

**IMPLEMENTING PEER ASSISTED WRITING ACTIVITY TO IMPROVE  
STUDENTS' ABILITY IN WRITING AN ANALYTICAL EXPOSITION TEXT**

**PAPER**

**Submitted as a Partial Fulfillment of the Requirements to  
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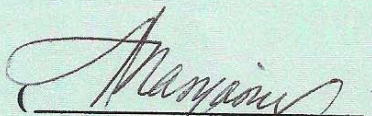
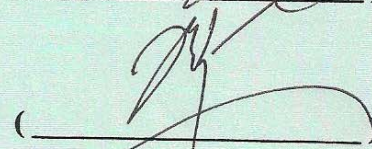
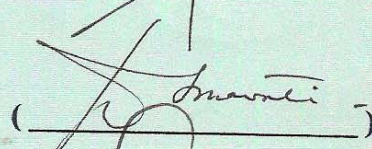
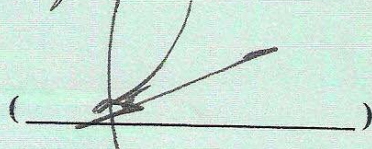
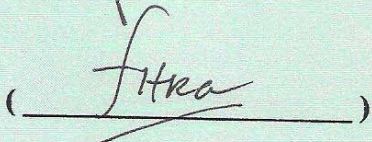
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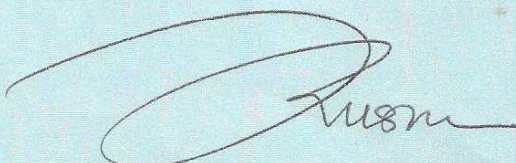
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## ABSTRAK

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Dalam makalah ini, penulis membahas tentang penggunaan *Peer Assisted Writing Activity* dalam pengajaran menulis. Pada umumnya siswa mengalami kesulitan dalam menulis berbagai jenis teks, termasuk teks analytical exposition. Ini disebabkan oleh beberapa faktor seperti siswa tidak mengetahui bagaimana cara menulis sebuah teks yang sesuai dengan struktur teks tersebut. Selain itu, hal ini juga disebabkan oleh teknik pengajaran yang digunakan oleh guru masih belum efektif dan bervariasi sehingga belum dapat meningkatkan kemampuan siswa dalam menulis. Oleh karena itu, melalui penerapan teknik *Peer Assisted Writing Activity* diharapkan dapat membantu siswa dalam meningkatkan kemampuan menulis teks analytical exposition.

Pada dasarnya, penerapan *Peer Assisted Writing Activity* dalam pengajaran menulis teks analytical exposition terdiri atas empat tahap. Tahap pertama, Building Knowledge of Field (BKOF), pada tahap ini guru diharapkan dapat mengembangkan pengetahuan siswa tentang topik yang akan dipelajari. Tahap kedua, Modeling of Text (MOT), guru memberikan model teks dan proses dalam menulis sebuah teks yang akan diajarkan. Selanjutnya pada tahap ketiga, Joint Construction of the Text (JCOT), guru menjelaskan tentang langkah-langkah dalam penerapan *Peer Assisted Writing Activity* secara berpasang-pasangan. Pada tahap terakhir, Independent Construction of the Text (ICOT), siswa ditugaskan menulis karangan sendiri. Oleh karena itu, penerapan *Peer Assisted Writing Activity* ini dalam pengajaran menulis, diharapkan dapat meningkatkan kemampuan menulis siswa, khususnya dalam menulis teks analytical exposition.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Writing is a physical activity which requires lots of practices. As Sokolik (2003) states that writing are both a physical and a mental act. Writing is the mental work of inventing ideas, thinking about how to express them and organize them into statements and paragraphs that will be clear to a reader. People can deliver their ideas, thoughts, opinion, and information which will be useful for the reader through writing. Thus, teaching writing has become more important as tenets of communicative language teaching.

In communicative language teaching, the students are engaged to write well for communicative function. The students are hoped to acquire writing skills which will be used in the daily activities such as writing a letter to someone or their friends, writing essay for their assignments, writing many kinds of texts and so on. As the government has revised the curriculum for many times, it is considered to achieve the goal of communicative language teaching which develop students' communicative competence in oral and written form.

