a significant challenge for students, as it requires them to compose original texts in English. To write effectively, students must follow a process that includes translating their thoughts into written form and expressing them on paper according to established conventions.

The hypothetical context for this study is based on the understanding of writing as a complex cognitive process that can be enhanced through structured approaches, such as the Outline Technique. Writing, especially the Analytical Expository writing, requires students to present their ideas visibly and understandably. According to Chettiar & Godwin (2024), effective writing involves the strong and intensive communication of ideas, which can be significantly aided by the use of an outline. An outline allows students to organize their thoughts systematically, by this means improving the coherence and overall quality of their writing.

Research by Sun et al. (2022) highlights how important it is to comprehend text structure in order to improve writing and reading skills. They contend that having a solid understanding of text structure enables students to write with clarity, which is necessary for generating text of superior quality. This is in line with the findings of Tolchinsky (2019), who highlighted that a well-structured outline is essential for coherent writing. The use of an outline not only helps in organizing content but also helps students identify gaps in their opinions and facts, ensuring a logical flow of ideas.

2.1.1 The Definition of writing

The ability to write is crucial because it enables people to express themselves to others by putting their ideas on paper. These days, people use written communication to convey their emotions through smartphone messages.

Other definitions of writing have also been proposed by a number of experts. Writing is an interactive process between the writer's life and the objective world, not just a spontaneous activity, but a process that requires interaction with experience and reflection (Wang, 2023). That is the essential of writing in the topic of analytical exposition text.

Second, Jones & Díaz-Guardamino (2019) stated that writing is also seen as a process of discovering meaning, where the writer often does not know what to write before the process takes place. Through writing, ideas are generated, formulated, and refined.

Third, Overmann (2024) stated that writing is not only a brain activity, but also involves interactions between the brain, body, and the writing medium itself. This process forms an extended cognitive system, where the manipulation of written symbols helps the writer think and develop ideas.

From this definition, the author concludes that writing is a skill used to communicate which contains several complex activities in it, such as organizing and changing ideas into paragraphs that have meaning that can be understood by the reader.

2.1.2 The process of writing

The act of organizing words into sentences or paragraphs is a component of writing. There are a number of steps that must be followed in order to write well. Planning, gathering information, editing, and creating the final draft are the four primary steps in the writing process, according to Harmer (2006). The following is a description of these stages:

a. Planning

Before starting to write something, a writer must prepare. This preparation is called planning, which is when the writer thinks about what he will write. In planning, sometimes a writer makes simple notes about the ideas for the topic of his writing.

Furthermore, it is necessary to identify the three primary components of planning. Because his writing will be used to inform, entertain, or persuade, a writer must first think about the purpose of his work.

The second thing a writer needs to do is figure out who he is writing for. This is significant because it may have an impact on the formal or informal language he uses in his writing. Third, a writer needs to decide how to organize the information in his writing. This describes how a writer presents the text, including arguments, facts, and extra details that fit his writing style.

b. Drafting

The process by which a writer creates the initial draft of a work of literature is known as manuscript preparation. A writer creates a draft of his work during this process and then makes revisions. Before the final draft of the writing is produced, numerous drafts will be made.

c. Editing

A writer will make some revisions to their work after completing a draft. These adjustments may be made to the writing's paragraphs, information, or sentence structure. Readers or other editors help a writer by reviewing the draft and offering feedback and recommendations in order to create a high-quality final product.

d. Final Revision

A writer has completed the final draft at this point. A few necessary revisions have been made to the final draft. Because the first draft has been revised into a well-written version that is prepared for publication, the final version may differ from it.

In addition to the writing process, Langan (2003) explains three stages of writing, namely prewriting, revision, and editing. The first stage, prewriting presents five effective techniques in developing topics into

paragraphs, namely free writing, asking questions, making lists, grouping, and preparing an outline. The second stage is revising. Revising means rewriting the writing or rebuilding what has been done to make it stronger. Includes revision of content, sentences, and editing. The third stage is editing which means checking grammar, punctuation, and spelling errors carefully.

The author can infer from the above description that there are four primary steps in the writing process. Determining the goal, target audience, and purpose of writing is part of the first step, known as prewriting or planning. Drafting is the second step. Editing, which includes the revision process, is the third step. This phase entails revising or reconstructing the essay's concept. The final version, which is the completed writing draft with any necessary revisions, is the last step.

2.1.3 The purpose of writing

Writing serves as a communication tool for exchanging thoughts, viewpoints, and messages with other people. Furthermore, writing serves purposes other than communication. As a result, the writer needs to decide what he wants to write. The main goals of writing are to entertain, convince, and inform. This is supported by Donald Pharr ; Santi V. Buscemi (2005) assertion regarding the general goals of writing, which include entertaining, expressing, persuading, and informing. This demonstrates that, in addition to its primary function of communication, writing can also be used to convey ideas like entertainment, information, influence, and demonstration.

In addition, Whitaker (2009) mentions the purpose of writing as a persuasive purpose, analytical purpose, and informative purpose. These purposes are defined as follows:

a. Persuasive purpose

By providing requests that are backed up by facts and arguments, the author hopes to persuade the reader to adopt a different viewpoint on the matter.

b. Analytical purpose

When a writer has an analytical purpose, they provide arguments by researching the subject, such as by critiquing, assessing, and analyzing its causes and effects.

c. Informative purpose

An informative purpose is when the author explains the problem in order to give the reader new information. This purpose does not force the reader to accept the author's perception, but serves to broaden the reader's perspective.

From Whitaker's explanation above, it can be seen that writing has a more specific purpose. These purposes are persuasive purposes to change the reader's perspective, analytical purposes to analyze something by providing reasons, and informative purposes to explain something. These purposes depend on the content delivered by the author.

Meanwhile, Juzwiak (2009) stated that writing has three purposes, namely to inform, entertain, and persuade. First, to giving understanding that the author provides information about the topic with the aim of expanding the reader's knowledge and understanding the topic thoroughly. Second, to entertain means that the author stimulates the reader's illusion and expression. Third, to persuade means that the author tries to change the reader's perspective on the topic by providing good evidence and clear thinking. This shows that writing has other purposes besides the purpose of informing and persuading as mentioned by Whitaker. The purpose is to entertain where the author allows the reader to express and imagine the text.

It is clear from the above explanation of the purpose of writing that there are numerous reasons to write. These goals are to educate, convince, examine, and amuse. The author must establish these objectives prior to writing.

2.1.4 Style of writing text

According to Knapp & Watkins (2005), the main focus of genre is on the writing process; it inquires as to why

some forms of writing are superior to others. We must realize that there are distinguishable features in technical descriptions, and that utilizing these features will improve the effectiveness and efficiency of the writing process. Second, readers will be able to read the text from a technical perspective and recognize signals thanks to the textual conventions for technical descriptions.

Text types generally include recount, narrative, procedure, and exposition texts. The following describes exposition texts:

2.2 Analytical Exposition Text

2.2.1 Definition of Analytical Exposition Text

One type of text that requires eleventh graders to write at a higher level is analytical exposition texts, which aim to analyze a subject rather than explain or give examples. Students will develop critical thinking skills by reading analytical exposition texts that offer multiple fact-based arguments. An analytical exposition text, according to Uswar & Lubis (2022), is an opinion piece about a phenomenon or event in which the author presents his arguments.

A text that uses arguments as support to analyze a topic based on actual events is known as an analytical exposition text. Only one condition applies to the topic discussed in this text, specifically a pro or con condition. It is impossible to be in both situations because an analytical exposition text examines a specific subject from a single point of view. According to Elfa (2020); Hermayanti & Gunawan (2024); Zuana (2020), the subjects proposed in analytical exposition texts can only be either pro or con, not both. With this statement, there is only one viewpoint—pro or con—provided for the topic’s justifications.

Moreover, the arguments presented in this text are factual, meaning they are based on real-world occurrences. This supports Wahidi’s claim that an analytical exposition is a text that presents the author’s perspective on a topic based on his own experiences (Alfadlan, 2020; Putri &

Isyam, 2013). This suggests that the author bases the ideas he employs as a point of view in this work on observations he makes about his surroundings.

The author is aware that texts that require a higher level of writing, such as analytical exposition texts, require students to grasp topic information based on events in their environment. This information is required as justification for the issue under discussion.

2.2.2 The purpose of Analytical Exposition Text

According to Butterfuss et al. (2024), expository writing is the procedure of communicating ideas clearly and concisely while transitioning from the general to the specific and from the abstract to the concrete. In this situation, using outlines can greatly aid in maintaining coherence in writing and organizing ideas. Understanding and using text structures, like outlines, enhances students' comprehension and memory of material. Nevertheless, these advantages, students frequently struggle to use outlines effectively, which can have an impact on their writing.

Analytical Appearance Students' writing and comprehension skills can be strongly impacted by text structure. According to a meta-analysis of Analytical Exposition text structure interventions Hebert et al. (2021), teaching students to identify and utilize text structures is beneficial.

The goal of an analytical exposition text is to persuade readers of the concepts presented in the subject matter. According to Alfadlan (2020); Testi et al. (2014) the communicative goal of analytical exposition texts is to persuade readers of concepts or something associated with the subject. This attests to the text's ability to persuade readers with its ideas. It is therefore anticipated that the author's writing will have an impact on readers.

Analytical exposition texts have two primary objectives. First, the author uses arguments and opinions to express their opinion on the topic's veracity. By offering

ideas or arguments based on real-world experiences, the second objective is to influence readers to take a position on the matter.

2.2.3 Generic Structures of Analytical Exposition Text

Students must become proficient in the text's general structure in order to produce quality analytical exposition texts. According to experts, the author provides the general format for analytical exposition texts in this section. Daffern, T., & Mackenzie (2020) mentions the general format of analytical exposition texts. They assert that the thesis, argument, and reiteration establish the standard structure of an analytical exposition text. The thesis articulates the author's position on the topic or issue. The argument's explanation of the topic's facts bolsters the thesis statement. The reiteration includes a brief conclusion that explains the written thesis to confirm that the statement is correct and appropriate. As a result, the generic structure is a thesis that includes the author's claim, arguments supported by factual data about the topic, and a conclusion that acts as a restatement.

Meanwhile, according to Mark & Kathryn (1997), Compared to the experts above, the general structure of an analytical exposition text is different. They divide the structure for building exposition text into three categories; namely introduction, series of arguments, and conclusion. The introduction, which is referred to as an attention grabber, contains an introductory statement as a point of view on the topic and as a preview of the argument. The series of arguments, which are used to persuade the reader, contains a series of arguments related to the issue. The conclusion contains a summary that concludes the argument and is also used to strengthen the author's point of view. Basically, the generic structure mentioned is similar to the previous expert, but stated in different terms. That is, the generic structure contains three aspects; introduction or thesis, series of arguments, and reiteration or conclusion of the text.

Additionally, the basic structures of analytical exposition text consist three parts:

- a. Thesis
Thesis means introduces the topic and presents the writers' opinion on a topic. Indicating his or her opinion.
- b. Arguments
Arguments means present the argument to strengthen the writer's position. The quantity of arguments might vary, but each argument must be strengthened by evidence, a reason or an explanation.
- c. Reiteration
Reiteration means restates the writer's point of view in order to strengthen the thesis. You can use concluding word such as "in conclusion", "therefore", "those", of "hence".

The author concludes that the analytical exposition text can be classified into three categories after describing its general structure: the thesis or introduction, which includes the author's statement as the topic's point of view; the argument, which clarifies the thesis statement and persuades the reader; and the affirmation, or conclusion, which includes a brief synopsis of the argument to support the thesis or the author's point of view (Elfa, 2020; Zuana, 2020).

2.3 Outline Technique

2.3.1 Definition of Outline

An outline is a prewriting or brainstorming technique that aids writers in planning a piece of writing and organizing their ideas. An outline's structure may compel you to begin organizing your thoughts and considering what should be included in your argument before you write it. An outline helps a writer understand the physical evolution of his argument. With the aid of an outline, the writer can arrange ideas in the most effective order—chronological, spatial, or progressive—after determining which order is best (Close, 2013). It is made

simple by the outline and is neither time-consuming, challenging, or superfluous.

This implies that outlines can be an effective tool for assisting students in structuring their ideas and effectively communicating them. After being exposed to multiple examples of outline development, Alnefaie (2023) demonstrated how outlines assisted EFL students in structuring their ideas and enhancing their writing skills in Analytical Exposition Texts. Moreover, she clarified the significance of extensive exposure to the use of outlines for Analytical Exposition Texts prior to their adaptation to their development.

Other prewriting techniques like brainstorming, clustering, and freewriting have also been studied in the literature in addition to outlining. These tactics all present different advantages and difficulties. Writing block can be overcome, for instance, by brainstorming, which enables quick idea generation without regard for organization. Students can better visualize their ideas and see how they relate to one another by using clustering. Students can develop their ideas more freely when they write continuously without self-editing, which is encouraged by freewriting (Radjaban & Setyo, 2024).

2.3.2 Outline Technique

The author used an outline technique approach aligned with the teaching process observed during English class interactions between the teacher and students. This outline follows a widely used framework in genre-based pedagogy, particularly effective for teaching writing and text construction. The design includes four main stages:

a. BKOTF (Building knowledge of the field)

In this initial stage, students are introduced to the topic or context of the text they will eventually write. The goal is to build background knowledge and vocabulary that are essential for understanding and producing the genre in focus. Teachers may use visuals, discussions, readings, or real-life examples to help students become familiar with the subject matter. This

phase ensures that students have sufficient content knowledge to write meaningfully about the topic.

b. MOT (Modeling of the text)

At this stage, the teacher presents a model text that represents the genre being taught. The model is analyzed together with the students to understand its structure, language features, and purpose. The teacher highlights specific elements such as the introduction, thesis statement, use of cohesive devices, or verb tenses. This stage helps students recognize what makes a good text within the genre and sets a clear standard for their own writing.

c. JCOT (Joint construction of the text)

In the joint construction phase, the teacher and students collaborate to write a new text based on what has been learned in the previous stages. This guided writing process allows the teacher to framework students' learning, offering support and feedback in real time. Students are encouraged to contribute ideas, and the teacher helps organize and refine them into a coherent draft. This stage bridges the gap between theory and independent practice.

d. (ICOT) (Independent construction of the text)

Finally, students are asked to produce their own texts independently. This is where they apply all the knowledge, skills, and strategies gained from the previous stages. The teacher may provide a prompt or topic, but the writing process is completed individually by the students. This phase serves as a form of assessment and allows the teacher to evaluate each student's understanding and mastery of the genre.

