

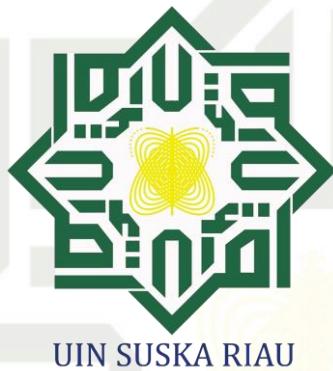


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THE EFFECT OF USING ANALYTICAL RUBRIC IN PEER ASSESSMENT ON STUDENTS' WRITING SKILL AT SMAN 12 PEKANBARU



By:
LISNANI
SIN: 12110424441

UIN SUSKA RIAU

FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1447 H/2025 M



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THE EFFECT OF USING ANALYTICAL RUBRIC IN PEER ASSESSMENT ON STUDENTS' WRITING SKILL AT SMAN 12 PEKANBARU



By:

LISNANI
SIN: 12110424441

Thesis

Submitted as partial fulfilment of requirements
For Bachelor of English Education
(S.Pd)

UIN SUSKA RIAU

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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Pekanbaru, Shawwal 29th 1446 H

April 28th, 2025 M

Approved by:

The Head of
English Education Department


Dr. Faurina Anastasia, S.S., M.Hum.
NIP. 198106112008012017

Supervisor


Nurdiana, S.Pd.I., M.pd.
NIP. 198108222014112003



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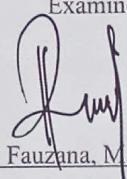
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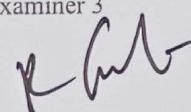
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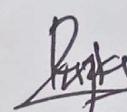
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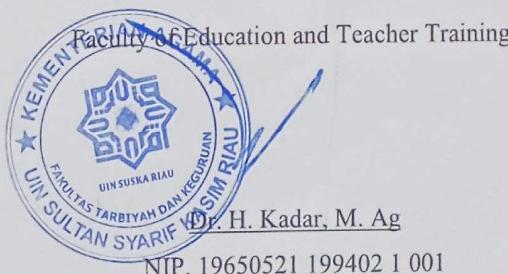
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Rizki Amelia, M. Pd.

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STATEMENT OF AUTHENTICITY

I Hereby,

Name : Lisnani
Students Number : 12110424441
Phone Number : 082392136749
E-Mail : lisnani597@gmail.com
Department : English Education
Faculty : Education and Teacher Training
University : State Islamic University Sultan Syarif Kasim Riau

Certify That This Thesis Entitled "**THE EFFECT OF USING ANALYTICAL RUBRIC IN PEER ASSESSMENT ON STUDENTS' WRITING SKILL AT SMAN 12 PEKANBARU**" is certainly my own work and it does not exist of the people work. I am entirely responsible for the content of this thesis. Other's opinion finding include in this thesis are quoted in accordance with ethical standards.

Pekanbaru, April 28th 2025



Lisnani

SIN: 12110424441



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Pekanbaru, April 28th, 2025

The Researcher

Lisnani

SIN: 12110424441

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ABSTRACT

Lisnani (2025): The Effect of Using Analytical Rubric in Peer Assessment on Students' Writing Skill at SMAN 12 Pekanbaru

The purpose of this study was to determine whether there was a significant difference in writing skill between students who were taught using an analytical rubric in peer assessment and those who were not at SMAN 12 Pekanbaru. This research employed a quantitative method with an ex Post Facto design. The population of the study consisted of eleventh-grade students at SMAN 12 Pekanbaru in the academic year 2024/2025, total sampling 400 students. A sample of 74 students was selected from two classes using a convenience sampling technique. The instrument used to collect the data was a written test, which included both a pre-test and a post-test. To analyse the data, the researcher used an independent sample t-test with SPSS version 20.0. The results showed that the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted. In other words, the use of an analytical rubric in peer assessment significantly improved the students' writing skills at SMAN 12 Pekanbaru.

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ABSTRAK**Lisnani (2025): Pengaruh Penggunaan Rubrik Analitik dalam Penilaian Sejawat terhadap Keterampilan Menulis Siswa di SMAN 12 Pekanbaru**

Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan yang signifikan dalam keterampilan menulis antara siswa yang diajar menggunakan rubrik analitik dalam penilaian sejawat dan siswa yang tidak menggunakan rubrik tersebut di SMAN 12 Pekanbaru. Penelitian ini menggunakan metode kuantitatif dengan desain penelitian *ex post facto*. Populasi dalam penelitian ini adalah seluruh siswa kelas XI SMAN 12 Pekanbaru tahun ajaran 2024/2025 yang berjumlah 400 siswa. Sampel penelitian terdiri dari 74 siswa yang diambil dari dua kelas menggunakan teknik convenience sampling. Instrumen yang digunakan untuk mengumpulkan data adalah tes tertulis yang terdiri dari pre-test dan post-test. Untuk menganalisis data, peneliti menggunakan uji T sampel independen dengan bantuan program SPSS versi 20.0. Hasil penelitian menunjukkan bahwa hipotesis nol (H_0) ditolak, sedangkan hipotesis alternatif (H_a) diterima. Dengan kata lain, penggunaan rubrik analitik dalam penilaian sejawat secara signifikan meningkatkan keterampilan menulis siswa di SMAN 12 Pekanbaru.

ملخص

ليسناني (٢٠٢٥): تأثير استخدام القائمة التحليلية في التقييم من قبل الأقران على مهارة الكتابة لدى الطلاب في المدرسة الثانوية الحكومية الثانية عشر بيكانبارو

يهدف هذا البحث إلى معرفة ما إذا كان هناك فرق ذو دلالة إحصائية في مهارة الكتابة بين الطلاب الذين يتم تعليمهم باستخدام القائمة التحليلية في التقييم من قبل الأقران والطلاب الذين لا يستخدمون هذه القائمة في المدرسة الثانوية الحكومية الثانية عشر بيكانبارو. استخدم هذا البحث المنهج الكمي بتصميم بحث بأثر رجعي. كانت عينة البحث تتألف من جميع طلاب الصف الحادي عشر في السنة الدراسية ٢٠٢٤/٢٠٢٥، وعدهم ٤٠٠ طالب. وتم اختيار عينة البحث التي تتكون من ٣٧ طالباً من فصلين باستخدام تقنية العينة المتأحة. أداة جمع البيانات كانت اختباراً تحريرياً يتتألف من اختبار قبلي واختبار بعدى. لتحليل البيانات، استخدم الباحث اختبارات لعيتين مستقلتين بمساعدة برنامج إصدار، أظهرت نتائج البحث أن فرضية العدم قد رُفِضت، بينما قُبِّلت الفرضية البديلة. وبعبارة أخرى ٢٠٠٠، فإن استخدام القائمة التحليلية في التقييم من قبل الأقران يحسن بشكل ملحوظ مهارة الكتابة لدى الطلاب في المدرسة الثانوية الحكومية الثانية عشر بيكانبارو



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CHAPTER I

INTRODUCTION

A. Background of the Problem.

English is widely recognized as a global language and plays a significant role in various sectors such as education, technology, communication, and international collaboration. In the Indonesian context, English is taught as a foreign language (EFL) across all levels of education, from elementary school to university (Pratiwi *et al.*, 2022). As the world becomes more interconnected, having a strong command of English has become essential for students to access global knowledge and participate in academic and professional settings (Thao & Mai, 2022).

Among the four language skills (listening, speaking, reading, and writing) writing is often considered the most challenging for EFL learners (Nenotek *et al.*, 2022; Phuong, 2021). Writing involves not only the mastery of grammar and vocabulary but also the ability to organize ideas coherently and communicate them clearly to the reader. According to Harmer (1998), writing is a productive skill that plays a crucial role in the process of learning a second language, as it allows learners to express ideas, opinions, and arguments logically. However, many EFL students struggle with writing due to limited vocabulary, fear of making grammatical errors, and a lack of confidence (Richard & Renandya, 2002; Rozimelia, 2016).

These challenges are often exacerbated by the traditional teacher-centered approach and the overemphasis on summative assessments such as tests and final exams (Maulana *et al.*, 2023; Radinger, 2022). Such assessments typically

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focus on grammar and vocabulary without adequately addressing students' actual writing abilities. Moreover, EFL assessment practices in Indonesia often lack consistency and alignment with the curriculum goals, leading to questionable validity and reliability (Ho, 2015; Tran, 2015).