Furthermore, as in the curriculum, teaching writing is based on genre approach. The students are provided many kinds of texts to be learned. They are recount, report, discussion, explanation, analytical exposition, hortatory exposition, news item,

anecdote, narrative, procedure, description, review. Beside the students were expected to be able to comprehend many kinds of texts, they also must be able to produce or write many kinds of texts. Moreover, the second grade students of Senior High School must be able to produce an analytical exposition text at the first semester communicatively.

Nevertheless, based on the writer's experience in teaching the second grade students during teaching practice at SMA N 3 Kota Solok, she found that the students had difficulties in composing an analytical exposition text. It was found that most of them had difficulties in writing a thesis statement, arguments and writing reiteration of the analytical exposition text. In fact, the macrostructure of the analytical exposition text should be consisted of a thesis statement (position, preview), arguments (point, elaboration), and reiteration (restate the writer's position). Besides, the students also have problems with the lexicogrammatical features which are used in writing analytical exposition text.

Furthermore, the approach of teaching learning process that is used by the teacher also affected the students' ability in writing an analytical exposition text. The approach of teaching English that is used by the teachers tends to focus more on the final product than the process of writing itself. She did not guide the students in writing process. It makes the students did not know what they are going to write and how to write. Besides, based on the observation, the teachers also have not used any communicative approach yet; it could be seen from the tendency of the teacher who

just explained the generic structure of the text, and then asked students to read one text and answered some questions available. The teacher just focused more on listening, speaking and reading skills than writing because these skills are tested in National Examination (UN) but writing is not. As a result, the students' writing ability is really difficult to be improved.

After looking at the problems above, one of the possible ways to overcome those problems is applying a peer assisted writing activity in teaching and learning writing. It is considered as an effective technique for improving students' writing ability. It can help students to solve their problems in generating ideas, arranging ideas based on the generic structure of the text, and using appropriate grammar, spelling, and punctuation which are the most problems in writing because it provides students with a lot of opportunities to brainstorm ideas in pairs, to give feedback on each other's writing, to proofread and edit for each other, and to learn from each other. Moreover, when a peer-assisted writing activity is implemented in an ESL/EFL setting, the teachers' intervention and direct feedback will help students to overcome problems, such as grammatical errors in their writing, as well as to learn how to generate ideas for better content.

In addition, in this activity, the students are guided in writing process by the teacher. The teacher pairs up the students with high proficiency and the students with low proficiency. After that, there are some steps in this activity which are ideas, draft, read, the final copy, and the teacher evaluates. At the final step, the teacher gives

direct instruction that focus on arranging ideas and grammatical errors because they are considered as the most problem occurred in writing. So, the most problems in writing could be solved by implementing the peer assisted writing activity.

Therefore, the writer is interested to discuss how the peer assisted writing activity is implemented in teaching writing analytical exposition text. And the writer chooses analytical exposition text for this paper because it is one of genres stated in English curriculum for the second grade of senior high school at the first semester. It is also new for the students and they never learn it in the class before.

### **B. Limitation of the Problem**

In this paper, the problem is limited in using peer assisted writing activity as an effective technique in teaching analytical exposition text to the second grade students of senior high school.

### **C. Formulation of the Problem**

Based on the phenomena above, the problems of this study will be formulated as follows: “How does peer assisted writing activity implement in teaching writing analytical exposition text to the second grade students of senior high school?”.

#### **D. Purpose of the Paper**

The purposes of the paper are:

1. To give information to English teachers that peer assisted writing activity is one of an effective technique which can be used in teaching writing analytical exposition text.
2. To make students interested and also more motivated in writing analytical exposition text through peer assisted writing activity.

#### **E. Definition of Key Terms**

It is important to know the clear definition about some key terms that will be used in this paper in order to avoid misunderstanding of some conceptual terms which might be appear later on. The following definitions will be helpful:

1. Peer assisted writing activity: a writing activity which gives students plenty of opportunities to brainstorm ideas in pairs, to proofread, to give feedback and edit for each other's writing.
2. Analytical exposition text is a kind of genre stated in school based curriculum for the second grade of SMA students that is used to persuade the readers or listeners that something is the case.