2.4 Traditional Method

An Analytical Exposition is type of writing include arguments that involve persuade the readers to agree with the writer's viewpoint on a matter by defending a point of view. As explained in the concept of writing and type of Analytical Exposition Text, writing must also communicate since writing is a social activity and every piece of writing must have a purpose and an audience.

In order to compare the different technique or method, on the other group or class the teacher teaching writing analytical exposition using traditional method or conventional method, namely “The Silent Way” approach, is characterized by a specific set of practices and philosophies regarding education.

Let us through take a skeletal look at the different methods of teaching language.

2.4.1 Method of Teaching and Learning of Language

There are many methods and they include;

- a. Grammar-translation method (1890s – 1930s)
- b. Cognitive approach (1940s – 1950s)
- c. Audio–lingual method (1950s – 1960s)
- d. The natural/direct method/communicative approach (1960s – 2000s)
- e. Total physical response/TPR (1960s – 2000s)
- f. The silent–way (1960s- 2000s)
- g. Suggestopedia (1960s – 2000s)
- h. Community language learning/CLL (1960s – 2000s)
- i. Total immersion technique
- j. Reading method
- k. Technological approaches
- l. Lexical approach
- m. Focus–on–form approach
- n. The play method
- o. Oral method
- p. Eclectic way
- q. Basal method
- r. Whole language approach
- s. Story telling approach
- t. Cooperative language learning
- u. Anticipation method
- v. Substitution table method
- w. Brainstorming and creative writing
- x. Gurrey’s method
- y. Responsive writing method
- z. Reading and writing method.
- aa. Structural method
- bb. Total physical method

2.4.2 The Silent Way - Method

A key principle of the Silent-Way method, as articulated by Benjamin Franklin, is: *“Tell me and I forget, teach me and I remember, involve me and I learn.”* Developed by Caleb Gattegno in 1963, this unique language-teaching approach heavily relies on silence as a teaching tool. As the name suggests, silence plays a crucial role for the teacher, shifting the classroom focus from the instructor to the students and fostering collaboration among them. This method proves to be quite effective, with the teacher stepping in only when students encounter difficulties.

As previously mentioned, this approach originated in the 1960s and has continued into the 2000s. The method involves the teacher maintaining silence while students respond with the language through continuous prompts. This aligns with the beliefs of cognitive psychologists and transformational generative linguists, who assert that language learning should focus on rule formation. Consequently, language acquisition should be a process in which individuals engage their cognitive abilities to uncover the rules of the language they are learning. Therefore, the fundamental principle of the silent-way method is that teaching should support learning. This approach reinforces the active role assigned to the learner in the cognitive code methodology (Azikiwe, 1998).

Amara et al. (2020) stated that this approach can be referred to as the “production before meaning” philosophy in teaching. In this model, the teacher takes an active role in creating classroom situations, while students engage in most of the dialogue and interactions among themselves. True to its name, the Silent Way, the teacher is present but not vocal. All four skills—listening, speaking, reading, and writing—are introduced from the outset. Student errors are anticipated and viewed as a natural part of the learning journey. One of the key benefits of this method is that the teacher’s silence encourages self-reliance and initiative among students. The underlying principle is that students should take charge of their learning and establish their own standards for correctness. This approach was introduced to enable students to develop genuine speaking abilities, facilitating discussions about challenges and finding solutions to difficulties.

2.4.3 Features Uses and Importance of The Silent Way

- a. *Teacher Silence to Foster Creativity:* The teacher remains silent, allowing students to discover and create written content independently, which encourages creativity and self-expression in writing.
- b. *Progression from Unknown to Known:* Writing skills develop progressively, with students moving from unfamiliar to familiar concepts, thereby building a solid foundation in writing techniques and styles.
- c. *Student Responsibility and Self-Correction:* Students are encouraged to take responsibility for their writing and learn from their mistakes, promoting self-assessment and refinement of their writing skills.
- d. *Avoidance of Repetitive Models:* Instead of repetitive writing exercises, students are motivated to explore diverse writing styles and formats, fostering originality and critical thinking.
- e. *Encouragement of Language Production:* Students are encouraged to produce written content, enhancing their ability to express ideas clearly and effectively in writing.
- f. *Interaction with Physical Writing Tools:* Students engage with physical writing tools such as pens, paper, and digital devices, which helps in developing both traditional and digital writing skills.
- g. *Promotion of Peer Interaction:* Collaborative writing activities encourage student–student interaction, allowing learners to share ideas and provide constructive feedback to one another.
- h. *Teacher as a Facilitator:* Teachers hold back from directly intervening in the writing process, empowering students to develop their writing capabilities independently.
- i. *Enhanced Writing Through Independent Practice:* Students gain a deeper understanding of writing when given the opportunity to practice independently, leading to improved writing proficiency.
- j. *Encouragement of Focus and Concentration:* The Silent Way Method promotes concentration, which is essential for thoughtful and coherent writing.
- k. *Non-Verbal Communication of Ideas:* Teachers use gestures, actions, and visual aids to express writing concepts, helping students to grasp complex ideas without verbal explanation.
- l. *Development of Autonomy and Initiative:* Students are encouraged to take initiative in their writing, fostering a sense of independence and ownership over their written work.

2.5 Previous Study

Several existing studies on the outlining technique share relevant connections with the present research undertaken by the investigator.

The first is from (Sun et al., 2022). The effectiveness of self-regulated technique development on improving English writing: Evidence from the last decade. *Reading and Writing*, 35(10)

This article give information about the effective teaching strategies for improving students' writing skills, focusing on the use of outlining techniques. They found that using outlines as a pre-writing tool helped students organize their thoughts and structure their writing better. Those who used outlines showed greater clarity and coherence in their analytical exposition texts compared to those who did not. The study also noted that students who engaged with outlining were more motivated and involved in the writing process.

The structured nature of outlines reduced their anxiety about writing, allowing them to focus more on creating content. By comparing different teaching techniques, the researchers highlighted that outlining will particularly effective due to its simplicity and usefulness. These findings support the effectiveness of the outline technique in teaching writing, which aligns well with your research focus. Additionally, the insights from this study can guide your approach to implementing the outline technique, showing its importance in boosting student engagement and writing quality. Overall, Sun et al.'s research emphasizes the value of using effective pre-writing strategies in education, reinforcing the significance of study.

Second is from (Kuiper, C., & Smit, J. (2022). Scaffolding genre-based writing in the subjects: Lecturers' learning processes in a design-based research project. *Journal of University Teaching and Learning Practice*, 19(5).

This article tells about how different teaching strategies can improve students' writing skills, focusing specifically on outlining techniques. They found that students who used outlines as a pre-writing tool showed significant improvements in organizing their thoughts and writing clearly, especially in analytical exposition

texts, where structure is crucial. The study also revealed that using outlines not only improved the quality of students' writing but also made them more engaged and confident. When students had a clear plan to follow, they felt less anxious about writing.

By comparing outlining with other techniques like brainstorming and free writing, the researchers concluded that outlining will particularly effective for helping students create a logical flow in their writing. They emphasized the need for teachers to incorporate outlining techniques into their writing instruction to boost students' skills and performance. The findings from Kuiper and Smith's research support the use of the outline technique in teaching writing, which aligns well with your research focus and can guide your approach to instructional design.

Third is from (Ponce et al., 2023). Effects of learner-generated outlining and teacher-provided outlining on learning from text: A meta-analysis. *Educational Research Review*, 39.

This article tells about how different teaching strategies, particularly graphic organizers and outlining techniques, affect students' writing skills. They found that using graphic organizers helped students plan and structure their writing better, leading to clearer and more organized work. The study also highlighted the benefits of outlining as a pre-writing tool, showing that students who outlined their ideas produced more coherent writing, especially in analytical texts where structure is important.

Additionally, both graphic organizers and outlining increased student engagement and motivation, as students felt more confident and less anxious about writing when they had a clear plan to follow. The researchers concluded that while both techniques are effective, outlining offers a simpler way for students to organize their thoughts. These findings support the use of outlining techniques in teaching writing, which aligns well with your research focus and can provide useful insights for your instructional design. By referencing this study, you can strengthen the rationale for your research and highlight the importance of effective pre-writing strategies in education.

Fourth is from (Radjaban & Setyo, 2024). *Students' perceptions and challenges in using writing outlines to write an exposition. 7(2), 79–89.*

Radjaban & Setyo (2024) investigated students' opinions and difficulties with using outlines to write exposition texts in their 2024 study. They found that a significant majority of students recognized the benefits of outlines in organizing their writing, with 80% expressing agreement on their effectiveness in enhancing clarity and structure in their texts. The study highlighted that while students appreciated the advantages of using outlines, they also faced challenges, such as difficulty in creating effective outlines and understanding how to translate their outlines into coherent written work. These insights are relevant to your research as they underscore the importance of teaching outlining techniques and addressing potential obstacles students may encounter, ultimately contributing to more effective writing instruction.

In conclusion, the studies conducted by (Sun et al., 2022), Kuiper and Smit (2022), Ponce et al. (2023), and Radjaban and Setyo (2024) collectively highlight the importance of structured writing strategies, particularly outlining techniques, in enhancing students' writing skills, which is central to your research. A key similarity among these studies is their emphasis on the effectiveness of outlining as a tool for improving organization, clarity, and coherence in students' writing. For instance, Sun et al. demonstrated how outlining aids in organizing thoughts and enhancing clarity, while Kuiper and Smit focused on its role in fostering coherence in analytical texts. Ponce et al. further supported this by showing that outlining, along with graphic organizers, increases student engagement and confidence, thereby reducing anxiety related to writing tasks.

However, there are notable differences in their focus and findings. Sun et al. and Kuiper and Smit primarily concentrated on the impact of outlining on writing quality, while Ponce et al. took a broader approach by comparing outlining with other instructional techniques, revealing that outlining provides a straightforward way for students to organize their ideas. In contrast, Radjaban and Setyo (2022) focused specifically on students' perceptions and challenges in using outlines, highlighting that while many students

recognize the benefits, they also face difficulties in creating effective outlines and translating them into coherent writing.

These similarities and differences underscore the multifaceted nature of outlining as a writing strategy and suggest that while outlining is generally beneficial, it is essential to address the challenges students face in its implementation. This body of research provides a strong foundation for your own study, emphasizing the need for effective teaching techniques that not only promote outlining techniques but also support students in overcoming obstacles to enhance their writing skills.

2.6 Conceptual Framework

2.6.1 Key Components

a. Independent Variable: Outline Technique

The outline technique serves as a structured approach that aids students in organizing their ideas and arguments before writing an analytical exposition. This technique involves creating a detailed plan that outlines the main points and supporting details, allowing students to visualize the structure of their writing. The outline technique can take various forms, including traditional outlines, graphic organizers, and mind maps. By employing these tools, students can effectively map out their thoughts, ensuring that their writing is coherent and logically organized.

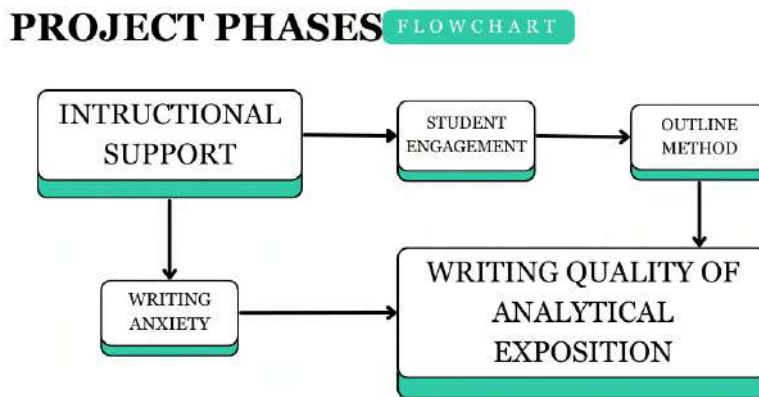
b. Dependent Variable: Writing Quality of Analytical Exposition

The writing quality of analytical exposition refers to the effectiveness and clarity of students' written texts. This quality can be assessed through several sub-components, including organization, clarity, coherence, and argumentation. Organization pertains to how well students arrange their arguments and evidence, while clarity focuses on the precision and understandability of the language used. Coherence involves the flow and connection between ideas and paragraphs, ensuring that the exposition reads smoothly. Argumentation assesses the strength and

persuasiveness of the arguments presented, which is crucial in analytical writing.

2.6.2 Moderating Variables

- a. *Students Engagement*: The level of interest and motivation students have in the writing process.
- b. *Writing Anxiety*: The degree of apprehension students feels when tasked with writing analytical expositions.
- c. *Instructional Support*: The guidance and feedback provided by teachers in using the outline technique effectively.



2.7 Hypothesis

The first hypothesis is that students' use of the outline technique has no discernible impact on their ability to write analytical exposition texts. Second, the outline technique has a big impact on how students write analytical exposition texts.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

A quantitative, quasi-experimental research design is used in this study. Although experimental research is a useful method for determining the causal relationships between variables, it is not always practical. Thus, the Outline Technique's ability to improve the analytical exposition writing abilities of eleventh-grade students at SMA Negeri 1 Gambiran was assessed using a quasi-experimental methodology. Two groups participated in this design: a control group that was instructed in the conventional writing technique, and an experimental group that was instructed in the Outline Technique.

3.2 Time and Place of Research

The author undertook observation for teaching practice in a school setting, from each point author can observe what truly occur in the location. The research conducted interviews with the English subject to find out how teaching management and practical have in eleventh grade of SMA Negeri 1 Gambiran and what are the obstacles experienced when teaching writing skill for Analytical Exposition using Outline Technique. To carried out this research, author used the form of Quasi-Experimental Research. The author prepared the setting in the form of research location information, and research time. The following is a more detailed explanation of the research setting including:

3.2.1 Research Place

The research location is at SMA Negeri 1 Gambiran located in Sumberjaya, Wringinagung and Gambiran District, postal code 68486, Banyuwangi Regency, East Java. That school is located in the middle of jajag city.

3.2.2 Research Time

The research spent one month in the academic year 2024-2025, begin at 19th August – 26th September 2024. During that time the author collected information by observing the implications of material, student and curriculum, as well as interviewing several sources to obtain detailed information in complete and clear.

3.3 Population and Research Sample

3.3.1 Population Description

This study focused on the eleventh-grade students of SMA Negeri 1 Gambiran.

3.3.2 Sample Description

The sample included two classes of grade XI-6 and XI-9 in the academic year 2024-2025.