To improve students' writing performance, researchers have emphasized the importance of formative assessment, which allows for ongoing feedback and learning improvement (Ahmed & Troudi, 2018; Widiastuti & Saukah, 2017). One effective form of formative assessment is peer assessment (PA), where students evaluate each other's work. Peer assessment encourages students to engage critically with writing criteria and take responsibility for their learning (Jonsson & Panadero, 2016). This approach can help EFL learners improve their writing skills, promote reflective thinking, and enhance learning outcomes (Rattanadilok Na Phuket & Othman, 2015).

In addition to peer assessment, the use of analytical rubric provides structured guidelines for evaluating different aspects of writing such as content, organization, vocabulary, grammar, and mechanics (Allen, 2014; Razı, 2015). Analytical rubric not only promote transparency and consistency in assessment but also serve as learning tools that help students understand expectations and improve performance (Reddy & Andrade, 2010). When used in peer assessment, rubrics can foster critical evaluation and provide students with constructive feedback (Jonsson & Svingby, 2007; Yamanishi *et al.*, 2019).

Despite the proven benefits, the use of analytical rubric for peer assessment in writing classes remains underutilized in many Indonesian schools. Most

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existing studies focus broadly on rubrics or peer assessment without specifically investigating the combined use of analytical rubric and peer assessment on students' writing skills, particularly at the high school level (Cox et al., 2015; Phuong et al., 2023). This indicates a gap in the research that needs to be addressed.

Based on a preliminary study conducted at SMAN 12 Pekanbaru, the researcher found that students' writing skills remain unsatisfactory. Many students expressed fear of making grammatical errors and difficulty in choosing the right vocabulary. Furthermore, the use of analytical rubrics in peer assessment is not well-implemented and rarely used by teachers. In fact, there is no specific writing rubric available that aligns with the latest Indonesian curriculum (Dwi Rayana *et al.*, 2019). Teachers' assessments tend to be general and do not provide detailed feedback on different writing components, limiting the opportunity for students to develop their skills effectively.

Considering these challenges, this research aims to examine the effect of using analytical rubric in peer assessment on students' writing skills. By focusing on a more systematic and formative approach to assessment, the study seeks to provide empirical evidence on whether the integration of analytical rubric in peer assessment can significantly improve students' writing performance. Therefore, the research is entitled: **“The Effect of Using Analytical Rubric in Peer Assessment on Students' Writing Skill at SMAN 12 Pekanbaru”**.

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B. Research Problem

1. Identification of the problem

Base on the background of the problem, the researcher identifies some problems of this research as follows:

- a. Some students are still unable to write texts correctly.
- b. Some students experience fear of making grammatical errors and face difficulties in selecting appropriate vocabulary when writing.
- c. The use of analytical rubrics for peer assessment has not been implemented effectively and is rarely used to evaluate students' work.

C. Limitation of the Problem

Base on the identifications of the problem above, it is necessary to limit and focus on the problem of this study. The research limited to find out the significant difference of using analytical rubric for peer assessment on student' writing skill at SMAN 12 Pekanbaru.

D. Formulation of the Problem

Based on the issues described in the background of the problem above, the researcher formulates the problem as follow:

1. How is the students' writing skill taught without using Analytical Rubric in Peer Assessment at SMAN 12 Pekanbaru?
2. How is the student's writing skill taught by using Analytical Rubric in Peer Assessment at SMAN 12 Pekanbaru?

3. Is there any significant different of students' writing skill between students who were taught by using and without using Analytical Rubric in Peer Assessment at SMAN 12 Pekanbaru?

E. Objective and Significance of the Research

1. Objective of the Research

- a. To describe students' writing skill taught without using Analytical Rubric in Peer Assessment at SMAN 12 Pekanbaru.
- b. To describe student's writing skill taught by using Analytical Rubric in Peer Assessment at SMAN 12 Pekanbaru.
- c. To examine whether there is a significant different of students' writing skill between students who were taught by using and without Using Analytical Rubric in Peer Assessment at SMAN 12 Pekanbaru.

2. Significance of the Research

The findings of this study are expected to provide benefits not only theoretically but also practically. theoretically and practically, which can be used for:

- a. Teachers

This study provides insight into the use of analytical rubric in peer assessment as an alternative method to improve students' writing skills. It helps teachers to involve students more actively in the assessment process, making them more aware of writing components such as content, organization, vocabulary, grammar,

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and mechanics. Teachers can also use the rubric to make assessment more objective and consistent.

b. Students.

By using an analytical rubric in peer assessment, students are trained to assess writing based on specific criteria. This helps them become more critical and reflective in their own writing process. It also increases their understanding of what constitutes good writing, promotes collaborative learning, and enhances motivation in writing activities.

c. Other researchers

This research can serve as a reference for future studies related to peer assessment, rubrics, and writing skills. It provides empirical data on the effectiveness of analytical rubric in classroom settings, particularly in the Indonesian senior high school context. Future researchers can expand this study by applying it to different writing genres, educational levels, or assessment tools.

F. Definition of the Terms

Related to the title of this research, there are many terms involved. Therefore, each term is necessary to be defined in purpose to avoid misunderstanding and misperception of these terms. The definitions of the key terms to be used in the study are presented as follows:

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1. Analytical Rubric

An analytical rubric is a scoring guide that assesses students' performance based on multiple criteria separately, such as content, organization, grammar, vocabulary, and mechanics. Each component is scored individually to provide detailed feedback (Brookhart, 2013). According to Cetin (2011, p. 472), analytical rubric are more detailed evaluation standards that aid in defining a writer's competence across a variety of writing-related areas. In this study, the analytical rubric is used to guide students in evaluating their peers' writing systematically.

2. Peer assessment

Peer assessment is a process in which students assess each other's work using specific criteria and standards. It encourages active learning and critical thinking and helps students become more aware of quality in writing (Topping, 2009). In this research, peer assessment involves the use of an analytical rubric to help students evaluate their classmates' writing in a more objective and educational way.

3. Writing Skill

Writing skill refers to the ability to communicate ideas clearly and effectively in written form, including the use of correct grammar, appropriate vocabulary, coherence, and organization (Harmer, 2004). In this study, writing skill particularly focuses on students' ability to compose well-structured and grammatically correct English texts.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Writing Skill

a. Definition of Writing Skill

Writing skill is one of the essential productive skills in learning English as a foreign language (EFL). It refers to the ability to express ideas, thoughts, feelings, and information clearly and effectively in written form. Writing is not only about producing final texts but also involves a complex process of planning, drafting, revising, and editing to create coherent and meaningful compositions. According to Harmer (2004), Writing is a means of expressing thoughts, feelings, and opinions via language production. This indicates that writing is a skill that centres on language production, and writing requires an intellectual or expressive level.

According to Harmer (2004), writing is a process of crafting written texts that includes several stages such as planning, drafting, revising, and editing. It requires not only knowledge of grammar and vocabulary but also the ability to organize ideas logically and coherently. In the EFL context, writing is considered the most difficult language skill because it involves both linguistic and cognitive demands.

According to Brown (2000), writing is a thought process. because there is a thought, drafting, and revision process that calls for specific expertise. He continues by saying that while most students learn the fundamentals of writing in their mother tongue, very few of them acquire the skills

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necessary to organise their ideas logically and communicate their ideas clearly for the intended audience. Students need to practise a lot in order to be proficient writers. The purpose of this is to acclimatise them to writing in a systematic manner.

Nunan (2003) also emphasizes that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into meaningful statements and paragraphs that will be clear to a reader.

b. Component of writing

According to Jacob (2014, p.15) in Musdir (2018), there are five components of writing :

1) Content

Content consist of two parts, are unity and completeness. A good reader able to focus on some words or sentences, which shows the unity and completeness of the text so that the reader easily understands the meaning of it.

2) Organization

Organization is correlate with coherence. A text can be classified as organize if one sentence to another sentence to be continue. It means that the point of message is not break.

3) Language Use/Grammar

Language use in writing consists of correct language and point of grammar. Grammar in English writing involves the use of subject, verb, adjective, adverb, and using right tense. A sentence with right

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grammar and tense will help reader to understand the meaning of the sentence.

4) Mechanics

Some part that includes in writing mechanism are capitalization, punctuation and spelling. Sentence with incorrect capitalization, punctuation or spelling can make the meaning of sentence also incorrect.

5) Vocabulary

Vocabulary is related with choose right words. If a word put in wrong sentence so that, the meaning of sentence also incorrect. The word has to match with the point of the text.

In his book *How to Teach Writing*, Harmer (2004, p. 30–42), identifies three fundamental and interconnected components of effective writing: accuracy, fluency, and appropriacy.

1) accuracy, emphasizes the correct use of grammar, vocabulary, and mechanical aspects such as spelling and punctuation. While minor errors may not hinder comprehension, Harmer argues that accuracy remains crucial for producing professional and easily understandable texts.

2) fluency, focuses on the writer's ability to express ideas smoothly and logically, where coherence and cohesion between sentences and paragraphs play a vital role. To develop fluency, Harmer recommends activities like free writing.

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3) appropriacy, highlights the importance of adapting language style to the context, purpose, and audience of the writing, including the appropriate choice of register (formal/informal) and tone.

c. Process of Writing as a Language Skill

Harmer (2004), identifies four primary components in the writing process.

1) Planning.

The three primary concerns need to be considered by the authors. The goals of the writing process must be taken into account first because these affect, among other things, not only the kind of texts that are produced but also the language that is used and the information that has already been selected. The language choice and the readers' audiences are the second things they need to consider. Thirdly, authors must think about the piece's content structure and the best order in which to present the ideas, facts, or arguments that they have already chosen to include (Harmer, 2004).

2) Drafting.

A draft is a piece of writing that has been started with the intention of editing it later. It is the first "go" at a text. A few drafts may be created before the final version as the writing and editing processes move forward (Harmer, 2004).

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3) Editing (Reflecting and Revising).

After authors have completed their draft, they typically go over their writing to determine what works and what doesn't. Other readers' or editors' comments and suggestions are frequently helpful during the reflection and revision stages (Harmer, 2004).

4) Final Version.

After editing their draft and making any necessary revisions, the writers created their final version. Because of changes made during the editing process, this may appear significantly different from both the initial draft and the original plan (Harmer, 2004).

d. Teaching EFL writing in Indonesian Context

Writing has always been a part of the English curriculum as one of the four skills (listening, speaking, reading, and writing) (Harmer, 2004, p. 37). Writing seems to be one of the most crucial English language skills to learn, regardless of the significance of other language proficiency. Regarding the value of writing, pedagogical approaches that address different viewpoints on the acquisition and instruction of this skill are necessary. Since writing in an EFL context is more complex than in one where English is a first language, these techniques must be used extremely carefully (Hasan, 2022).

Writing is not an easy process for second- or foreign-language students (Richard & Renandya, 2002, p. 303). Thus, learners face challenges when trying to acquire such a skill because of the complexity of writing.

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Teaching writing is challenging in part because of the intricacies involved in writing and writing instruction, which also make teachers' jobs more difficult. These complexities are amplified in an EFL context as opposed to one in which English is the first language (Hasan, 2022).

These days, teaching writing mostly focuses on how to define and explain paragraph structure to students. When a teacher talks too much or engages in more activity than the students, the teacher becomes the focus of the students' attention in the classroom. As a result, when writing about such a problem or topic, the students are less mature and more passive (Ariyanti, 2016). Teaching writing in EFL contexts is characterised by how students learn as well as the teaching and learning context (Bhowmik, 2021). It is also important for teachers to realise that in order to know about their students' writing development and learning, they must evaluate each student individually during the writing teaching and learning process (Ariyanti, 2016).

There are several essential tasks that teachers must complete in order to assist students in becoming better writers. Before, during, and after student writing, teachers are required to complete the following tasks:

- 1) Demonstrating: Instructors must be able to call students' attention to these aspects because, as we have stated, students must be aware of the genre restrictions and writing conventions that apply to particular forms of writing. The important thing is that students are made aware of these things, that is, that they are drawn to their attention, regardless of how

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layout issues or the language used to perform specific written functions, for example, are brought to their attention (Harmer, 2004, p. 41).

2) Motivating and provoking: Students frequently struggle with finding the right words, particularly when assigned creative writing assignments. Here is where the teacher can step in and assist by encouraging the students to come up with ideas, motivating them with the task's importance, and convincing them of its potential fun. Teachers who arrive at class with prepared suggestions, for instance, can help students who are stuck by providing them with immediate assistance instead of requiring them to come up with ideas on the spot. It will not be a waste of time to plan humorous and captivating ways to involve students in a specific writing assignment. Prior to writing, students can be asked to exchange "virtual" texts, complete tasks on the board, or reassemble jumbled texts (Harmer, 2004, p. 41).

3) Supporting: This function of the teacher is closely related to that of motivator and provoker. Once they get going, students require a lot of support and encouragement—both in terms of ideas and resources to implement them. When students are writing in class, teachers should be incredibly encouraging, readily available (apart from exam writing, of course), and ready to help them get over obstacles (Harmer, 2004, p. 42).

4) Responding: There are two primary categories of our responses to students' written work: evaluation and response. When we respond, we

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provide constructive feedback on the structure and content of a piece and frequently—though not always—offer suggestions for how to make it better. We won't be grading or judging a student's work as a finished product when we respond to it at different draft stages. Rather, we will inform the student of how things are going thus far (Harmer, 2004, p. 42).

5) Evaluating: On numerous instances, though, we try our best to assess students' work and let them and us know how well they performed. When it comes to a progress or achievement test, we all want to know what level we have attained. We can mark the parts of our students' writing that they did well and the parts that they did poorly when grading their work for exams. Nonetheless, even though marking tests differs from responding, we can still use them as a teaching tool in addition to grading students (Harmer, 2004, p. 42).

e. Common Difficulties in Writing for EFL/ESL Students

Many students learning English as a foreign or second language face various challenges when developing their writing skills. These difficulties may arise from limited vocabulary, insufficient grammar knowledge, or lack of practice in organizing ideas logically.

According to Hyland (2003), points out that EFL students often struggle with generating ideas, organizing their writing, and applying appropriate language structures. In addition, they may have difficulty understanding the expectations of different genres and writing styles. The fear of making

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mistakes and limited exposure to authentic writing models can also hinder their confidence and motivation to write. Other common issues include: Difficulty in developing coherent and unified paragraphs, Overuse or misuse of transition words, Limited awareness of audience and writing purpose, Errors in spelling, punctuation, and capitalization (ELbashir, 2023, p. 55–57)

2. Assessment in Writing

a. The Importance of Assessment in Writing

Assessment plays a crucial role in the teaching and learning of writing, especially in EFL contexts. It provides teachers with valuable information about students' writing proficiency, helps diagnose their strengths and weaknesses, and guides instructional planning. At the same time, assessment gives students feedback that is essential for improving their writing skills over time.

According to Brown (2004), explains that writing assessment serves multiple purposes: to measure student performance, to motivate learners through constructive feedback, and to inform both teaching and learning processes. Without proper assessment, students may continue making the same errors, and teachers may not be able to provide targeted instruction. In short, effective writing assessment enhances the overall quality and outcomes of writing instruction.

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b. Types of Writing Assessment**1) Formative vs. Summative Assessment**

Writing assessment can be classified into two main types: formative and summative. Formative assessment refers to ongoing evaluations that occur during the learning process. Its purpose is to monitor student progress and provide feedback that helps them improve. Examples include draft reviews, teacher comments, and peer feedback. As stated by Harlen and James (1997), formative assessment is assessment for learning rather than of learning.

Summative assessment, on the other hand, is conducted at the end of an instructional unit to evaluate student achievement. It often takes the form of final essays, tests, or writing exams. This type of assessment is used primarily for grading and accountability.

2) Self-Assessment, Peer-Assessment, and Teacher Assessment

There are various methods of assessing writing, each with its own strengths:

- a) Self-assessment encourages students to reflect on their own writing and evaluate their strengths and weaknesses. According to (Andrade & du (2007), it helps learners become more autonomous and aware of their writing process.
- b) Peer-assessment involves students assessing each other's work based on specific criteria. This promotes collaborative learning

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and exposes students to different writing styles (Liu & Carless, 2006).

c) Teacher assessment remains the most traditional and widely used method. It ensures professional judgment and reliability, especially in high-stakes contexts. However, it can be time-consuming and may not always provide immediate feedback (Brown, 2004).

c. The Advantages of Peer Assessment

Peer assessment offers numerous educational benefits in writing instruction. One major advantage is that it fosters collaborative learning. When students review and comment on each other's work, they not only help their peers but also improve their own understanding of good writing practices.