3.4 Sampling Technique

This study conducted purposive sampling to select two eleventh-grade classes at SMA Negeri 1 Gambiran: classes XI-6 and XI-9. Class XI-6, which has a slightly higher average score, were serve as the experimental group, while class XI-9, with a lower average score, were the control group. The total sample size consists of 72 students, with each class containing 36 students.

3.5 Research Variable

This study examines two key variables: the outline technique, serving as the independent variable, and analytical exposition text writing skills, the dependent variable. Conducted at SMA Negeri 1 Gambiran, the research compared an experimental class, which receives instruction using the outline technique, with a control class, which does not. The purpose is to determine if the outline technique has a significant impact on students' ability to write analytical exposition texts. The experimental class received the outline technique as a treatment while the control class were not.

3.6 Validity and Reliability

Data validity and reliability are crucial components in ensuring the quality and credibility of research findings.

All tests are said to be good if both tests meet the two requirements put forward by (Creswell, 2016), namely the test is said to be valid if the instrument items can be used to measure what should be measured. Validity data is data that is not different from the data reported by the author and the factual data that occurs in the research object, including (research place and research time). Reliability is the consistency of a measurement instrument or the extent to which the measurement instrument can measure the same subject at different times but the results are relatively the same.

3.6.1 Identify Learning Outcomes

Clearly the aim to measure the writing proficiency of eleventh-grade students at SMA Negeri 1 Gambiran before the implementation of teaching methodology.

3.6.2 Use of Rubrics

Both tests will be assessed using a rubric derived from theoretical frameworks that evaluate key components of writing quality, such as organization, content, grammar and mechanics, vocabulary, clarity, coherence, style and argumentation. This structured assessment ensures that the tests measure relevant aspects of writing proficiency.

3.6.3 Content Validity

a. Expert review

Ask the expert for review the written test to ensure they align with the learning objectives. The English teacher can provide feedback on whether the content is appropriate and comprehensive.

b. Alignment with Curriculum

Ensure that the test items reflect the curriculum and instructional materials used in the course.

3.6.4 Construct Validity

Pilot Testing: Administer the written test to a small group of students before the actual pre-test and post-test. Analyze the results to see if the written test measures the intended constructs. The author conducted the test on class XI-7 prior to implementing it in the experimental class XI-6 and the control class XI-9.

3.6.5 Written Test Inter-Rater

Inter-rater reliability refers to the degree of agreement among different raters or evaluators when assessing the same work. In this study, multiple raters are involved in scoring the pre-test and post-test writing samples. By having several raters evaluate the same set of student responses, the study can ensure that the scoring is not biased by a single evaluator's perspective. McHugh (2012) explain to establish inter-rater reliability, raters are trained to use the same rubric and then independently score the work. The consistency of their scores is then analyzed using statistical methods, such as Cohen's Kappa

or Intraclass Correlation Coefficient (ICC). High inter-rater reliability indicates that the rubric is effectively capturing the intended constructs and that the evaluations are reliable and valid. This process enhances the credibility of the research findings by ensuring that the assessment of writing proficiency is both fair and accurate.

3.7 Data and Data Sources

The Pre-Test and Post-Test are essential components of the research design in this study. They are used to measure the writing proficiency of eleventh-grade students at SMA Negeri 1 Gambiran before and after the implementation of the Outline Technique in teaching Analytical Exposition.

3.7.1 Pre-Test:

Prior to the instructional intervention, the experimental group—students taught using the Outline Technique—and the control group—students taught using traditional techniques—were given the Pre-Test. The purpose of this exam is to create a baseline assessment of the students' analytical exposition writing skills.

3.7.2 Post-Test

Both groups underwent post-testing following the instructional period. Any improvements in writing skills brought about by the instructional strategies used were evaluated by the Post-Test. To find out if there is a significant difference in the two groups' writing performance, the Pre-Test and Post-Test scores are compared.

Academic papers, reports, and previously issued works are among the data sources that offer background information and substantiation for the study's conclusions. To strengthen the research's validity, the study also makes reference to earlier investigations and theoretical frameworks.

3.8 Data Collection Technique

Essay-based testing with an emphasis on writing analytical expositions would be the main method of gathering data. Students followed particular guidelines and requirements when writing their essays, and they finished both a pre-test and a post-test. The author hopes to ascertain whether the intervention significantly

improved students' analytical exposition writing abilities by comparing the outcomes of these tests.

3.8.1 Pre-Test

Students started the study by completing a Pre-Test, which requires them to write an analytical exposition text. This text was assessed using a rubric derived from theoretical frameworks, designed to evaluate the quality of their writing. The Pre-Test serves to establish a baseline understanding of the students' existing skills and to provide a point of comparison for measuring the effectiveness of the instructional intervention.

3.8.2 Post-Test

Following the Pre-Test and the implementation of the instructional treatment, a Post-Test is given to assess student learning outcomes. Finding out whether or not students' scores have significantly improved after the teaching and learning process is the aim of this post-test. For the Pre-Test, students were required to create analytical exposition texts according to preset guidelines; the Post-Test will follow the same protocols and specifications.

3.9 Data Analysis Techniques

To ascertain whether the two groups' levels of writing proficiency differ significantly, the data will be statistically examined. The data will be analyzed using the proper statistical tests, like T-Tests.

3.9.1 Analysis Requirement Testing

The author will use a T-Test to analyze the student score data because this study is quantitative in nature. Finding out whether employing the outlining technique has a statistically significant impact on students' performance in writing analytical exposition texts is the aim of this analysis. To make sure the statistical analysis was appropriate, the data were evaluated for normality and homogeneity before the T-Test was performed. These normality and homogeneity tests will be conducted using SPSS v.23 for Windows.

a. Normality test

To find out if the data in a group is normally distributed, the normality test is used. Its goal is to prove that the data was gathered from a population that has a normal distribution. The Lilliefors technique was used in this study with IBM SPSS v.23 for Windows. The data is deemed to be normally distributed if the significance level is higher than α (0.05), which is determined by the normality test.

The following actions were taken in SPSS to carry out the normalcy test: Select Analyze > Explore under Descriptive Statistics. Put the Class variable in the Factor Box and the Score variable in the Dependent List. Next, select Plots, check the box for Normality Plots with Tests, click Proceed, and then select OK.

If the test's significance value is higher than 0.05, the data is regarded as normally distributed. On the other hand, the data is deemed to not follow a normal distribution if the significance value is less than 0.05.

The following are the hypotheses for this test:
Null Hypothesis (H_0): The data is normally distributed, as indicated by a Significant Score > 0.05.
Alternative Hypothesis (H_a): The data is not normally distributed, as indicated by a Significant Score < 0.05.

b. Homogeneity Test

To determine whether or not data variances are homogeneous, the homogeneity test is utilized. The Levene Statistic test with $\alpha=0.05$ was used in this investigation. As with the normality test, the data are not homogeneous if the homogeneity test result is less than α ($< \alpha=0.05$). In the meantime, the data are homogeneous if the result is greater than α ($> \alpha=0.05$). The author used IBM SPSS Statistics 23 to examine the homogeneity.

3.9.2 Hypothesis Testing (T-Test)

After evaluating the data for homogeneity and normality, a T-Test was performed to see if there was a significant difference in the writing abilities of the

experimental and control groups. Because the data satisfied the requirements of being homogeneous and normally distributed, the T-Test was selected. The T-test calculation method was employed in this study to examine the data from the students' writing. To determine the significance of the experimental and control classes' post-test results, the T-test is utilized. Additionally, the test will be used to demonstrate whether or not the outline technique helps students write more proficiently in analytical exposition texts.

3.9.3 Statistical Hypothesis

The following is how statistical hypotheses are expressed: H_o is accepted and H_a is rejected if t-value is less than t-table.

H_a is accepted and H_o is rejected if t-value is greater than t-table.

a. Null Hypothesis (H_o)

Students' ability to write analytical exposition texts was not significantly improved by the outlining technique when compared to those who did not use it.

b. Alternative Hypothesis (H_a)

When compared to students who did not employ the outlining technique, the students' writing of analytical exposition texts significantly improved as a result of the outlining technique.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Teaching Process

The treatment designed to teach analytical exposition writing through the outlining technique was meticulously structured over a four-week period, involving two different groups of eleventh-grade students: a controlled class and an experimental class. Each group comprised approximately 36 students and met once a week for sessions lasting 120 minutes. The primary objective of this treatment was to rigorously investigate whether the implementation of outlining techniques could significantly enhance students' proficiency in writing analytical exposition texts, with a particular focus on content organization, coherence, and argument development.

4.1.1 Session 1: Pre-Test and Introduction

At the start of the session, the teacher warmly welcomed the students before officially commencing the class. Attendance was carefully recorded to ensure everyone was present and participating. The teacher then explained the benefits of mastering analytical exposition texts, highlighting how this skill is relevant and applicable in various academic and professional contexts.

Next, the teacher clearly stated the specific learning objectives for the day's session, giving students a clear idea of what they were expected to achieve. In the initial phase of the lesson, the teacher also outlined the teaching methods to be used, as well as the criteria and processes for evaluating student learning outcomes. This thorough approach aimed to prepare students for the upcoming instructional activities and assessments, creating an environment that supports effective learning and engagement.

The primary activity for both groups involved administering a Pre-Test designed to evaluate the students' baseline writing capabilities. Students were tasked with composing an analytical exposition text on a predetermined subject, such as "The Importance of Community and Preventing Poverty." This assessment was conducted under

time constraints, with a 30-minute limit, and without any preceding instruction or preparatory methods. The Pre-Test facilitated the identification of students' initial strengths and weaknesses in writing, serving as a critical benchmark for subsequent instructional interventions.

Following the Pre-Test, the students were introduced to the concept of analytical exposition texts. The teacher clarified that the primary objective of such texts is to present an argument or perspective supported by factual evidence. The generic structure of analytical exposition texts was outlined, highlighting the three essential components: the thesis statement, supporting arguments, and the restatement of the thesis. Additionally, key linguistic features were discussed, including the use of the simple present tense, modality to express varying degrees of certainty, and conjunctions to effectively link ideas. This foundational understanding was essential for students to grasp the genre before engaging more deeply in the writing process.

Furthermore, the teacher invited students to share their thoughts on the teaching and learning experience. This led to a lively discussion about "Analytical Exposition Text." Students reflected on their learning by answering questions like, "What lessons have you learned today?" and "What were your favorite English learning activities today?". For the follow-up activity, the teacher assigned a collaborative task, asking students to identify issues, data, and facts about their local environment. To end the session, the teacher offered words of encouragement, inspiring students to keep their enthusiasm for learning alive. The pre-test scores showed that the experimental class had an average score of 54.61, while the control class averaged 52.44. This indicates a slight difference of 2.17 points between the groups.

4.1.2 Session 2: Introduction of Outlining Techniques

In the second session, activities started with usual preliminaries. The teacher started by warmly greeting the students and taking attendance to make sure everyone was

there. After that, teacher went over the assignments handed out in the last session. The highlight of the session was getting the students to identify and present problems they noticed in their surroundings. Then, the teacher led a lively discussion on social issues and dug into the characteristics of analytical exposition. This whole approach was designed to boost students' critical thinking and analytical skills, helping them get a better grip on and express social phenomena.

A significant change in teaching strategies occurred during the second session. The outlining technique, a technique intended to assist students in structuring their ideas prior to writing, was the main focus of the experimental class. This stage, known as Building Knowledge of the Field (BKOTF), involved several activities aimed at familiarizing students with the topic they would write about. The teacher delivered a variety of instructional strategies, including:

- a. **Visual Aids:** The use of infographics and charts that illustrated the impact of community involvement on poverty reduction.
- b. **Class Discussions:** Facilitated discussions where students shared their prior knowledge and experiences related to community service and poverty.
- c. **Reading Assignments:** Students were assigned short articles that provided background information on the topic, enhancing their vocabulary and understanding of key concepts.

The goal of these activities was to build essential background knowledge and vocabulary necessary for understanding and producing the analytical exposition genre. In contrast, the controlled class continued to learn about analytical exposition through traditional methods, such as analyzing model texts and discussing paragraph development, without the specific introduction of outlining as a strategic tool.

The teacher evaluates the students' activities and their application of outlines, offering guidance if errors are

identified. Subsequently, students collaborate in groups to draft an analytical exposition text. During the final phase of the lesson, the teacher requests feedback on the teaching and learning processes to facilitate further discussions on the topic of "Analytical Exposition Text."

Students participate in reflective learning by answering questions from the teacher, such as "What lessons have you learned today?" and "What was your favorite English learning activity today?" As a follow-up task, the teacher assigns groups the responsibility to identify problems, gather data, and collect facts related to their local environment. At the conclusion of the session, the teacher closes the class with affirmations and motivational words to inspire a sustained enthusiasm for learning.

4.1.3 Session 3: MOT and JCOT

In the third session, began with the usual friendly greetings between the teacher and students. After that, the teacher took attendance to make sure everyone was there. The teacher then evaluated the work of each group that had completed their tasks. Feedback was given by returning the corrected drafts to the students, who were then asked to start revising their work. Both classes engaged in the analysis of a model text that exemplified the analytical exposition genre. The teacher selected a high-quality analytical exposition text and guided students through a detailed examination of its structure, language features, and overall purpose. Specific elements highlighted during this analysis included:

- a. **Introduction:** The teacher pointed out how the introduction effectively captured the reader's attention and presented the thesis statement.
- b. **Thesis Statement:** Students learned how to formulate a clear and concise thesis that encapsulated the main argument.
- c. **Cohesive Devices:** The teacher emphasized the use of cohesive devices, such as transitional phrases and conjunctions, to enhance the flow of ideas.

This analysis stage was crucial in helping students recognize the characteristics of a well-structured text within the genre, thereby establishing a clear standard for their own writing (Modelling of the Text, or MOT).

Following the analysis, the Joint Construction of Text (JCOT) approach was employed. In this collaborative writing session, the teacher and students worked together to draft a new analytical exposition text based on the insights gained from the model text analysis. The teacher facilitated this process by:

- a. **Guiding Idea Generation:** Encouraging students to brainstorm ideas for their arguments and supporting details.
- b. **Organizing Content:** Helping students structure their ideas into a coherent outline, ensuring that each argument was logically connected to the thesis.
- c. **Real-Time Feedback:** Providing immediate feedback on students' contributions, refining their ideas, and ensuring clarity and coherence in the draft.