According to Liu & Carless (2006), peer assessment enhances language awareness, as students are encouraged to notice linguistic features, structural issues, and content organization more critically. This process helps reinforce grammar, vocabulary, and writing conventions through active engagement.

Moreover, peer assessment builds a sense of responsibility and autonomy. Students take an active role in the learning process, which can boost motivation and confidence. Topping (2009), also argues that peer assessment encourages the development of higher-order thinking skills such as analysis, evaluation, and synthesis.

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3. Analytical Rubric

a. Definition of Analytical Rubric

An analytical rubric is an assessment tool that divides a student's performance into multiple criteria, allowing each aspect to be scored separately. In writing assessment, these criteria typically include content, organization, grammar, vocabulary, and mechanics. This type of rubric provides specific descriptors for each level of performance within each category, making evaluation more structured and informative.

According to Moskal (2000), analytical rubric help break down complex performance tasks into smaller components, enabling both teachers and students to understand specific areas of strength and weakness. This method encourages detailed feedback and facilitates more targeted instruction.

b. Benefits of Using Analytical Rubric

Using an analytical rubric in writing assessment offers several pedagogical benefits:

- 1) Clarity of criteria: Students understand what is expected of them and can focus on improving specific areas (Brookhart, 2013).
- 2) Improved accuracy: Teachers can evaluate student writing more precisely by isolating each component of the task (Jonsson & Svartvik, 2007).

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- 3) Better feedback: Analytical rubrics facilitate more detailed and formative feedback, helping students recognize both their strengths and areas for improvement (Brookhart, 2013).
- 4) Support for peer assessment: The structured nature of analytical rubrics makes them ideal for peer-assessment settings, as students can refer to clear, shared standards when evaluating one another's work (Jonsson & Svingby, 2007; Liu & Carless, 2006).

4. Peer Assessment Using Analytical Rubric

Integrating peer assessment with an analytical rubric offers a structured and pedagogically effective method for enhancing students' writing skills in EFL classrooms. In this approach, students are given a clear set of performance criteria in the form of an analytical rubric and asked to evaluate their peers' written work based on these descriptors. This not only promotes deeper engagement with writing components; such as content, organization, grammar, and vocabulary, but also develops their critical thinking and evaluative skills.

According to Topping (2009), peer assessment is most effective when guided by transparent and well-constructed rubrics. In practical classroom settings, the teacher introduces the rubric, explains each category and score level, and provides examples or modelling on how to use it. Students then exchange their writing assignments, apply the rubric to their peers' work, and offer comments or scores accordingly.

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The role of the teacher in this process is that of a facilitator, ensuring that students understand how to use the rubric and monitoring the fairness and consistency of peer evaluations. Meanwhile, the students take on the role of evaluators, actively engaging with the assessment criteria and learning to identify quality features in writing.

Liu and Carless (2006), argue that peer assessment, especially when supported by an analytical rubric, can raise students' awareness of writing standards, improve their self-assessment ability, and lead to more independent learning. This process not only benefits the writer but also the reviewer, who internalizes the criteria and applies them to their own writing.

5. Developing Writing Skill Via Peer Assessment

Peer assessment is increasingly recognized as a valuable pedagogical strategy for improving students' writing skills, especially in English as a Foreign Language (EFL) contexts. Through peer assessment, students are not only recipients of feedback but also active evaluators of their peers' writing. This reciprocal process helps learners better understand writing standards, enhances their critical thinking, and encourages reflection on their own work.

According to Falchikov and Goldfinch (2000), peer assessment contributes to learning by fostering student engagement, increasing motivation, and promoting deeper cognitive processing. When learners assess each other's writing, they are exposed to a variety of writing styles and ideas, which expands their understanding of effective writing strategies. This exposure can also help them notice and correct their own errors.

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Hyland & Hyland (2006), explain that peer feedback provides more learner-centered interaction than teacher feedback, creating a collaborative learning environment where students feel more comfortable expressing ideas and revising based on input. Furthermore, students often benefit from rephrased or simplified feedback given by their peers, which can be more relatable and easier to internalize.

Peer assessment, when guided by a clear rubric and structured instructions, can also develop writing autonomy. According to Rollinson (2005), students who are trained in giving constructive feedback gradually become more metacognitively aware of the writing process, leading to long-term improvements in their writing competence.

However, it is essential to provide training and scaffolding for peer assessment activities. Without adequate preparation, students may lack the confidence or skill to provide meaningful feedback, and the process may be reduced to superficial comments or unreliable scores (Cheng & Warren, 2005).

B. Relevant Research

Previous research on the effects of rubrics has been limited. Only a few studies have explored the effect of rubrics on writing skills, as follows:

First, research by Phuong (2023), had conducted a study on the effects of using analytical rubrics in peer and self-assessment on EFL students' writing proficiency. The purpose of that study was to investigate the effectiveness of utilizing analytic rubrics in peer-assessment (PA) and self-assessment (SA)

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methodologies to enhance the proficiency of English as a Foreign Language (EFL) students' essay writing skills in the Vietnamese context. It further contributed to the existing body of literature regarding formative assessment and its potential to improve student learning outcomes. A total of 44 university students, all English majors, were divided into two distinct groups, each consisting of 22 participants. The findings revealed no statistically significant differences between the SA and PA groups in the pre-test. However, in the post-test, a significant divergence was noted, with the SA group demonstrating enhanced writing competence. Moreover, the study found that both SA and PA had a beneficial effect on students' writing performance, although SA offered more substantial improvements when implemented effectively.

Second, a study by Le (2023), conducted an experimental study to test whether training learners to use analytic rubrics for peer assessment helped them develop their writing performance. The intervention was conducted in a university setting in the context of Vietnam, with the participation of 22 students. The results showed a significant difference in the students' writing performance before and after the intervention. It indicated that the intervention positively impacted their writing performance, especially the way they developed ideas and used words and grammar structures. However, in-depth interviews revealed that learners with sufficient writing performance before participating in the intervention did not develop much, or even their writing performance was negatively affected.

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Third, a study by Iriani (2023), This study aimed to analyse the results of peer evaluation by assessing students' ability to compile and analyse objective questions. The method in this study was the descriptive method. The study was conducted in the Building Engineering Education Study Program at Universities Negeri Jakarta in the Evaluation Learning course. The instrument used in this study was an analytical rubric employed when conducting peer assessment. The total number of respondents was 55 students who had taken the Evaluation Learning course. The results of the peer assessment of students' critical thinking skills showed a lower category. It could be understood that during the peer assessment, there were many influencing factors such as the lack of experience of students in conducting peer assessments, online assessments, lack of concentration, time constraints, and a lack of understanding of the rubric content and misconceptions.

Forth, in study by Phan & Phuong (2017), had conducted a study on Using Analytic Rubric for Speaking Self-Assessment: EFL Students' Perceptions and Challenges. The study, which took place in Can Tho from January to May of 2017, looked at two primary topics: (1) how students felt about using the Analytic Rubric for self-evaluation, and (2) some issues that came up when they tried to use the rubrics. 98 students from a Vietnamese high school participated in the study. Using a thirty-four-item questionnaire with a five-point Likert scale, the research employs a descriptive methodology to ascertain students' opinions regarding the use of an analytical rubric for self-assessment. The outcome demonstrated that the students' opinions of using the analytical rubric for self-

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evaluation were favourable. Although the students' perceptions of the rubric's shortcomings were unclear, the study also showed that they had difficulty using it.

Based on previous research, the topic of the influence of rubric has been explored with varying discussions. Meanwhile, this research represents a novelty compared to previous studies, as prior topics have not delved into the effects of using analytical rubric for peer assessment on EFL students' writing skill.

C. Operational Concept

In conducting this research, it is important to clearly define the variables involved. The study aims to find out the significant difference between students who were taught by using analytical rubric for peer assessment and those who were not on their writing skill. In this context, teachers play a crucial role in enhancing students' writing skill, and one effective method is through the use of analytical rubric for peer assessment in their work.

This study involves two main variables: the independent variable and the dependent variable. The independent variable is the factor that influences or causes changes in another variable. On the other hand, the dependent variable is the outcome or response that is assumed to be affected by the independent variable. It represents the result observed by the researcher but is not manipulated directly.

In research, these variables are commonly represented by symbols, with X indicating the independent variable and Y representing the dependent variable.

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1. The Procedures of Variable X (Analytical Rubrics in Peer Assessment)

According to Brookhart (2013), Ready-steady-pair-share, this approach to help students fully comprehend learning goals and success criteria by discussing rubric in their own words. The method follows students from initial rubric understanding through to completing an assignment. The process works as follows:

a. Early Rubric Distribution

- 1) Provide students with the rubric before assigning the task
- 2) The assignment should clearly require demonstration of target knowledge/skills

b. Partner Explanation Phase

- 1) Students work in pairs to explain the rubric to each other
- 2) Continue until both partners feel confident about applying the rubric to the upcoming work

c. Assignment Work Period

- 1) Students begin working on the task individually or in groups as designed
- 2) They may separate from their initial rubric partners during this phase

d. Mid-Assignment Checkpoint

- 1) At the halfway point, students reconvene with their rubric partners
- 2) Each explains how their current work aligns with the rubric criteria
- 3) Partners engage in questioning and discussion about the work

e. Assignment Completion

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- 1) Students finish their work as originally designed (individually or in groups)

f. Final Partner Review

- 1) Upon completion, students meet again with rubric partners
- 2) Each demonstrates how their final product meets rubric expectations
- 3) After mutual agreement, students submit work
- 4) Peer evaluation results may be submitted along with assignments

2. Indicators of Variable Y (Writing Skill)

According to Jacob (2014, p.15) in Musdir (2018), there are five components of writing :

a. Content

Content consist of two parts, are unity and completeness. A good reader able to focus on some words or sentences, which shows the unity and completeness of the text so that the reader easily understands the meaning of it.

b. Organization

Organization is correlate with coherence. A text can be classified as organize if one sentence to another sentence to be continue. It means that the point of message is not break.

c. Language Use/Grammar

Language use in writing consists of correct language and point of grammar. Grammar in English writing involves the use of subject, verb,

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adjective, adverb, and using right tense. A sentence with right grammar and tense will help reader to understand the meaning of the sentence.

d. Mechanics

Some part that includes in writing mechanism are capitalization, punctuation and spelling. Sentence with incorrect capitalization, punctuation or spelling can make the meaning of sentence also incorrect

e. Vocabulary

Vocabulary is related with choose right words. If a word put in wrong sentence so that, the meaning of sentence also incorrect. The word has to match with the point of the text.

D. Assumption and Hypothesis**1. Assumption**

In this research, the researcher assumed that using analytical rubric in peer assessment can affect students' writing skill at SMAN 12 Pekanbaru.

2. Hypothesis of the Research**a. H_0 (Null Hypothesis)**

there is no significant different of writing skill between students who were taught by using and without using analytical rubric in peer assessment at SMAN 12 Pekanbaru.

b. H_A (Alternative Hypothesis)

there is significant different of writing skill between students who were taught by using and without using analytical rubric in peer assessment at SMAN 12 Pekanbaru.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed quantitative research with an ex Post Facto design. According to Creswell (2012, p. 13), Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables can be measured, typically on instruments, so that numbered data can be analysed using statistical procedures. In quantitative research, researcher aim to evaluate theories and hypotheses by analysing numerical data to determine whether the predictions are supported or rejected (Johnson & Christensen, 2000).

An ex post facto design is used when the researcher seeks to determine the possible cause-and-effect relationship between variables without manipulating them directly. According to Ary *et al.* (2010), Ex post facto research is conducted when the researcher investigates a possible cause-and-effect relationship by observing an existing condition or state of affairs and searching back in time for plausible causal factors.

This study involves two variables: the dependent variable, which is monitored to identify any resulting effects, and the independent variable, which is chosen by the researcher to examine its influence on the dependent variable. The purpose of this study is to investigate how the independent variable affected the dependent variable. In this case, using analytical rubric in peer assessment as the independent variable, while students' writing skill represents the dependent variable.

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B. Time and Location of the Research

The research was conducted on October until February 2024-2025 at SMAN 12 Pekanbaru. It is located in jl. Ketitiran No.KM.3 Simpang Baru, Kec. Tampan, Kota Pekanbaru, Riau.

C. Subject and Object of the Research**1. Subject of the Research**

The subject of this research involved the eleventh grade students of SMAN 12 Pekanbaru in academic year 2024/2025.

2. Object of the research

The object of this research was the use of analytical rubric in peer assessment on students' writing skill at SMAN 12 Pekanbaru

D. Population and Sample of the Research**1. Population of the Research**

A population is a group of individuals who share the same characteristics (Creswell, 2012, p. 142). The population of this research was the eleventh-grade students of SMAN 12 Pekanbaru in the academic year 2024/2025. The total number of populations was 400 students. They were divided into 10 classes.

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Table III. 1
The Total Population of XI Students of SMAN 12 Pekanbaru

No	Class	Students
1	XI.1	39
2	XI.2	37
3	XI.3	39
4	XI.4	40
5	XI.5	37
6	XI.6	40
7	XI.7	42
8	XI.8	42
9	XI.9	43
10	XI.10	41
Total population		400

2. Sample of the research

A sample is a subset of the whole population (Ary et al., 2010, p. 148).

The sampling technique applied in this research was convenience sampling.

In convenience sampling, participants are selected based on their availability and willingness to participate in the study (Creswell, 2012, p. 145). The total number of samples was 74 students. In this research, the samples were XI.5 and XI.2 classes. The reason why the researcher selected these classes was based on the teacher's observation, which revealed that the students in these classes still struggled with writing sentences. They were often afraid of making grammatical mistakes, choosing appropriate vocabulary, and organizing their ideas when writing stories or composing sentences.

Table III. 2
Sample of the Research

No	Class	students
1.	XI.5	37
2.	XI.2	37
Total		74

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E. Techniques of Data Collection

In this research, the researcher used a test as appropriate technique to collect the data. The researcher employed written tests for the pre-test and post-test in order to get data from the sample.

1. Test

The data collection in this research was conducted using a test. A test is a tool consisting of questions or tasks designed to evaluate an individual's knowledge, skills, abilities, or performance in a specific area (Creswell, 2012, p. 152). In this study, the test was used to measure the writing skills of eleventh-grade students in writing narrative texts.

The tests were categorized into two types: pre-test and post-test. The pre-test was administered to assess the students' initial writing Skill, while the post-test was used to evaluate their writing Skill after the instructional process. Although the researcher did not apply any direct treatment (as this study used an ex post facto design) the comparison of pre-test and post-test scores helped to observe the differences in students' writing Skill based on the instructional method that had already been implemented.

a. Pre-test

A pre-test was conducted to assess the students' initial writing skill. The topic of the writing task was aligned with the current curriculum and the genre being taught in the classroom, namely narrative text. The results of the pre-test served as baseline data to evaluate students' writing

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performance prior to the instructional process that applied peer assessment using an analytical rubric.

Although this study employed an ex post facto design, the pre-test data were used to observe students' initial abilities and to compare them with the post-test results. In ex post facto research, data are collected based on conditions or treatments that have already occurred, without researcher manipulation (Creswell, 2012, p. 297).

To ensure the validity of the writing test, content validity was used. According to Brown (2004, p. 22), "Content validity involves evaluating whether the test content sufficiently represents the subject area or skill domain it is intended to measure." The writing test was reviewed by experts to ensure its appropriateness, relevance, and alignment with the learning objectives. Based on their evaluation, the test was considered valid for use in this research.

b. Post-test

The post-test was administered after the teaching and learning process had been completed. It aimed to measure the students' writing performance after they had been taught using peer assessment with an analytical rubric. The same test structure and rubric were used to maintain consistency and objectivity. In an ex post facto design, a post-test is used to evaluate specific traits or characteristics of participants based on a condition or treatment that has already occurred (Creswell, 2012, p. 297).