This collaborative effort served as a bridge between theoretical understanding and independent writing practice. Meanwhile, the controlled class engaged in writing activities but did so without the structured planning that outlining provides, relying instead on spontaneous composition and general classroom discussions.

At the end of the group work session, students began working on their own analytical exposition texts. Before the next class, the teacher asked for feedback on any difficulties they faced. The teacher also asked everyone to prepare a presentation about their group projects. The session wrapped up with the teacher saying goodbye and offering some encouragement to the class.

4.1.4 Session 4: ICOT and Post-Test

In the fourth session, the teacher warmly welcomed the students, asked how they were doing, and then took attendance. The main focus of the session was for each student to present their work. Additionally, both groups

engaged in a post-test, where they were assigned the task of composing a new analytical exposition text on a different topic. The final drafts were submitted for evaluation, with the goal of assessing how the outlining technique influenced the quality of writing between the two groups.

After completing the writing task, both classes engaged in reflective discussions about their individual writing processes. The experimental group, in particular, highlighted how effective the outlining technique was in organizing their thoughts and improving the clarity of their arguments. They shared specific examples showing how using an outline helped them spot gaps in their reasoning and ensure their arguments were well-supported. The experimental class achieved an average post-test score of 71.61, compared to the control class's 63.00, indicating a difference of 8.61 points.

4.1.5 Assessment and Evaluation

Throughout the treatment, assessment was conducted using rubric-based evaluations of both the Pre-Test and Post-Test writings. The rubrics covered various aspects (Aldossary, 2024), including:

- a. **Content:** The relevance and depth of arguments presented.
- b. **Organization:** The logical flow and structure of the text.
- c. **Grammar:** The accuracy of language use, including syntax and punctuation.
- d. **Vocabulary:** The appropriateness and variety of word choice.
- e. **Style:** The overall tone and engagement of the writing.

Over the course of four sessions, the teaching of analytical exposition writing using the outlining technique was structured into three phases: pre-activity, main activity, and post-activity. In the first session, students were introduced to the concept of analytical exposition (BKOTF) and completed a Pre-Test to assess their initial writing abilities. The teacher applied the MOT approach to guide students in identifying the text structure and

language features. In the subsequent session, students learned how to create outlines by developing thesis statements, main arguments, and supporting details, develop outline templates and engaging in group practice (JCOT). The third session was dedicated to drafting full analytical exposition texts based on their outlines, followed by peer review sessions to provide constructive feedback. In the final session, students revised their drafts and completed a Post-Test by writing a new analytical exposition text using the outlining technique (ICOT). Throughout the lessons, the teacher implemented the Outline Technique and Process Writing Model, supported by various media, including printed handouts, outline templates, and slide presentations, to enhance the learning experience. This structured approach aimed to foster a deeper understanding of analytical exposition writing and improve students' overall writing proficiency.

The teacher with the students doing evaluate of the result of the process of teaching and learning, giving enforcement about analytical exposition text and close the class by giving word of affirmation and motivation to have passion in learning and salam at the end.

4.2 Description of the data

The author uses descriptive statistics to present the research's data findings in this section. Additionally, the data presentation is explained in detail below:

4.2.1 The Pre-Test and Post-Test Score

The Pre-Test and Post-Test results for the experimental and controlled classes are shown in this section. The score was derived from the students' analytical exposition text writing scores. Tables describing the Pre-Test and Post-Test scores are presented in percentage form.

4.2.2 The Experimental Class Data

36 students from SMA Negeri 1 Gambiran's XI-6 class served as the experimental group for this study. This class received instruction on how to use the outline technique when writing analytical exposition texts. The

following table displays the class's Pre-Test and Post-Test scores:

Table 4. 1
Students' Score of Experimental Class

NO	PRE-TEST	POST-TEST	GAINED SCORE
1	52	70	18
2	40	60	20
3	18	76	58
4	62	68	6
5	56	68	12
6	18	74	56
7	56	70	14
8	48	66	18
9	52	72	20
10	60	80	20
11	52	72	20
12	42	64	22
13	60	80	20
14	54	64	10
15	30	80	50
16	40	56	16
17	50	64	14
18	80	86	6
19	80	76	-4
20	48	60	12
21	58	68	10
22	56	74	18
23	28	56	28
24	62	68	6
25	66	80	14
26	70	82	12
27	58	68	10
28	44	64	20
29	66	84	18
30	70	84	14

31	76	78	2
32	68	74	6
33	48	62	14
34	62	68	6
35	60	74	14
36	76	88	12
SUM	1966	2578	612
AVERAGE SCORE	54,61	71,61	17
MAXIMUM SCORE	80	88	58
MINIMUM SCORE	18	56	-4

The experimental class’s students’ Pre-Test and Post-Test scores are shown in Table 4.1. The Pre-Test had a minimum score of 18 and a maximum score of 80. In this class, the average Pre-Test score was 54.61. In contrast, the Post-Test score ranged from a minimum of 56 to a maximum of 88. The average score was 71.61 as well.

Furthermore, table 4.1 indicates that each student has improved their score. The average gained score was 17, the lowest was -4, and the highest was 58. The obtained score in table 4.1 shows that the students’ pre-test and post-test scores differed significantly. It indicates that the students’ scores improved from the Pre-Test to the Post-Test.

4.2.3 Data of Control Class

36 students from SMA Negeri 1 Gambiran’s XI-6 class served as the controlled group in this study. The traditional teaching approach was used in this class, with no special attention paid to teaching students how to write analytical exposition texts using the outline technique. The following table displays the class’s Pre-Test and Post-Test scores:

Table 4. 2
The result of students’ score in controlled class

NO	PRE-TEST	POST-TEST	GAINED SCORE
1	18	54	36
2	52	64	12
3	40	64	24
4	18	58	40
5	48	60	12
6	62	68	6
7	46	54	8
8	36	54	18
9	26	56	30
10	42	62	20
11	76	80	4
12	48	66	18
13	44	54	10
14	76	70	-6
15	58	66	8
16	62	60	-2
17	68	62	-6
18	66	72	6
19	60	70	10
20	70	72	2
21	80	74	-6
22	42	54	12
23	58	60	2
24	48	64	16
25	80	80	0
26	48	66	18
27	48	64	16
28	68	76	8
29	46	60	14
30	42	58	16
31	70	68	-2
32	48	56	8
33	58	54	-4
34	30	52	22
35	60	58	-2
36	46	58	12

SUM	1888	2268	380
AVERAGE SCORE	52,44	63,00	10,56
MAXIMUM SCORE	80	80	40
MINIMUM SCORE	18	52	-6

The Pre-Test and Post-Test results for the students in the control group are shown in table 4.2 above. Similar to the experimental class, this class's Pre-Test scores ranged from a minimum of 18 to a maximum of 80. This class's average Pre-Test score is 52.44. It falls short of the experimental class's mean Pre-Test score. In contrast, the Post-Test score ranges from 52 to 80, with 52 being the lowest score. The average score is 63 as well. The experimental class's Post-Test score was higher than this one.

The results obtained from each student are then displayed in table 4.2. The average score was 10.56, with the lowest score being -6 and the highest score being 40. There is a difference between the students' Pre-Test and Post-Test scores, as indicated by the scores in table 4.2 above. Even so, the results were not as noteworthy as those of the experimental class. This class's scores on the Post-Test and overall performance are below those of the experimental class. This demonstrates that the scores of the control class, which was taught using the conventional teaching method, and the experimental class, which was taught using the Outline Technique, differ significantly.

4.3 Data Analysis

In this section, the author uses the T-Test to statistically analyze the data from the students' Pre-Test and Post-Test results from both classes. Normality and homogeneity tests are performed before the T-Test is computed. This type of test is computed to determine whether the research sample's variance is homogeneous and regularly distributed. The T-Test and effect size calculations are then performed to gauge how effective the Outline Technique

is in this investigation. The author uses SPSS 23 to analyze the data.

4.3.1 Normality of the data

Since the study's sample size is less than fifty, the author calculates the normality test using Shapiro-Wilk. There are 36 pupils in each class that make up the study's sample. The author used SPSS 23 to test this test and the significance level (α) of this test is 0.05. The following table provides specifics about the test results:

Table 4. 3
Normality Test of Pre-Test

Tests of Normality							
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pre-Test Control	.137	36	.084	.966	36	.326
	Pre-Test Experimental	.111	36	.200*	.956	36	.166

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

a. Lilliefors Significance Correction

The Pre-Test and Post-Test results for both classes are normally distributed, according to the interpretation of table 4.3. The Pre-Test significance results in the experimental class are 0.166 and in the control class are 0.326, as shown in the above table. The significance (α) of 0.05 is exceeded by both results ($0.326 > 0.05$ and $0.166 > 0.05$). As a result, both classes' Pre-Test results follow a normal distribution.

Table 4. 4
Normality Test of Post-Test

Tests of Normality							
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Post-Test Control	.125	36	.172	.941	36	.053
	Post-Test Experimental	.111	36	.200*	.976	36	.600

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

a. Lilliefors Significance Correction

The significance of the experimental class is 0.600 and that of the control class is 0.053, according to the results of the normality test between the post-tests of the two classes. The significance level (α) of 0.05 is exceeded by both results ($0.053 > 0.05$ and $0.600 > 0.05$). As a result, both classes' Post-Test data had a normal distribution.

4.3.2 Homogeneity of the data

After the author was aware of the experimental class's and the control class's normality test results, the homogeneity test was carried out to examine how similar the samples in the two classes were. The author computed the homogeneity test using the Levene statistical test. The findings are shown as follows:

Table 4. 5
Homogeneity of Pre-Test

Test of Homogeneity of Variance

Levene Statistic	df1	df2	Sig.
.330	1	70	.567

The significance result of the homogeneity test in the Pre-Test is 0.567, as shown in table 4.5 above. The significance level (α) of 0.05 is exceeded by this result ($0.567 > 0.05$). As a result, the control and experimental classes' Pre-Test results are identical.

Table 4. 6
Homogeneity of Post-Test

Test of Homogeneity of Variance

Levene Statistic	df1	df2	Sig.
.409	1	70	.524

It is evident from table 4.6 above that the Post-Test homogeneity test results have a significance value of 0.524.

This result, $0.524 > 0.05$, is greater than the significance level (α) of 0.05. As a result, the experimental class's and control class's Post-Test results are identical.

4.3.3 Hypothesis Test

Table 4. 7
Independent T test

Group Statistics					
Class		N	Mean	Std. Deviation	Std. Error Mean
Score	Post-Test Control	36	63.00	7.657	1.276
	Post-Test Experimental	36	71.61	8.402	1.400

Independent Samples Test										
		Levene's Test for Equality of Variances		T-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.409	.524	-4.545	70	.000	-8.611	1.895	-12.390	-4.833
	Equal variances not assumed			-4.545	69.406	.000	-8.611	1.895	-12.390	-4.832

The data variance between the Control Class and Experimental Class is homogeneous, or the same, according to the output table 4.7 above, which indicates that the Sig. Levene's Test for Equality of Variances value is $0.524 > 0.05$ (Sujarweni, 2014). Therefore, the values in the "Equal variances assumed" table serve as a guide for interpreting the Independent Samples Test output table above.

Based on the "Independent Samples Test" output table in the "Equal variances assumed" section, the Sig. (2-tailed) value is $0.000 < 0.05$. Therefore, H_0 is rejected and H_a is accepted.

Therefore, it can be said that the Outline Technique has a big impact on students' ability to write analytical exposition texts.

Additionally, the "Mean Difference" value is -8.611 according to the output table above. The (95% Confidence Interval of the Difference Lower Upper) is -12.390 to -4.833, which represents the difference between the average learning outcomes of students in the Experimental Class and the Control Class, or $63.00 - 71.61 = -8.611$.

4.4 Discussion

The author used descriptive statistics to determine the overall achievement of class samples, which comprised 36 students from each class, based on the Pre-Test and Post-Test results. Prior to the treatment, students in the experimental and control classes wrote analytical exposition texts, which served as the initial Pre-Test. The experimental class's average score on the Pre-Test was 54.61, while the control class's average score was 52.44. The Experimental Class outperformed the Control Class, and the two classes' average scores differed by 2.17 points.

The author then used outline techniques to teach the experimental class how to write analytical exposition texts. After that, the class's average Post-Test score increased significantly to 71.61. In contrast, the control class's average Post-Test score was 63.00. This indicates that both classes have improved based on the average Post-Test score. However, there was no obvious increase in the control class. From the Pre-Test to the Post-Test, the control class's average score increased by 10.56 points, from 52.44 to 63.00. In contrast, the experimental class saw a significant increase in score, going from 54.61 to 71.61. This rise indicates that the experimental class's mean score increased 17 points from the Pre-Test to the Post-Test.

Additionally, the data were calculated using SPSS's independent sample T-Test, and the outcomes demonstrated the efficacy of the Outline technique employed throughout the course of treatment. The T-Test results demonstrated that the p-value, or significance value (2-tailed), was less than the significance level of 0.05, which was $0.000 < 0.05$. This shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is

rejected. This demonstrates that students' writing of analytical exposition texts is significantly impacted by the outline technique.

To conclude, the study's findings demonstrate that the outline technique can raise students' writing skills. with clear guidance on how the outline technique links the writing and thinking exercises. The difficulties of transforming an outline technique into a comprehensive essay are especially challenging. It is true that an outline can motivate students to write, combine assessment and instruction, and determine the appropriate instructions. Thus, detailed instructions and the outline technique are useful for enhancing students' writing skills.

The findings of the current study on the Outline Technique in improving students' proficiency in writing analytical exposition reveal significant insights into the effectiveness of structured writing strategies. The study indicates that students who applied the Outline Technique demonstrated improved writing clarity, coherence, and overall performance compared to those who did not use this method. This supports the theoretical framework established by (Sun et al., 2022), which emphasizes the importance of text structure knowledge in enhancing writing skills. Their research suggests that familiarity with structured approaches allows students to organize their thoughts more effectively, leading to higher quality writing.

In comparison to previous studies, such as those conducted by (Kuiper & Smit, 2022) and (Radjaban & Setyo, 2024), the current research builds upon existing literature by highlighting both the benefits and challenges associated with the use of outlining techniques. Kuiper and Smit found that students who employed outlines as a pre-writing tool showed significant improvements in organizing their thoughts and writing clearly, particularly in analytical exposition texts. They noted that outlining not only enhanced the quality of students' writing but also increased their engagement and confidence, as having a clear plan reduced anxiety about the writing process.