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Table III. 3
Blue print of the writing test

No	Writing Component	Indicators
1.	Content	a. Main idea is clear and relevant to the topic b. Supporting details are appropriate c. Paragraphs are relevant to each other
2.	Organization	a. Clear introduction, body, and conclusion b. Logical transitions between paragraphs
3.	Vocabulary	a. Appropriate word choice b. Variety of vocabulary used
4.	Language Use (Grammar)	a. Correct sentence structure b. Consistent use of tense
5.	Mechanics	a. Correct spelling b. Proper punctuation c. Correct capitalization

Then, the researcher compared the result of mean score from pre-test and post-test to the scale of rating score from Arikunto (2009). The category of students' scores is as explained below:

Table III. 4
Classifying the Score of the Students

Score	Category
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Arikunto (2009)

The researcher used the scoring scale for speaking criteria established by Adapted from Jacob (1981) in Phuong (2023), as shown in the table below:

Table III. 5
Writing Scoring Rubric

	Date:			Topic:
	Level	Score	Criteria	Comments
Content	Excellent- very good	30-27	The individual shows deep understanding and has significantly improved their writing, which is detailed and closely related to the topic.	
	Good- average	26-22	The individual understands the topic to some extent but has basic writing skills. Their writing is related to the topic, but not detailed.	
	Fair- poor	21-17	The individual lacks knowledge on the topic and does not cover it fully or clearly in their writing.	
	Very poor	16-13	The writing does not show understanding of the topic, lacks content, and is not suitable for evaluation.	
Organization	Excellent- very good	20-18	The writing is clear and well-organized, presenting ideas logically and efficiently.	
	Good- average	17-14	writing is somewhat disorganized, but the main ideas are clear. There is some logic, but the flow of ideas could be better.	
	Fair - poor	13-10	The writing is unclear and lacks a logical flow of ideas.	
	Very poor	9-7	The writing does not communicate clear ideas, lacks organization, and is not suitable for evaluation.	
Vocabulary	Excellent- very good	20-18	This writing shows strong language skills, including the right choice of words, correct word forms, and appropriate tone	
	Good- average	17-14	The vocabulary used is mostly correct, though there are some mistakes in idiomatic expressions. These mistakes do not take away from the main message.	
	Fair - poor	13-10	The vocabulary is basic with frequent errors in word choice and usage, which sometimes makes the meaning unclear.	
	Very poor	9-7	The writing seems like a direct translation from another language and shows a lack of understanding of English vocabulary. It's hard to evaluate because of this.	
Language use	Excellent- very good	25-22	This writing has complex sentences with few errors in grammar, word order, and usage.	
	Good- average	21-18	The sentences are simple and have some mistakes in grammar and structure, but the overall meaning is clear.	
	Fair - poor	17-11	The writing has many grammar mistakes, both basic and advanced, making the meaning often unclear.	

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Mechanics	Very poor	10-5	There are many major grammar mistakes, making it hard to understand the meaning or evaluate the writing.
	Excellent-very good	5	The writing follows conventions correctly, with rare mistakes in spelling, punctuation, and paragraphing.
	Good-average	4	The writing mostly follows conventions, with a few errors in spelling, punctuation, and paragraphing.
	Fair - poor	3	The writing has many mistakes in basic writing conventions, and the poor handwriting further confuses the meaning.
	Very poor	2	The writing consistently makes errors in basic conventions, and the handwriting is hard to read, making evaluation difficult.

Total score:
Reader:
Comments:

Jacob (1981) in Phuong (2023)

2. Validity of the Instrument

This research used the adoption of research instruments conducted by (Phuong *et al.*, 2023). According to Creswell (2012), Researchers can adopt or adapt instruments from previous studies as long as the instrument's reliability and validity are documented, and its use is appropriate for the current sample and purpose. Instruments that have been proven valid and reliable can be reused by other researchers without the need for retesting, as long as the context, population, and purpose of use are the same or very similar (Sugiyono, 2013).

In this research, the research used content validity to know the validity of writing skill test. According to Sudaryono (2019), content validity refers to how well the questions, tasks, or items in a test reflect the entire scope of the material or subject matter being assessed.

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3. Reliability of the Instrument.

After validating the instrument, the next step was to assess its reliability.

Reliability refers to the consistency of a measurement tool in evaluating what it is intended to measure. A reliable instrument is one that consistently produces stable results when used for data collection. In other words, reliability is concerned with the consistency of measurement outcomes. There are five common types of reliability: stability, equivalence, equivalence and reliability, internal consistency, and inter-rater reliability.

In this study, inter-rater reliability was applied, where two raters evaluated and scored the students' writing skill. The scores from Rater 1 were compared with those from Rater 2, and the researcher calculated the average of both scores to ensure scoring consistency.

F. Techniques of Data Analysis

The researcher used pre-test and post-test scores from both groups to analyse the data. These scores were analysed by using statistical analysis used SPSS 20.0 version. The following formulas were used by the researcher:

1. Descriptive Analysis

Descriptive analysis is a statistical method aimed at providing an explanation or description of a research topic based on variable data obtained from a specific group of subjects.

2. Normality Test

The normality test was used to determine whether the sample under study was normally distributed or not. To know whether the data of students' score

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had normal distribution or not, the researcher did normality test. The test used Shapiro-Wilk to analyse the data, because the total number of samples was less than 50 individuals. The normality test was carried out with reference to the rules:

- a. The data are not distributed normally if the p-value is lower than 0.05 (sig. < 0.05).
- b. The data is distributed normally if the p-value is higher than 0.05 (sig. > 0.05).

3. Independent Sample T-Test

An independent-samples t-test is used when you want to compare the mean scores of two different groups of people or conditions (Pallant, 2016, p. 239). The significant value is used to determine whether there is a significant difference among the mean scores both of XI.5 and XI.2 classes. The basis for decision-making was:

- a. H_A : if the p-value $< \text{sig a} = 0.05\%$, there is significant different of writing skill between students who were taught using and without using an analytical rubric in peer assessment at SMAN 12 Pekanbaru. The null hypothesis (H_0) is rejected, whereas the alternative hypothesis (H_a) is accepted.
- b. H_0 : if the p-value $> \text{sig a} = 0.05\%$, there is no significant different of writing skill between students who were taught using and without using an analytical rubric in peer assessment at SMAN 12 Pekanbaru. This

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means the null hypothesis is accepted, and the alternative hypothesis is rejected.

An Independent-Sample t-test formula:

$$t_{hit} = \frac{X_1 - X_2}{\sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Where:

t = Student's t-test

X_1 = Mean of first group

X_2 = Mean of second group

S_1 = Standard deviation of group 1

S_2 = Standard deviation of group 2

n_1 = Number of observations in group 1

n_2 = Number of observations in group 2

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis presented in Chapter IV, it can be concluded that the writing skill results of students taught using Analytical Rubric in Peer Assessment were better than those of students who were taught without it. Therefore, the researcher concludes that the answers to the research questions are as follows:

1. The students' writing skill taught without using Analytical Rubric in Peer Assessment at SMAN 12 Pekanbaru was at "Good" category with a mean score 79.84
2. The student's writing skill taught by using Analytical Rubric in Peer Assessment at SMAN 12 Pekanbaru was at "Very Good" category with a mean score 87.43
3. There is any significant different of students' writing skill by using and without using Analytical Rubric in Peer Assessment at SMAN 12 Pekanbaru. The result of the Independent Samples T-Test showed that the significance value (Sig. 2-tailed) was 0.000, which is less than the significance level of 0.05. Therefore, the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected. This indicates that the use of Analytical Rubric for Peer Assessment had a statistically significant effect on students' writing skills.

B. Suggestion

After conducting the research, the researcher would like to offer some suggestions for teachers, students, and future researchers:

1. For Teachers

- Teachers are encouraged to integrate analytical rubric for peer assessment into their writing instruction, as it provides structured feedback that helps students improve their writing skills.
- Regular training on how to use rubrics effectively should be conducted to ensure both teachers and students understand the assessment criteria.
- Teachers should encourage students to engage actively in peer assessment, as it fosters critical thinking and self-reflection in their writing process.

2. For Students

- Students should actively participate in peer assessment activities and use analytical rubric as a guide to improving their writing skills.
- They should not only focus on receiving feedback but also learn how to give constructive feedback to their peers, as this will enhance their understanding of writing criteria.
- Students should practice self-evaluation using the rubrics to develop greater independence in their writing improvement.

3. For Future Researchers

- Further research can explore the long-term effects of using analytical rubric for peer assessment on students' writing development.

b) Future studies could involve larger sample sizes and different levels of students to see if the effectiveness of this method varies across different educational backgrounds.

c) It is also recommended to investigate students' perceptions and challenges in using analytical rubric for peer assessment to refine its implementation in classroom settings.

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APPENDIX 1

Research Instrument (Test)



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Pre-Test for Class XI.5

Theme: Cinderella

Time: 90 minutes

1. Instructions:

1. please write a narrative text based on the theme "Cinderella".
2. Your story should be 200-250 words long.
3. Rewrite the Cinderella story in your own words. Include:
 - a. Introduction of characters and setting (Orientation)
 - b. The main problem Cinderella faces (Complication)
 - c. How the problem gets solved (Resolution)
 - d. Pay attention to:
 - 1) Grammar (correct tenses, subject-verb agreement)
 - 2) Vocabulary (varied and appropriate word choice)
 - 3) Mechanics (spelling, punctuation, capitalization)



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Pre-Test for Class XI.2

Theme: Cinderella

Time: 90 minutes

1. Instructions:

1. please write a narrative text based on the theme "Cinderella".
2. Your story should be 200-250 words long.
3. Rewrite the Cinderella story in your own words. Include:
 - a. Introduction of characters and setting (Orientation)
 - b. The main problem Cinderella faces (Complication)
 - c. How the problem gets solved (Resolution)
 - d. Pay attention to:
 - 1) Grammar (correct tenses, subject-verb agreement)
 - 2) Vocabulary (varied and appropriate word choice)
 - 3) Mechanics (spelling, punctuation, capitalization)



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Post-Test for Class XI.5

Theme: Snow White

Time: 90 minutes

A. Instructions:

1. please write a narrative text based on the theme "Snow white".
2. Your story should be 200-250 words long.
3. Use the Analytical Rubric (provided) to guide your writing Focus on these key elements:
 - a. Content: Clear plot with orientation, complication, resolution
 - b. Organization: Logical flow with smooth transitions
 - c. Language: Accurate grammar and varied sentence structure
 - d. Vocabulary: Precise word choice
 - e. Mechanics: Proper spelling and punctuation



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Post-Test for Control Class XI.2

Theme: Snow White

Time: 90 minutes

A. Instructions:

1. Write a complete narrative text about Snow White
2. Your story should be 200-250 words long.
3. Follow the traditional story structure:
 - a. Orientation (introduce characters and setting)
 - b. Complication (main problem)
 - c. Resolution (how the problem is solved)
4. Pay attention to:
 - a. Grammar and sentence structure
 - b. Vocabulary choices
 - c. Spelling and punctuation



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APPENDIX 2

Students Document Pre-Test and Post-Test



Document students' work class XI.5 Pre-test

Abdul HAFIZ

X1-5

No.:

Date

Cinderella

Cinderella was a kind girl who lived with her cruel stepmother and stepsister. They forced her to do all the housework and never treated her with love. Despite her hardships, Cinderella remained hopeful for a better life.

One day, the prince invited all young women to a royal ball. Cinderella wanted to go, but her step mother refused. As she cried, her fairy godmother appeared, transforming her rags into a beautiful gown with glass Slippers. She warned "The magic will end at midnight". At the ball, the prince was captivated by Cinderella's kindness and grace. They danced, but when the clock struck twelve, she ran, leaving behind a glass slipper. The next day, the prince searched for her. When the slipper fit Cinderella perfectly, he knew she was the one. She married the prince and found happiness.

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(KIKY) You can if you think you can

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Yona Nazwa Livia
XI.5

No. _____
Date: 02-01-2025

Cinderella

Once upon a time, there was a beautiful girl named cinderella. She lived with her wicked stepmother and two stepsisters, Drizella and Anastasia. They treated cinderella very badly and made her do all the household chores.

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Cinderella's stepmother was cruel and heartless, and she never allowed cinderella to have any fun. One day, the king invited all the young women in the kingdom to a grand ball, in hopes of finding his son, Prince charming, a bride.

Cinderella's stepsisters were excited to attend the ball, but cinderella was not allowed to go. However, cinderella's Fairy God mother appeared and helped her get ready for the ball by transforming a pumpkin into a beautiful carriage, mice into horses, and a rat into a coachman.





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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Name:	Naomi Angela Sitiq	
Class:	XI.5	
Subject:	English	
Date: Thursday, Page: 18 Jan 2025		
<u>"Cinderella"</u>		
<p>Once upon a time, there was a kind and beautiful girl named Cinderella. She lived with her wicked Stepmother and two Stepsisters who treated her like a servant.</p>		
<p>One day, the king invited all young women to a royal ball to find a bride for the Prince. Cinderella wanted to go, but her Stepmother refused and left her behind. Crying, Cinderella was visited by her Fairy Godmother, who used magic to transform a pumpkin into a carriage, mice into horses, and Cinderella's rags into a beautiful gown with glass slippers. She warned her the magic would end at midnight.</p>		
<p>At the ball, the Prince fell in love with Cinderella. The Prince searched the kingdom to find the girl whose foot fit the slipper. When it fit Cinderella, the Prince married Cinderella, and they lived happily ever after.</p>		
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Zaki Syarrinas
X1.5

No. _____
Date: 02-01-2023

Cinderella

Cinderella, a beautiful and kind-hearted young woman, lives with her wicked stepmother and stepsisters. They treat her poorly, forcing her to do chores. One day, the king invites all eligible maidens to a ball to find his son, Prince Charming a bride.

Cinderella's stepsisters are excited, but Cinderella isn't allowed to attend. Her fairy Godmother appears transforming a pumpkin into a magnificent carriage, mice into horses, and Cinderella into a stunning Princess.

At the ball, Cinderella captures Prince Charming. They dance and he falls deeply in love. When the magic expires, Cinderella rushes out, leaving behind a glass slipper.

The Prince searches for the slipper's owner. When Cinderella tries it on, it fits perfectly. The Prince proposes, and they marry living happily ever after. Cinderella's kindness and beauty triumph over her cruel circumstances.

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~~Almarhumah~~ Faizan aufa Gathfan
Cinderella B. Inggris Date: 02-01-2025
XI-5

Once upon a time, there lived a beautiful and kind girl named Cinderella. She had long, golden hair and sparkling blue eyes. Cinderella's father had married a widow with two daughters of her own, Drizella and Anastasia. They were cruel and treated Cinderella poorly.

After her father's death, Cinderella's stepmother and stepsisters forced her to do all the household chores. They made her sleep in the attic and gave her the nickname "Cinderella" because she was always covered in ashes from the fireplace.

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One day, the King invited all the young women in the Kingdom to a grand ball, in hopes of finding his son, Prince Charming, a suitable bride. Cinderella's stepsisters were excited to attend, but Cinderella was not allowed to go.

Fairy Godmother, a magical being who had been watching over Cinderella, appeared and helped her get ready for the ball. She turned a pumpkin into a beautiful carriage, mice into horses, and a rat into a coachman. Cinderella wore a stunning gown and off she went to the ball.

At the ball, Cinderella and Prince Charming danced.

SiDU

Documents Students' work class XI.5 post-test

Abdul Hafiz

XI.5

No.:

Date:

Snow white

Snow white, a young princess, was known not just for her beauty but for her kindness and curiosity. Her stepmother, Queen Isolde, however, was consumed by envy, and insecurity. Once beloved, Isolde had grown bitter her heart hardening as she compared herself to Snow White's youthful innocence. Every day, she sought validation from her enchanted mirror, but its words - "Snow white is fairer than you" - only deepened her resentment. When Isolde ordered a huntsman to kill Snow White, heartbroken and afraid, why does she hate me? she wondered and willingness to help.

Meanwhile, Isolde's obsession drove her to disguise herself as a peddler woman. She offered Snow White a poisoned apple, a desperate act to reclaim her own sense of worth. A prince passing through the forest was struck by them. They worked to heal the kingdom, proving that kindness and empathy can transform even the darkest hearts.