Radjaban and Setyo's study further supports these findings by exploring students' perceptions and challenges in using writing outlines. They reported that while a majority of students recognized the advantages of outlines in organizing their writing,

many faced difficulties in creating effective outlines and translating them into coherent written work. This highlights the multifaceted nature of outlining as a writing strategy and underscores the necessity of addressing the challenges students encounter.

Overall, the current research contributes to the body of literature by providing empirical evidence regarding the effectiveness of the Outline Technique, reinforcing the theoretical implications of structured writing approaches, and emphasizing the need for effective teaching strategies that not only promote outlining but also support students in overcoming obstacles to enhance their writing skills.

CHAPTER V

CLOSING

5.1 Conclusion

The author employed a quasi-experimental design for this study, collecting data through a pre- and post-test. In order to gather empirical evidence regarding the impact of outline techniques on students' analytical exposition text writing skills at SMA Negeri 1 Gambiran, data analysis was conducted using SPSS to obtain descriptive statistics and hypothesis testing. The theory and earlier research cited in the previous chapter are supported by the findings of this investigation.

The author draws the following conclusions based on the data analysis and discussion of the research findings. First, the results indicate that students' writing of analytical exposition texts is moderately impacted by the use of the outline technique. The Post-Test T-Test and the scores acquired show the data. The Post-Test T-Test and the scores acquired show the data. The experimental class's average score in this study was higher than the control class's, specifically $71.61 > 63.00$. Furthermore, the findings are supported by the Post-Test results and scores, specifically the p-value (2-tailed) = 0.000 less than sig. a = 0.005. This indicates that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Calculating the effect size, which yields a significant effect, further supports the findings.

5.2 Limited Research

The research was conducted over a limited timeframe, which may not be sufficient to capture the full impact of the outline technique on students' writing skills. Future studies should consider extending the duration of the study to observe long-term effects.

The study may not accurately represent the experiences of students in other educational settings because it was carried out in a particular context—SMA Negeri 1 Gambiran. To improve the findings' generalizability, future research should try to replicate the study in different settings.

Extraneous factors like students' prior knowledge, writing experience, and motivation levels that might have affected the

results were not taken into account in this study. To increase the results' internal validity, future research should try to account for these factors.

5.3 Suggestions

Given that the study's findings suggest that the outline technique has a moderate impact on students' capacity to write analytical exposition texts, the author would like to offer suggestions to educators, learners, and aspiring researchers. The following are the recommendations made:

5.3.1 For the teachers

For teachers who want to use the outline technique in class activities or writing activities, they must provide clear instructions so that students can understand and be involved in implementing this technique. It is also important for teachers to provide examples of how to use it, so that the outline technique can be successful.

5.3.2 For the students

For students, the outline technique is useful to improve their writing skills not only in analytical exposition texts but also in various types of texts. The outline technique will help them find ideas to write, so that they write texts as well structured as possible. In addition, the outline technique can increase their motivation in writing and feel that writing is easy when knowing the technique. Moreover, students should actively seek feedback from peers and teachers on their outlines and written work. Constructive feedback can help them refine their writing and improve their organizational skills.

5.3.3 For aspiring researchers

The outline technique is one of the teaching strategies that future researchers can employ with varying subjects, samples, and locations. Additionally, the author argues that carrying out longitudinal research can shed light on how the outline technique affects students' writing abilities and motivation over the long run. Furthermore, combining qualitative techniques like focus groups and interviews with quantitative measurements can yield a more thorough understanding of students' opinions and experiences with the outline technique.

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HISTORY LIST LIFE



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3. *Anggota/Volunteer (2022 – 2025)*
FMPD (Forum Mahasiwa Peduli Daerah) BANYUWANGI
4. *Sie HRD (Human Resource Development) (2024 – 2025)*
HMJ FORTABING KOPERTAIS IV SURABAYA
5. *Anggota/Volunteer (2024 – 2025)*
LARE SINAU BANYUWANGI

APPENDICES

APPENDIX 1: Guidance Card

6/11/25, 10:53 AM

SISTEM INFORMASI MANAJEMEN AKADEMIK UIMSIA BLOKAGUNG

NIM	2111221035	
NAMA	YUSUF MAHMUD AMARI	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20242	
JUDUL	LANGUAGE TEACHING ON ENGLISH SPEAKING SKILLS	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20242	27 Mei 2025	29 Mei 2025	Description of conclusion and suggestion	mengolah conclusion dan memberikan arahan untuk pembaca (suggestion)
2	20242	27 Mei 2025	29 Mei 2025	Description of conclusion and suggestion	mengolah conclusion dan memberikan arahan untuk pembaca (suggestion)
3	20242	24 Mei 2025	26 Mei 2025	Description of discussion	menjelaskan hasil diskusi penelitian
4	20242	20 Mei 2025	22 Mei 2025	Description data analysis	menjelaskan data analysis normality, homogeneity dan hasil T test SPSS.
5	20242	17 Mei 2025	19 Mei 2025	Description of the data	Mengolah data dan menjelaskan hasil dari data SPSS
6	20242	06 Mei 2025	08 Mei 2025	Description of process teaching	Menjelaskan process awal pertemuan ketika penelitian sampai akhir post test
7	20242	03 Mei 2025	05 Mei 2025	Description of finding	Cara mendesripsikan hasil temuan dengan benar dan lengkap
8	20242	08 Maret 2025	10 Maret 2025	Data analysis technique	mempelajari lebih dalam mengalisa data yang sudah di dapat
9	20242	04 Maret 2025	06 Maret 2025	Collecting data	Merevisi cara collecting data dengan benar
10	20242	01 Maret 2025	03 Maret 2025	Revision research method	membetulkan cara dan penggunaan teknik penelitian
11	20242	11 Februari 2025	13 Februari 2025	Revision Theoretical Study and Previous study	Menambahkan data terkait teori dan juga penelitian terdahulu
12	20242	08 Februari 2025	10 Februari 2025	Research Problem	Mempelajari lebih dalam terkait permasalahan dalam penelitian
13	20242	04 Februari 2025	06 Februari 2025	Revisi Latar Belakang	Menambahkan kekurangan di bagian Latar belakang
14	20242	01 Februari 2025	03 Februari 2025	Revisi Judul	Membetulkan tanda petik yang benar pada judul
15	20242	08 Januari 2025	14 Januari 2025	BAB 3	Research MethodmData Collecting techniquernData Analysis TechniquernData Validity Technieue
16	20242	02 Januari 2025	07 Januari 2025	BAB 2	Theoretical FramworkmPrevious Study
17	20242	25 Desember 2024	01 Januari 2025	BAB 1	Latar belakang, rnbackgroundrnResearch Problem
18	20242	10 Desember 2024	24 Desember 2024	Pengajuan Judulrn	Membuat judul yang mutakhir

APPENDIX 2: Certificate of Having Conducted Research



UNIVERSITAS KH. MUKHTAR SYAFAAT
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Nomor : 51.2.12/035.175/FTK.UIMSYA/C.3/V/2025
Lamp. : -
Hal : **IZIN MEMINTA DATA PENELITIAN PPL**

Kepada Yang Terhormat:
Kepala SMA Negeri 1 Gambiran
Banyuwangi

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Universitas KH. Mukhtar Syafaat (UIMSYA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

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Dosen Pembimbing : Ridwan, M.Pd.

Untuk dapat mendapatkan izin meminta data penelitian PPL yang telah dilaksanakan pada tanggal 19 Agustus – 26 September 2024 di lembaga yang Bapak/Tbu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah: *"The Influence of the Outline Technique on Improving Students' Proficiency in Writing Analytical Exposition"*

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 10 Mei 2025
Dekan

Dr. Siti Aimah, S.Pd.L., M.Si.
NIPY. 3150801058001



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN

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Program Studi : Tadris Bahasa Inggris
Instansi : Universitas KH. Mukhtar Syafaat

Sudah melakukan penelitian PPL di SMA Negeri 1 Gambiran Kabupaten Banyuwangi pada tanggal 19 Agustus s.d 26 September 2024 dalam rangka penyusunan Laporan Penelitian dengan judul :

" The Influence of the Outline Technique on Improving Students' Proficiency in Writing Analytical Exposition "

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Gambiran, 14 Mei 2025



Akhmad Darmawan, S.Pd., M.P.
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APPENDIX 3: Certificate of Plagiarism



UNIVERSITAS KH. MUKHTAR SYAFAAT
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SURAT KETERANGAN BEBAS PLAGIASI

Nomor:

Yang bertanda tangan dibawah ini Kaprodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas KH. Mukhtar Syafaat Blokagung Banyuwangi, dengan ini menerangkan bahwa telah dilakukan cek similaritas* terhadap naskah Skripsi:

Nama : Yusuf Mahmud Amari
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Fakultas : Tarbiyah dan Keguruan
Jenjang : Sarjana (S.1)

Dengan Hasil : 20%

Demikian surat keterangan ini dibuat untuk dipergunakan sebagai salah satu syarat menempuh ujian Skripsi.

Blokagung, 11 June 2025
Kaprodi Tadris Bahasa Inggris

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Keterangan:

*menggunakan aplikasi Turnitin.

APPENDIX 4: Research Pre-Test and Post-Test

Controlled Class

Pre-Test Question: work individually. Watch and listen to the video and choose one of the topics and write the analytical exposition text.

1. The important of preventing poverty.
2. The important of community

No.	XI-9
Date	B. Inggris
een nabyla A. C. II	
poverty	
The poor people are trapped in severe poverty so they hard to get the money. The poor people become weaker and often sick. This make them increasingly less able to work.	
Hunger is the number one cause of death in the world. 1 out of 6 are poor people because of harmful economic systems. The poor people are trapped in severe poverty. more than one billion people today live on less than \$1 per day.	
The world's hunger is getting ridiculous. There is more fruit in a rich man's shampoo than in a poor man's plate.	

Picture 1. Pre-Test Documentation Controlled class XI-9

— VIDEO ANALYSIS TASK —

— Community and poverty —

From the video we can analyze that caring for others is one of the attitudes that supports social life.

Caring people will try to help those in need, protect the environment, and make the world a better place.

COMMUNITY:

A community is a group of individuals or social groups who live or interact together. People who care about each other.

NOTED:

Even if you don't expect anything in return, people who feel helped by your concern will reciprocate in kind or even more.

Source: Rachel Caroline De Gorski

CLASS: XI-9

Picture 2. Pre-Test Documentation Controlled class XI-9

Experimental Class

Pre-Test Question: work individually. Watch and listen to the video and choose one of the topics and write the analytical exposition text.

1. The important of preventing poverty.
2. The important of community

Nama : Cristina Paramita R	
Kelas : XI-6	
Absen : 10	
No.:	Date:
1.	Pendahuluan :
☐	The video talk about poverty. Poverty can occur in developing
☐	countries as well as economically developed countries. The video
☐	also includes how to overcome poverty.
2.	Isi :
☐	Poverty is a problem that is not only related to low income
☐	and consumption, but also related to low levels of education,
☐	health, and the inability to participate in development. In the
☐	video there are several photos of the impact of poverty
☐	for example people sleeping on the side of the road, sick people,
☐	and so on. The way to overcome poverty in the video is by
☐	providing knowledge about education, religion, inviting
☐	people to pray and providing some economic problems.
3.	Penutup.
☐	From the video we know that poverty can be caused
☐	from anywhere and also that we as good people have to give
☐	many things to people ~~who~~ who need them by providing
☐	material things and education.

Picture 3. Pre-Test Documentation Experimental class XI-6

Resya Sp. (27). XI-6.

B. Inggris Wajib.

No.: Pre -Test.

Date: Rabu, 4-9-2024.

☐ This video gave an explanation about poverty and
☐ community. Poverty is imbalance of economic income in soci
☐ ety. And community is a friendship.

☐ In this world, there is a lot of poverty, which causes
☐ hunger. Many people felt worry. In the Quran Allah swt have
☐ a message "We as a human must be help each other". Beside
☐ that, we as human must be love each other for harmony in
☐ society.

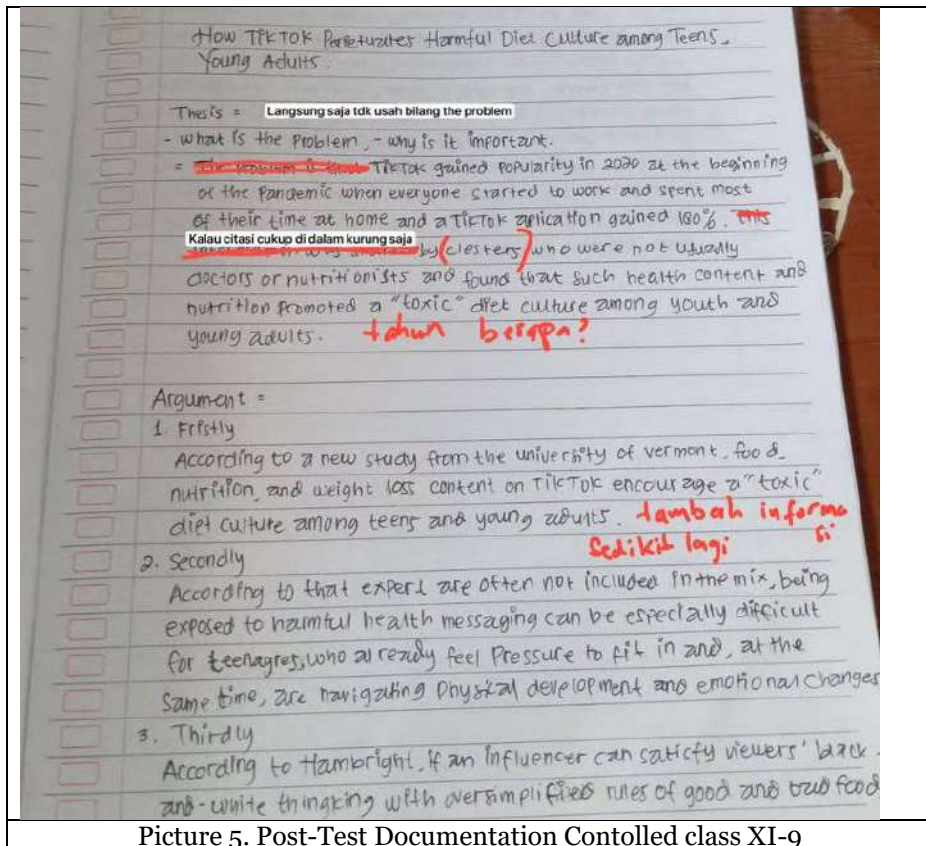
☐ Keep and relationship and friendship is important
☐ in order to maintain harmony

Picture 4. Pre-Test Documentation Experimental class XI-6

Controlled Class

Post-Test Question: Write an analytical exposition text. Choose one of the topics.

1. The important of preventing poverty.
2. The important of community



Picture 5. Post-Test Documentation Contolled class XI-9

Experimental Class

Post-Test Question: Write an analytical exposition text. Choose one of the topics.

1. The important of preventing poverty.
2. The important of community

The image shows a handwritten analytical exposition text on lined paper. The title is "Counting Calories". The text is organized into sections: Thesis, Arguments, and a concluding paragraph. The thesis states that calorie counting is ineffective and unsustainable for weight loss, focusing on quantity over quality. The arguments section has two points: firstly, calorie counting ignores nutritional quality, citing Tim Spector's view on ultra-processed foods; secondly, calorie restriction can slow metabolism and cause the body to enter "shutdown mode", making long-term weight loss difficult. The text is written in cursive and includes some corrections and underlines.

"Counting Calories"

Thesis :

~~The problem with~~ calorie counting is ~~that it is~~ on ineffective and unsustainable strategy for weight loss. It focuses on the quantity of food rather than its quality, often leading to poor dietary habits and health outcomes. Understanding why calorie counting is flawed, is crucial because it can mislead individuals seeking healthy weight management and overall wellness.

Arguments :

Firstly, calorie counting does not account for the nutritional quality of food. Tim Spector, a leading epidemiologist and dietician, argues that the emphasis on calories distracts consumers from the actual quality of their diet. Ultra-processed foods can be low in calories but harmful to gut health and overall wellbeing due to synthetic additives and lack of nutrients.

Secondly, calorie restriction can slow metabolism and cause the body to enter "shutdown mode". When people drastically cut calories, their bodies respond by conserving energy, making long-term weight loss difficult. More than 95% of individual

Picture 6. Post-Test Documentation Contolled class XI-9

APPENDIX 5: Data Calculation Results

Pre - Test

Kelas: XI-6
mapel: Bahasa Inggris

Nomor		Nama Siswa	L/P	Organization	Content	Grammar & Mechanics	Vocabulary	Style	Nilai Akhir
Urut	NISN/NIS								
1	0088847784 / 7245	AJIZAH NUR OKTAVIANA	L	6	6	5	5	4	52
2	0074422876 / 7251	ALAN DECO MUTAZA	P	5	5	4	3	3	40
3	0089253413 / 7254	ALFIAN REZCI EKA SAPUTRA	P	2	2	2	2	1	18
4	0083851991 / 7258	ALMIRA NAUFALIA RIZCA	P	8	6	8	6	3	62
5	0081333055 / 7284	AURELLYA DWI YUSITA SARI	P	8	6	6	5	3	56
6	0083461399 / 7285	AURIEL PUTRI NURIKE RAMADHANI	L	2	2	2	2	1	18
7	0072453126 / 7290	BEPIL MAYHILDA YESTI	L	6	8	6	5	3	56
8	0072347988 / 7291	BERIL JUAN RAFIZAKI	P	6	5	5	5	3	48
9	3073241048 / 7305	CHELSEA CANTIKA MARGARETHA	P	6	6	6	5	3	52
10	0079136283 / 7316	CRISTINA PARAMITA RUSADI	P	8	6	6	6	4	60
11	0087988468 / 7321	DEA IRDINE DAYANA	P	6	6	6	5	3	52
12	0072315944 / 7323	DE'ANGELO PUTRA PRATAMA	P	4	4	5	5	3	42
13	0088223214 / 7344	ECHA REVALINA PUTRI	P	8	6	6	6	4	60
14	0086142842 / 7354	FAHRIEL OCKTAVIAN SUGARA	P	5	8	6	5	3	54
15	0076950115 / 7359	FARAH MIFTAKHUL FAJRIAH	P	3	3	3	3	3	30
16	0066562768 / 7362	FAREL OKTA FAHREZA	P	3	3	5	5	4	40
17	0072915657 / 7373	FIRMAN ARDIANSAH	L	6	5	5	6	3	50
18	0083227601 / 7379	FRISKA TRI FATMAWATI	P	10	8	8	8	6	80
19	3074041782 / 7392	INTAN ATIKA ELMA ZIDA	L	8	10	8	8	6	80
20	0072343216 / 7400	JUVITA TRI WAHYUNINGSIH	P	6	4	5	5	4	48
21	0081308896 / 7413	LANA DEWI ANGGARINI	L	8	6	6	6	3	58
22	0084258032 / 7425	MARCHELLA SHIETA DEWI	P	6	8	6	5	3	56
23	0083800682 / 7436	MOCHAMAD RISKY DAFFA FAHREZY	P	3	3	3	3	2	28
24	0076383747 / 7454	NADIA RAHMADANI	P	8	6	6	6	5	62
25	0089184029 / 7465	NAILA CAHYA PUTRI	P	6	8	8	6	5	66
26	0075545773 / 7488	RAKSI SEKAR YURIST FAHLEVI	P	8	8	8	6	5	70
27	3071672838 / 7494	RESYA SHOFIANA PUTRI	P	6	6	6	6	5	58
28	0072311978 / 7506	SABILLA PUTRI WULANDARI PUSPITA SARI	P	6	3	5	5	3	44
29	0089270849 / 7517	SHOFIATUL AZIZAH	P	8	8	6	6	5	66
30	0085211870 / 7519	SINDY RATNA DEWI	P	8	8	8	6	5	70
31	0084917416 / 7534	VANTIKA KESYA PUTRI	P	8	10	8	7	5	76
32	0078250803 / 7547	WULANDARI ECHA PERMATASARI	L	8	8	8	6	4	68
33	0075587481 / 7548	YOGA ADI PRANATA	L	6	5	5	5	3	48
34	0082737628 / 7552	YULIANA PANGASTUTI	L	6	8	6	6	5	62
35	0082084200 / 7553	YUNITA VIOLA SAPUTRI	P	6	6	7	6	5	60
36	0083851507 / 7558	ZAKY EKO PRASETIYO	P	8	8	8	8	6	76

54,61111

Keterangan nilai 5 sub kriteria x 10 / 5 = nilai akhir

Guru Mata pelajaran

Yusuf Mahmud

Picture 7. Pre-Test Score Documentation Experimental class XI-6

Picture 7. Pre-Test Score Documentation Experimental class XI-6

Kelas: XI-9
mapel: Bahasa Inggris

Pre-Test

Nomor		Nama Siswa	L/P	Organization	Content	Grammar & Mechanics	Vocabulary	Style	Nilai Akhir
Urut	NISN/NIS								
1	0079756552 / 7241	AGUNG RUSDI SAPUTRA	L	2	2	2	2	1	18
2	0084165644 / 7257	ALMERT DAVAREZA EL FATAH	P	6	5	6	6	3	52
3	0072645748 / 7263	AMELYA NAQILA MOZZA	P	5	4	4	4	3	40
4	0073507492 / 7264	ANDHIKA EKA SAPUTRA	P	2	2	2	2	1	18
5	0076281093 / 7266	ANDIKA LAIL ILHAM BINTANG AL FALAH	P	5	6	5	5	3	48
6	0081423295 / 7292	BERLIAN FEBIOLA ARIK DI PUTRI	L	7	6	7	6	5	62
7	0086770356 / 7297	BIMO SATRIO WIBOWO	L	5	5	5	6	2	46
8	0084899951 / 7318	DAFI AHMAD MAULANA	P	6	3	3	3	3	36
9	0083554566 / 7322	DEAN BINTANG IBRAHIMOVIC	P	3	3	3	2	2	26
10	0071843149 / 7335	DINAR NOVERITA ANGGUNI	P	5	4	4	4	4	42
11	0075077137 / 7345	EEN NABILA ASIMI	P	9	6	9	6	4	68
12	0076957824 / 7350	ERICCA DWI LESTARI	P	5	5	5	4	5	48
13	0086728742 / 7370	FIKI RAHMATTULLOH	P	4	3	6	5	4	44
14	0086827952 / 7380	GADIS FREZIA NUR IKHWAN	P	9	9	6	9	5	76
15	0071939063 / 7381	GADIS FRISCA NANDA RAHMADHANI	P	8	7	5	6	3	58
16	0071694868 / 7395	JESSICA DWI PRAWIDHIA FITRI	P	7	7	7	7	3	62
17	0088860748 / 7404	KENDI YAYA LAURA	L	9	7	7	9	6	76
18	0072169872 / 7417	LENI LUSTIYA SARI	P	7	7	7	7	5	66
19	0071107468 / 7426	MAYA RAMADANI	L	6	6	8	5	5	60
20	0083145730 / 7458	NADIVA PUTRI DWIYANTI	P	7	7	7	8	6	70
21	0078372215 / 7460	NADYA EVRILLYA PUTRI	L	5	5	5	5	3	46
22	0071799254 / 7469	NATASYA EVA PRADINI	P	6	6	3	3	3	42
23	0083050611 / 7471	NAURAH ALODIA CLARESTA	P	5	6	5	7	6	58
24	0081890931 / 7478	OLIVIA NOVITA SARI	P	5	5	5	4	5	48
25	0089215924 / 7485	RACHEL CAROLINE DE GORSKI	P	9	9	9	8	5	80
26	0081835632 / 7486	RAFA AHCMAD ARYA PUTRA	P	5	6	5	5	3	48
27	0077427262 / 7487	RAFAEL TEGUH PERMADI	P	5	6	5	5	3	48
28	0076956497 / 7507	SALSA BILA SAHWA	P	7	7	8	8	4	68
29	0075321113 / 7513	SHALLOM NASARANI ENGLARE WIJAYANTO	P	5	5	5	5	3	46
30	0073249378 / 7522	SUTIONO	P	5	5	4	4	3	42
31	0084543921 / 7523	SYIFA AURELLIA MAHARANI	P	8	8	9	9	6	80
32	0074415225 / 7525	TEGAR TRI PANGESTU	L	7	5	5	5	2	48
33	0089195698 / 7531	ULIN FEBRIANA	L	5	6	6	6	6	58
34	0081909137 / 7544	WILLIAM WIJAYA	L	3	3	3	3	3	30
35	0086575577 / 7555	ZAHRA AMALIA AZKI	P	6	6	6	8	4	60
36	0071759918 / 7557	ZAKIYA ZULVA NIA SARI	P	8	7	8	8	4	70

52,44444
1888

Keterangan nilai 5 sub kriteria x 10 / 5 = nilai akhir

Guru Mata pelajaran

Yusuf Mahmud H.

Picture 8. Pre-Test Score Documentation Contolled class XI-9

Post Test

Kelas: XI-6
mapel: Bahasa Inggris

Nomor		Nama Siswa	L/P	Organization	Content	Grammar & Mechanics	Vocabulary	Style	Nilai Akhir
Urut	NISN/NIS								
1	0088847784 / 7245	AJIZAH NUR OKTAVIANA	L	8	7	7	7	6	70
2	0074422876 / 7251	ALAN DECO MUTAZA	P	7	7	5	5	6	60
3	0089253413 / 7254	ALFIAN REZCI EKA SAPUTRA	P	8	8	8	8	6	76
4	0083851991 / 7258	ALMIRA NAUFALIA RIZCA	P	8	6	6	8	6	68
5	0081333055 / 7284	AURELLYA DWI YUSITA SARI	P	8	8	6	6	6	68
6	0083461399 / 7285	AURIEL PUTRI NURIKE RAMADHANI	L	8	7	7	7	8	74
7	0072453126 / 7290	BEFIL MAYHILDA YESTI	L	8	8	8	6	5	70
8	0072347988 / 7291	BERIL JUAN RAFIZAKI	P	7	6	7	7	6	66
9	3073241048 / 7305	CHELSEA CANTIKA MARGARETHA	P	8	8	7	7	6	72
10	0079136283 / 7316	CRISTINA PARAMITA RUSADI	P	8	8	8	8	8	80
11	0087988468 / 7321	DEA IRDINE DAYANA	P	8	8	8	6	6	72
12	0072315944 / 7323	DE'ANGELO PUTRA PRATAMA	P	7	7	6	6	6	64
13	0088223214 / 7344	ECHA REVALINA PUTRI	P	8	8	8	8	8	80
14	0086142842 / 7354	FAHRIEL OKTAVIAN SUGARA	P	6	6	7	7	6	64
15	0076950115 / 7359	FARAH MIFTAKHUL FAJRIAH	P	8	8	8	8	8	80
16	0066562768 / 7362	FAREL OKTA FAHREZA	P	5	5	6	6	6	56
17	0072915657 / 7373	FIRMAN ARDIANSAH	L	7	7	6	6	6	64
18	0083227601 / 7379	FRISKA TRI FATMAWATI	P	8	8	9	9	9	86
19	3074041782 / 7392	INTAN ATIKA ELMA ZIDA	L	8	7	8	8	7	76
20	0072343216 / 7400	JUVITA TRI WAHYUNINGSIH	P	7	6	6	6	5	60
21	0081308896 / 7413	LANA DEWI ANGGARINI	L	8	7	7	6	6	68
22	0084258032 / 7425	MARCHELLA SHIETA DEWI	P	8	8	7	7	7	74
23	0083800682 / 7436	MOCHAMAD RISKY DAFFA FAHREZY	P	6	6	6	6	4	56
24	0076383747 / 7454	NADIA RAHMADANI	P	8	6	7	7	6	68
25	0089184029 / 7465	NAILA CAHYA PUTRI	P	9	7	9	8	7	80
26	0075545773 / 7488	RAKSI SEKAR YURIST FAHLEVI	P	9	9	8	8	7	82
27	3071672838 / 7494	RESYA SHOFIANA PUTRI	P	7	7	7	7	6	68
28	0072311978 / 7506	SABILLA PUTRI WULANDARI PUSPITA SARI	P	8	6	6	6	6	64
29	0089270849 / 7517	SHOFIATUL AZIZAH	P	9	9	8	8	8	84
30	0085211870 / 7519	SINDY RATNA DEWI	P	8	9	8	9	8	84
31	0084917416 / 7534	VANTIKA KESYA PUTRI	P	8	7	9	7	8	78
32	0078250803 / 7547	WULANDARI ECHA PERMATASARI	L	7	7	8	9	6	74
33	0075587481 / 7548	YOGA ADI PRANATA	L	7	6	6	6	6	62
34	0082737628 / 7552	YULIANA PANGASTUTI	L	8	8	6	6	6	68
35	0082084200 / 7553	YUNITA VIOLA SAPUTRI	P	8	8	9	6	6	74
36	0083651507 / 7558	ZAKY EKO PRASETIYO	P	9	9	9	9	8	88

71,61111

Keterangan nilai 5 sub kriteria x 10 / 5 = nilai akhir

Guru Mata pelajaran



Picture 9. Post-Test Score Documentation Experimental class XI-6

Kelas: XI-9
mapel: Bahasa Inggris

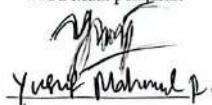
Post-Test

Lamp. Bantasi Inggris										
Nomor		Nama Siswa	L/P	Organization	Content	Grammar & Mechanics	Vocabulary	Style	Nilai Akhir	
Urut	NISN/NIS									
1	0079756552 / 7241	AGUNG RUSDI SAPUTRA	L	6	5	5	5	6	54	
2	0084165644 / 7257	ALMERT DAVAREZA EL FATAH	P	6	6	7	7	6	64	
3	0072645748 / 7263	AMELYA NAQILA MOZZA	P	6	8	5	7	6	64	
4	0073507492 / 7264	ANDHIKA EKA SAPUTRA	P	8	6	5	5	5	58	
5	0076281093 / 7266	ANDIKA LAIL ILHAM BINTANG AL FALAH	P	6	8	6	5	5	60	
6	0081423295 / 7292	BERLIAN FEBIOLA ARIK DI PUTRI	L	8	8	8	5	5	68	
7	0086770356 / 7297	BIMO SATRIO WIBOWO	L	6	6	5	5	5	54	
8	0084899951 / 7318	DAFI AHMAD MAULANA	P	7	5	5	5	5	54	
9	0083554566 / 7322	DEAN BINTANG IBRAHIMOVIC	P	5	6	6	6	5	56	
10	0071843149 / 7335	DINAR NOVERITA ANGGUNI	P	6	5	6	8	6	62	
11	0075077137 / 7345	EEN NABILA ASIMI	P	8	8	8	8	8	80	
12	0076957824 / 7350	ERICCA DWI LESTARI	P	6	8	7	6	6	66	
13	0086728742 / 7370	FIKI RAHMATTULLOH	P	6	5	6	5	5	54	
14	0086827952 / 7380	GADIS FREZIA NUR IKHWAN	P	8	8	7	6	6	70	
15	0071939063 / 7381	GADIS FRISCA NANDA RAHMADHANI	P	8	7	6	6	6	66	
16	0071694868 / 7395	JESSICA DWI PRAWIDHIA FITRI	P	5	6	6	7	6	60	
17	0088860748 / 7404	KENDI YAYA LAURA	L	6	7	6	6	6	62	
18	0072169872 / 7417	LENI LUSTIYA SARI	P	7	8	7	8	6	72	
19	0071107468 / 7426	MAYA RAMADANI	L	8	8	8	6	5	70	
20	0083145730 / 7458	NADIVA PUTRI DWIYANTI	P	8	8	6	8	6	72	
21	0078372215 / 7460	NADYA EVRILLYA PUTRI	L	8	8	8	8	5	74	
22	0071799254 / 7469	NATASYA EVA PRADINI	P	7	5	5	5	5	54	
23	0083050611 / 7471	NAURAH ALODIA CLARESTA	P	8	5	6	6	5	60	
24	0081890931 / 7478	OLIVIA NOVITA SARI	P	7	7	7	7	4	64	
25	0089215924 / 7485	RACHEL CAROLINE DE GORSKI	P	8	8	8	8	8	80	
26	0081835632 / 7486	RAFA AHCMAD ARYA PUTRA	P	6	8	6	7	6	66	
27	0077427262 / 7487	RAFAEL TEGUH PERMADI	P	8	6	6	6	6	64	
28	0076956497 / 7507	SALSA BILA SAHWA	P	8	8	8	7	7	76	
29	0075321113 / 7513	SHALLOM NASARANI ENGLARE WIJAYANTO	P	6	6	6	7	5	60	
30	0073249378 / 7522	SUTIONO	P	6	6	6	6	5	58	
31	0084543921 / 7523	SYIFA AURELLIA MAHARANI	P	6	8	7	6	7	68	
32	0074415225 / 7525	TEGAR TRI PANGESTU	L	6	7	6	5	4	56	
33	0089195698 / 7531	ULIN FEBRIANA	L	7	6	6	4	4	54	
34	0081909137 / 7544	WILLIAM WIJAYA	L	6	5	5	5	5	52	
35	0086575577 / 7555	ZAHRA AMALIA AZKI	P	6	5	6	6	6	58	
36	0071759918 / 7557	ZAKIYA ZULVA NIA SARI	P	5	6	6	6	6	58	

63

Keterangan nilai 5 sub kriteria x 10 / 5 = nilai akhir

Guru Mata pelajaran


Yusep Mahmud P.

Picture 10. Post-Test Score Documentation Contolled class XI-9

APPENDIX 6: Research Documentation



Picture 11. (Pre-Test Chapter Analytical Exposition) writing about analytical exposition by watching the video that already prepared by the teacher, writing the problem that are found on the video.



Picture 12. (Building knowledge of the field)
Understanding Analytical Exposition in group discussion.



Picture 13. (Describe again what the teacher already explained about Analytical Exposition) pick a random group.



Picture 14. (Modelling of the text) The teacher highlights specific elements such as the introduction, thesis statement, use of cohesive devices, or verb tenses.



Picture 15. (Joint Construction of the text) The teacher and students collaborate to write a new text based on what has been learned in the previous stages.



Picture 16. Students make final assignments from revisions given by the teacher and make PPTs to be presented in front of the class.

SMAN 1 GAMBIRAN

Modul Ajar Bahasa Inggris

Kelas XI - Ganjil
Tahun Ajaran 2024 - 2025

Membangun Ruang Belajar
untuk Semua

PPL
TADRIS BAHASA INGGRIS
FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS KH. MUKHTAR SYAFAAT
BANYUWANGI
2024

IDENTITAS UMUM

Nama Sekolah	:	SMAN 1 GAMBIRAN
NPSN	:	20525853
Alamat Sekolah	:	JL.SRIWIJAYA NO.11, WRINGINAGUNG, KEC. GAMBIRAN
Desa / Kelurahan	:	Wringinagung
Kecamatan	:	Gambiran
Kabupaten / Kota	:	Banyuwangi
Provinsi	:	Jawa Timur
Nama Guru Pamong	:	Dr. Siti Oriza S, M.Pd.
NIP	:	196612042005012002
Nama Wali Kelas	:	Yusuf Mahmud Amari
NIM	:	2111221035
Fase / Kelas	:	F/ XI
Semester	:	Gasal
Mata Pelajaran	:	Bahasa Inggris
Tahun Ajaran	:	2024/2025
Tanggal	:	19 Agustus 2024
Tempat	:	Banyuwangi
Jabatan	:	Guru Pamong
Jabatan	:	Guru Kelas

CAPAIAN PEMBELAJARAN

Sataun Pendidikan	SMAN 1 GAMBIRAN
Mata Pelajaran	Bahasa Inggris
Fase/Kelas	F/ XI
Semester/Tahun	Gasal - 2024/2025

CAPAIAN PEMBELAJARAN FASE

Pada akhir Fase F, peserta didik menggunakan teks lisan, tulisan dan visual dalam berbagai jenis teks dengan berbagai macam topik kontekstual untuk berkomunikasi sesuai dengan situasi, tujuan, dan target pemirsa/pembacanya. Peserta didik memproduksi teks lisan, tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam untuk berdiskusi dan menyampaikan keinginan/perasaan/pendapat. Peserta didik memahami teks lisan, tulisan, dan visual untuk mempelajari sesuatu/mendapatkan informasi dan untuk hiburan. Pemahaman mereka terhadap teks semakin mendalam. Keterampilan inferensi tersirat ketika memahami informasi, dan kemampuan evaluasi berbagai jenis teks dalam bahasa Inggris sudah berkembang.

Menyimak-Berbicara (Listening-speaking)

Peserta didik menggunakan bahasa Inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain dalam berbagai macam situasi dan tujuan. Peserta didik menggunakan dan merespons pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan, dan diskusi. Peserta didik memahami dan mengidentifikasi ide utama dan detail relevan dari teks lisan dalam diskusi atau presentasi mengenai berbagai macam topik. Peserta didik menggunakan bahasa Inggris untuk menyampaikan opini terhadap isu sosial dan untuk membahas minat, perilaku, dan nilai-nilai lintas konteks budaya yang dekat dengan kehidupan mereka. Peserta didik memberikan dan mempertahankan pendapatnya, membuat perbandingan dan mengevaluasi perspektifnya. Peserta didik menggunakan strategi koreksi dan perbaikan diri, dan menggunakan elemen nonverbal (gestur, kecepatan bicara dan/atau nada suara) untuk dapat memperkuat/mendukung pesan/informasi/ pendapat yang ingin disampaikan.

(Students use English to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use and respond to open ended questions and use strategies to initiate, sustain and conclude

conversations and discussion. They understand and identify the main ideas and relevant details in oral texts of discussions or presentations on a wide range of topics. They use English to express opinions on social issues and to discuss youth-related interests, behaviours and values across cultural contexts. They give and justify opinions, make comparisons and evaluate perspectives. They employ self-correction and self-repair strategies, and use nonverbal elements (gestures, speed and/or pitch) to strengthen/support the message/information/opinion being conveyed.)

Membaca-Memirsa (Reading-Viewing)

Peserta didik membaca dan merespons berbagai jenis teks secara mandiri. Peserta didik membaca untuk mempelajari sesuatu dan membaca untuk hiburan. Peserta didik mencari, membuat sintesis dan mengevaluasi detail spesifik dan inti dari berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk di antaranya teks visual, multimodal atau interaktif. Peserta didik menunjukkan pemahaman terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai jenis teks. Peserta didik mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi tersirat dalam teks.

(Students independently read and respond to a wide range of texts. They read to learn and read for pleasure. They locate, synthesize and evaluate specific details and gist from a range of text genres. These texts might be in the form of print or digital texts, including visual, multimodal or interactive texts. They demonstrate an understanding of the main ideas, issues or plot development in a range of texts. They identify the author's purpose and make inference to comprehend implicit information in the text.)

Menulis-Mempresentasikan (Writing-Presenting)

Peserta didik menulis berbagai jenis teks fiksi dan faktual (nonfiksi) secara mandiri, menunjukkan pemahaman mereka terhadap tujuan dan target pembaca/pemirsa. Peserta didik merencanakan, menuliskan, mengulas, dan merevisi teks dengan menunjukkan strategi koreksi diri dalam kaidah menulis. Peserta didik menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang beragam dalam tulisannya. Peserta didik menyajikan informasi menggunakan berbagai moda presentasi dalam bentuk cetak dan digital untuk menyesuaikan dengan pemirsa dan untuk mencapai tujuan yang berbedabeda.

(Students independently write an extensive range of fictional and factual (nonfiction) text types, showing an awareness of purpose and audience. They plan, write, review and revise texts with some evidence of self-correction strategies in writing conventions. They express complex ideas and use a wide range of vocabulary and verb tenses in their writing. They

present information using different modes of presentation in print and digital forms to suit different audiences and to achieve different purposes.)

A. MODUL AJAR

1.	Nama Penyusun	Yusuf Mahmud Amari
2.	Nama Sekolah	SMA Negeri 1 Gambiran
3.	Mata Pelajaran	Bahasa Inggris
4.	Unit 3	Analytical Exposition about a Healthy Life
5.	Fase/ Kelas	F/XI
6.	Alokasi Waktu (JP) / Jumlah Pertemuan	3 JP X 45 Menit (135 Menit) 4 Pertemuan
7.	Domain/Elemen	1. Menyimak-berbicara (Listening-speaking) 2. Membaca-mimirs (Reading-viewing) 3. Menulis - Mempresentasikan (Writing-presenting)
8.	Tujuan Pembelajaran	1. Peserta didik menggunakan bahasa inggris untuk berkomunikasi dengan guru, teman sebaya dan orang lain tentang "Analytical Exposition about healthy life" 2. Peserta didik menggunakan dan merespons pertanyaan terbuka dan menggunakan strategi untuk memulai, mempertahankan dan menyimpulkan percakapan dan diskusi tentang "Analytical Expositioin about healthy life" 3. Peserta didik memahami dan mengidentifikasi ide utama dan detail relevan dari teks lisan dalam diskusi atau presentasi "Analytical Exposition about healthy life" 4. Peserta didik menggunakan strategi koreksi dan perbaikan diri menggunakan elemet non-verbal, atau gestur, kecepatan bicara dan/atau nada suara, untuk memperkuat pendapat yang ingin disampaikan terkait "Analytical Exposition about healthy life"

		5. Peserta didik membaca dan merespons berbagai jenis teks secara mandiri tentang "Analytical Exposition about healthy life" 6. Peserta didik mencari, membuat sintesis mengevaluasi detail spesifik dan inti dari "Analytical Exposition about healthy life" 7. Peserta didik menunjukkan pemahaman terhadap ide pokok, isu-isu atau perkembangan plot tentang "Analytical Exposition about healthy life" 8. Peserta didik mengidentifikasi tujuan penulis dan melakukan inferensi untuk memahami informasi yang tersirat dalam "Analytical Exposition about healthy life" 9. Peserta didik menulis secara mandiri berbagai jenis teks fiksi dan faktual yang relevant dengan "Analytical Exposition about healthy life" 10. Peserta didik merencanakan, menulis, mengulas dan merevisi teks dengan strategi koreksi diri dalam kaidah menulis "Metode Outline" 11. Peserta didik menyampaikan ide kompleks dan menggunakan berbagai kosakata dan tata bahasa yang relevant dengan "Analytical Exposition about healthy life" 12. Peserta didik menyajikan informasi menggunakan berbagai moda presentasi dalam bentuk PPT/Canva untuk menyesuaikan dengan pemirsa untuk mencapai tujuan dengan topic "Analytical Exposition about healthy life"
9.	Kompetensi Awal / Prasyarat	Peserta didik mengenal kalimat memberikan pendapat, saran dalam berargumentasi.
10.	Profil Pelajar Pancasila	1. Bergotong Royong Bekerja sama mencari informasi lebih tentang materi yang diberikan dalam kelompok

		2. Mandiri Melakukan proses brainstorming pada kegiatan awal pembelajaran 3. Kreatif Menyusun teks <i>Analytical Exposition</i> sederhana dalam berbagai konteks situasi dalam kehidupan sehari-hari. 4. Berfikir Kritis Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan Text Analytical Exposition dalam berbagai konteks situasi dalam kehidupan sehari-hari.
11.	Sarana dan Prasarana	1) Gawai, 2) Laptop, 3) Akses Internet, 4) Buku Teks, 5) papan tulis, 6) Referensi mendukung, 7) Handout materi, 8) proyektor 9) Lembar kerja
12.	Target Peserta Didik	Semua kelas XI SMA Negeri 1 Gambiran
13.	Model pembelajaran	Pembelajaran tatap muka
14.	Metode pembelajaran	Metode Outline
15.	Kata Kunci	Healthy life, healthy food, raw food, cooked food, junk food, diseases, sports, obesity, stress, analytical exposition.

Kegiatan Pembelajaran

Pertemuan ke-1 (Menyimak – berbicara / Listening – speaking)

No	Uraian Kegiatan Pembelajaran	Alokasi Waktu (menit)
1	Pendahuluan	20 Menit
	1) Guru memberi salam sebelum pembelajaran dimulai. 2) Guru mengecek kehadiran peserta didik. 3) Guru menyampaikan tentang manfaat belajar Analytical Exposition text. 4) Guru menyampaikan tujuan yang akan dicapai pada pembelajaran hari ini. 5) Guru menyampaikan garis besar cakupan materi yang dipelajari. 6) Guru menyampaikan metode pembelajaran dan teknik penilaian yang akan digunakan metode pembelajaran dan teknik penilaian yang akan digunakan.	
2	Kegiatan Inti	100 Menit
	7) Peserta didik mengamati/menyimak sebuah video yang diberika guru di Youtube https://youtu.be/IzcuFQvb3d4 8) Guru memberikan Pre-Test dengan Menulis di lembar kertas kosong “Analytical Exposition” tentang Video tersebut. 9) Guru mengambil Lembar kertas Pre-Test. Orientasi Peserta didik kepada masalah & BKOTF (Building knowledge of the field) 10) Peserta didik dikelompokkan dengan masing-masing terdiri dari 4 peserta didik. 11) Peserta didik melihat materi yang ditunjukkan oleh guru di link https://www.canva.com/design/DAGPFoqzros/DfWOfAXnEksLrR7GA2D49g/edit?utm_content=DAGPFoqzros&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton 12) Peserta didik menonton dan menyimak tutorial analytical exposition text di channel Youtube https://youtu.be/XRmpgQdkSz8 Pembelajaran Analytical Exposition.	

	13) Setiap kelompok berdiskusi dan mempresentasikan hasil tentang “Analytical Exposition”. 14) Peserta didik menanyakan hal-hal yang belum diketahui kepada guru. 15) Peserta didik diberikan penjelasan tentang teks dalam hal tujuan komunikatif, struktur generic, dan fitur Bahasa. Mengorganisasikan Peserta didik & MOT (Modeling of the text) 16) Setiap kelompok di berikan model teks sesuai kelompok yang sudah ditentukan. - Kelompok 1: Teks “Oral Health” hal 69 di buku peserta didik. - Kelompok 2: Teks “E-Cigarettes and Asthma” hal 72 di buku peserta didik. - Kelompok 3: Teks “Mental Health” hal 79 di buku peserta didik - Kelompok 4: Teks “Gardening” hal 80 di buku peserta didik - Kelompok 5: Teks “Nail care” hal 83 di buku peserta didik - Kelompok 6: Teks “Counting calories” hal 84 di buku peserta didik - Kelompok 7: Teks “Maintainin a social circle” hal 85 di buku peserta didik 17) Peserta didik dalam kelompok menganalisis teks yang berfokus pada identifikasi ditur teks dengan menggunakan “metode Outline” dan menjawab pertanyaan dalam Outline berdasarkan teks. 18) Setiap kelompok mempresentasikan hasil diskusi mereka. 19) Guru membimbing peserta didik untuk mengidentifikasi bagaimana menjawab pertanyaan-pertanyaan dalam Outline dan dijabarkan dalam model teks melalui diskusi kelas. 20) Peserta didik mendengarkan penjelasan fitur Bahasa yang digunakan dalam membuat teks analytical exposition: • Use simple present tense • Using expression of stating opinion: I believe, I think, You should • Using relational process: because, if • Using internal conjunction: but, or, ...	
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	- Using casual conjunction: so, thus, hence, therefore, arising out of this, in that case, otherwise, as a result, accordingly. - Using contrast conjunction: different from, similar to, instead of - Using concessive conjunction: although, even though	
3	Penutup	15 Menit
	21) Memberikan umpan balik terhadap proses pembelajaran 22) Guru dan peserta didik bersama-sama menyimpulkan materi pembelajaran. 23) Peserta didik melakukan refleksi pembelajaran hari itu dengan menjawab pertanyaan guru seperti: a. What does the lesson you have learned today? b. What is your most favorite of English learning activities today? c. What are your difficult material in English learning today? 24) Guru memberikan penugasan sesuai kelompok masing-masing, untuk menemukan masalah di lingkungan tempat tinggal dan mencari data/faktanya. (Observasi dan interview) 25) Guru menginformasikan kegiatan pembelajaran pada pertemuan berikutnya. 26) Guru mengakhiri kegiatan pembelajaran dengan memberikan pesan dan motivasi semangat belajar dan diakhiri dengan salam penutup.	

Pertemuan ke-2 (Membaca – memirsa / Reading – viewing)

No	Uraian Kegiatan Pembelajaran	Alokasi Waktu (menit)
1	Pendahuluan	20 Menit
	1) Guru memberi salam sebelum pembelajaran dimulai. 2) Guru mengecek kehadiran peserta didik. 3) Guru menanyakan tugas dari pertemuan sebelumnya.	
2	Kegiatan Inti	100 Menit

	Membimbing penyelidikan kelompok & JCOT (Joint Construction of the text) 4) Para peserta didik membawa data tentang masalah di lingkungan yang mereka temukan. 5) Guru mengulas tentang tujuan sosial dan karakteristik teks Analytical Exposition. 6) Para peserta didik diberi analytical Metode Outline dan penjelasan tentang bagaimana membuat konsep menggunakan Metode Outline berdasarkan data yang diperoleh dari lingkungan tempat tinggal mereka, dengan membuat karangan pada model teks yang telah diberikan dalam pertemuan terakhir. 7) Guru berjalan berkeliling dan memberikan penjelasan untuk memperbaiki kesalahan kelompok jika ada kesalahan dalam menyelesaikan Outline. 8) Kelompok-kelompok mulai membuat draft teks analytical exposition dari berdasarkan Outline.	
3	Penutup	15 Menit
	9) Memberikan umpan balik terhadap proses pembelajaran. 10) Guru dan peserta didik bersama-sama menyimpulkan materi pembelajaran. 11) Peserta didik melakukan refleksi pembelajaran hari itu dengan menjawab pertanyaan guru seperti: a. What does the lesson you have learned today? b. What is your most favourite of English learning activities today? c. What are your difficult material in English learning today? 12) Guru menginformasikan kegiatan pembelajaran pada pertemuan berikutnya. 13) Guru mengakhiri kegiatan pembelajaran dengan memberikan pesan dan motivasi semangat belajar dan diakhiri dengan salam penutup.	

Pertemuan ke-3 (Menulis / Writing)

No	Uraian Kegiatan Pembelajaran	Alokasi Waktu (menit)
1	Pendahuluan	10 Menit
	1) Guru memberi salam sebelum pembelajaran dimulai.	

	2) Guru mengecek kehadiran peserta didik.	
2	Kegiatan Inti	110 Menit
	Mengembangkan dan menyajikan hasil karya & ICOT (Independent construction of the text) 3) Setiap kelompok mulai menyelesaikan rancangan sampai paragraph kesimpulan 4) Setiap kelompok ditugaskan untuk merevisi dan mengedit draft kelompok mereka masing-masing, kelompok berdiskusi/konsultasi dengan guru untuk mendiskusikan draft mereka 5) Guru mengoreksi draft peserta didik, dan peserta didik di minta untuk memperbaikinya 6) Para peserta didik, masih dalam kelompok, menulis draft akhir berdasarkan umpan balik serta diskusi 7) Setiap kelompok memberi dan mengumpulkan draft akhir konstruksi teks independent mereka	
3	Penutup	15 Menit
	8) Guru menanyakan kesulitan selama proses pembelajaran 9) Guru memberikan pekerjaan rumah para peserta didik di tugaskan untuk mempersiapkan presentasi mereka untuk pertemuan berikutnya. 10) Guru mengakhiri kegiatan pembelajaran dengan memberikan pesan dan motivasi semangat belajar dan diakhiri dengan salam penutup.	

Pertemuan ke-4 (Mempresentasikan / Presenting)

No	Uraian Kegiatan Pembelajaran	Alokasi Waktu (menit)
1	Pendahuluan	10 Menit
	1) Guru memberi salam sebelum pembelajaran dimulai. 2) Guru menanyakan kabar peserta didik. 3) Guru mengecek kehadiran peserta didik.	
2	Kegiatan Inti	115 Menit
	Mengembangkan dan menyajikan hasil karya & ICOT 4) Setiap kelompok harus siap untuk mempresentasikan hasil karyanya. 5) Guru menunjuk kelompok secara acak untuk presentasi. 6)	

	7) kelompok mempresentasikan karyanya menggunakan berbagai moda presentasi dalam bentuk PPT/Canva. 8) Guru menilai seluruh kelompok.	
3	Penutup	10 Menit
	9) Guru Bersama peserta didik mengevaluasi hasil kerja yang di presentasikan masing masing kelompok 10) Guru memberikan reinforcement (penguatan) tentang teks analytical exposition kepada peserta didik. 11) Guru mengakhiri kegiatan pembelajaran dengan memberikan pesan dan motivasi semangat belajar dan diakhiri dengan salam penutup.	

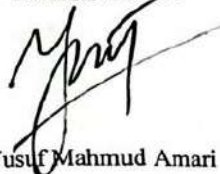
Mengetahui
Guru Pamong



Dr. Siti Oriza S, M.Pd
NIP. 196612042005012002

Gambiran, 19 Agustus 2024

Mahasiswa PPL



Yusuf Mahmud Amari
NIM. 2111221035

PRACTICE WRITING ANALYTICAL EXPOSITION

“HEALTHY LIFE”

GRADE 11 SMA NEGERI 1 GAMBIRAN

Topic:

- 1. Use of formalin and additives in foods**
- 2. Social media are bad for teenagers**
- 3. Five drinks to help you lose weights**
- 4. Bad smoking**

Thesis:

- Background; what is the problem / issue -
Example: Some people prefer skip breakfast and
.....
- Why is it important / why we need talk about it
Example: Breakfast has come beneficial effect for us.

Argument:

- To mention part of arguments
Firstly, ... Secondly, ... Thirdly,
.....
First, ... Second, ... Also
Moreover Furthermore etc.

Reiteration:

- To summarize or conclude the points
Summarizing Concluding
In short, ... In
conclusion, ...
In a word, ... On the
whole, ...
In brief, ... Altogether,
.....
To sum up, ... In all,
.....
Etc. etc.

Language Features:

- Use simple present tense
- Using expression of stating opinion: I believe, I think, You should
- Using relational process: because, if
- Using internal conjunction: but, or, ...
- Using casual conjunction: so, thus, hence, therefore, arising out of this, in that case, otherwise, as a result, accordingly.
- Using contrast conjunction: different from, similar to, instead of
- Using concessive conjunction: although, even though

EXAMPLE OF ANALYTICAL EXPOSITION

The writer took the example of analytical exposition text from Students' course book grade eleventh SMA Negeri 1 Gambiran in the academic year 2024/2025 by Gabin Vallet.

A healthy Lifestyle

A healthy lifestyle is not about merely exercising. A regular exercise does not keep your body healthy if it is not supported by a balanced diet. Thus, it is important to maintain a healthy diet.

Firstly, foods not only keep you energized throughout the day. They also provide you with the nutrients for your growth and repair. A poor diet would not fulfill this function.

Secondly, the lack of certain key nutrients can weaken your immune system. Even though you do regular physical activities, you can still fall sick if you do not get the nutrients you need.

In conclusion, a healthy and balanced diet is important to live a healthy life. Regular exercises do not fulfill certain roles that foods have.

Pre-Test Written Test

You should spend about 20 Minutes

Students watch/listen to a video given by the teacher on YouTube <https://youtu.be/IzcuFQvb3d4>

The teacher gives a pre-test by writing on a blank sheet of paper “Analytical Exposition” about the video.

- **The Important of Preventing Poverty**
- **Why Community matter?**

Write at least 150 words.

Must consist of Thesis, Arguments, and Reiteration.

Post-Test Written Test

Write about the following topic:

- **Oral Health**
- **E-Cigarettes and Asthma**
- **Mental Health**
- **Gardening**
- **Nail care**
- **Counting calories**
- **Maintainin a social circle**

Write at least 200 words.

Must consist of Thesis, Arguments, and Reiteration. Include any relevant examples from the teaching methodology that has been taught.

RUBRIC FOR WRITING ASSESSMENT

Name:
Teacher:

Name:

Directions: The teacher asks the students to make an Analytical Exposition Text using Methodology that has been taught in each class. Structure must consist of; thesis, argument, reiteration.

It's responsibility of the students to finish the task (analytical exposition)

Teacher marks one of the boxes that suits the best according to the student's development. Then, He/she writes notes under the box to explain the reason why the student deserves that grade id needed.

POINTS				
Criteria	8 -10 Excellent	7 - 8 Very Good	5 - 6 Good	3 - 4 Fair
Organization	Clear introduction, logical progression, strong conclusion	Well-organized with a clear beginning and end	Some organization issues, but generally follows a clear structure	Lack of organization, unclear progression
Content	Relevant, insightful, and well-supported with evidence	Relevant and supported with evidence, but could be more insightful	Some relevance and support, but lacks depth or insight	Irrelevant or unsupported content
Grammar and Mechanics	Few or no errors in grammar, punctuation, and spelling	Some errors in grammar, punctuation, and spelling, but do not significantly impact meaning	Frequent errors that affect meaning	Basic Grammar Numerous errors
Vocabulary	Varied and appropriate vocabulary	Adequate vocabulary, but could be more varied	Limited vocabulary, with some repetitive or inappropriate word choices	Basic vocabulary, frequent errors
Style	Engaging and appropriate tone	Clear and concise style, with some variation	Lacks clarity or engagement in some areas	Somewhat engaging; limited interest.
Teacher's note				