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Name: Yona Natura Livia

Class: XI-S

b. Inggris wajib

No. _____

Date: _____

SNOW WHITE

SNOW White is a beautiful princess who lives with her step mother, Queen Grimhilde, Queen Grimhilde has a magic mirror that always tells her that she is the most beautiful women in the kingdom, However, when snow white grew up and become more beautiful, the magic mirror told Queen Grimhilde that snow white was the mos beautiful women in the kingdom

Queen Grimhilde finds out that snow white still alive that snow white is still alive and disguises herself as an old grandmother. He gave snow white a poisned apple which made ~~snow white~~ snow white faint. The Seven dwarfs find snow white and ask for help from the Prince who fall in love with snow white, the Prince kissed snow white and wake her from her sleep. They married and lived happily ever after, while Queen Grimhilde was punished for her crimes

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Name: Naomi Angela Sitio

Class: XI-5

Subject: English

Date: 06-02-2025

Page.

"Snow White"

Once upon a time, there was a beautiful Princess named Snow White. Her stepmother, the Queen, was jealous of her beauty. Every day, the Queen asked her magic mirror, "Who is the fairest of them all?" The mirror always answered, "You are".

One day, the mirror said Snow White was the fairest. Furious, the Queen ordered a huntsman to take Snow White into the forest and kill her. However, the kind huntsman let her go and told her to run away.

Snow White found a small cottage belonging to seven dwarfs. They welcomed her, and she lived with them, cooking and cleaning while they worked in the mines.

When the Queen discovered Snow White was alive, she disguised herself as an old woman and gave Snow White a poisoned apple. Snow White took a bite and fell into a deep sleep. The dwarfs found her and placed her in a glass coffin, believing she was dead.

One day, a Prince passed by and saw Snow White. Enchanted by her beauty, he kissed her. The kiss broke the spell, and Snow White woke up. The Prince and Snow White fell in love, and he asked her to marry him.

At the wedding, the Queen learned Snow White was alive and was punished for her wickedness. Snow White and the

Lifelong Learning



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Zaki Syafrinaz
XI. 5

No. _____
Date : 06-02-2025

SNOW White

Snow White, a beautiful princess, lived with her stepmother, Queen Grimhilde. The Queen, jealous of Snow White's beauty, consulted a magical mirror, which declared Snow White the fairest.

The Queen ordered a huntsman to kill Snow White. However, he spared her life and told her to flee. Snow White stumbled upon a small cottage belonging to seven dwarfs: Doc, Grumpy, Happy, Sleepy, Bashful, Sneezy and Dopey.

The Queen discovered Snow White's whereabouts and disguised herself as an old hag. She offered Snow White a poisoned apple, which put Snow White into a magical sleep.

The Queen discovered the Queen's plan and chased her away. They mourned Snow White's apparent death.

Just as all hope seemed lost, Prince Charming arrived and fell in love with Snow White. His servants accidentally dropped the coffin, dislodging the piece of apple from Snow White's throat.

Snow White awoke and married Prince Charming. The Queen was punished for her cruelty. Snow White and Prince Charming lived happily ever after.



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Nama: Faizan Aifa Bintan

B-1nognis XI. 5
snow white

No. Date. 06-02-2025

A long time ago, there lived a beautiful princess who had smooth and white skin named snow white. her mother died when she was a child and now her father married again. The new queen was very pretty but she was so mean to snow white

The queen dreamt to be the most beautiful lady in the kingdom. She would often ask her magic mirror, "mirror, mirror on the wall! who is the most beautiful one in this kingdom?" and the magic mirror would say "you are, your majesty!"

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one day, the mirror changed its answer "your daughter, snow white, is the most beautiful one in this kingdom." the queen envied for snow white's beauty. so she decided to order the huntsman to take snow white to the forest, however, he took pity on snow white and set her free.

He convinced the queen that he had killed snow white by bringing a deer's heart and told her it was her heart.

Deep in the forest, snow white wondered all night to find a safe place. The next morning, she finally found a tiny cottage and went inside. there was nobody there.



UIN SUSKA RIAU

© Hak

Documents Students' work class XI.2 per test

JOSUA
XI.2 Cinderella

NO. _____
DATE: _____

Cinderella, a beautiful young woman, lived with her wicked stepmother and stepsisters. They treated her poorly, making her do chores. One day, the King invited all maidens to a ball. Cinderella's stepsisters were excited, but Cinderella wasn't allowed to attend.

The fairy godmother appeared, transforming a pumpkin into a carriage, mice into horses, and a rat into a coachman. Cinderella wore a stunning gown and off she went. She captivated Prince Charming, but vanished at midnight, losing a glass slipper. The Prince searched far and wide, finding Cinderella and proposing. They married, living happily ever after.

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PAPERLINE

Itan Syarif Kasim Riau

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Dini Anjela.R.
XI.2
B.inggris
cinderella

NO. 1.2025
DATE: Rabu.

one upon a time, there was a simple and beautiful girl named cinderella. she lived with her evil stepmother and two stepsisters. The stepmother did not like her and made her do all the household work. Her stepsisters just never had to work, they just roamed around the house in their fancy dresser. They always made fun of cinderella because of her plain dressing.

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one day, a letter from the king came to their house which said that king is having a ball tonight and his son 'The prince' would be choosing a wife ; every girl in the kingdom must be aware. Everyone got excited about reading this. cinderella too wanted to go to the ball. Her stepsisters with their dresses for the ball. cinderella worked as fast as she could to get something left. At last, she was left at home disappointed.

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PAPERLINE

Cinderella

In a village, there lived a happy family consisting of father, mother, and a girl named cinderella. one day, something sad happened to the family, where cinderella's mother died, and finally her father remarried to a widow who already had two daughters.

Cinderella's father ~~works~~ outside the village and always leaves cinderella with ~~her~~ stepmother and stepsister. Stepmother and ~~stepsister~~ brother being treated like a slave. cinderella very sad and hope her father soon go home.

one day, the court officials announcement that the palace prince was doing a contest looking for the empress. So, all the girls were invited to come to the palace.

Cinderella's stepmother was busy decorating herself with fancy dresses and jewelry to go to the party.

Finally, the prince ~~is looking~~ for the girl who dances with him, and searches for every house that has a daughter, until he comes to cinderella's house, even though her stepmother tells cinderella to hide but the prince finds out. Finally cinderella ~~marries~~ the prince and lives in the palace.

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Name: Fadiyah Ariska
Class: XI.2
No _____
Date: 01/11/2025

Cinderella

This story tells the story of a young girl named Cinderella who lives in ~~poor~~ poverty after the death of her mother, leading her father to remarry an unfaithful prince. The prince then married a lady in waiting, leaving Cinderella in misery to protect her daughter. Cinderella's real stepmother (an evil witch), transforms Cinderella into a magical cat to avoid being seen by the prince.

However, fate helps Cinderella when she meets a real prince who is unaware that he is a magical cat. This prince fell in love with her and wanted to marry her. With the help of the Grass fairy given by the stepmother, Cinderella returned to her original form and finally married the real prince.

The moral message of the Cinderella fairy tale is the importance of kindness, loyalty, and courage in the face of difficulties.

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Arim Avilla Noyara xi.2 (Babuza Inggris Way)

Date: 5/01/2015

Cinderella

Once upon a time there was a kind and beautiful girl, whose name was Cinderella. She lived with her cruel stepmother and stepsisters where she was treated as a servant and spent her days cleaning, tending and waiting on them hand and foot.

C 28 One day an invitation to royal ball arrived. The prince was looking for a bride and everyone in the kingdom was invited. O 17 Her stepmother immediately ordered new gowns to be made for herself and her daughters. Cinderella worked day and night to prepare the new dresses in time. U 19 L 99 M 9

One day of the ball, as they were preparing to leave, Cinderella came down the stairs in a dress she had made for herself. Her stepmother and stepsisters were so angry to see her and left without her. 27 17 17 20 4 Left alone, Cinderella began to cry when all of sudden her fairy godmother appeared. "Don't cry my child, you shall go to the ball", she said. Then her fairy godmother found six mice playing in the pumpkin patch. She touched them with her magic wand.

When everything was ready, "The magic will only until midnight. You must reach home by then," fairy godmother said. When she entered the ballroom, the prince asked to dance and she was overjoyed. The prince and Cinderella danced all evening until Cinderella noticed clock "I must go".

As she ran down the steps of the palace, one of her glass slippers fell off. Her coach turned back into a pumpkin.

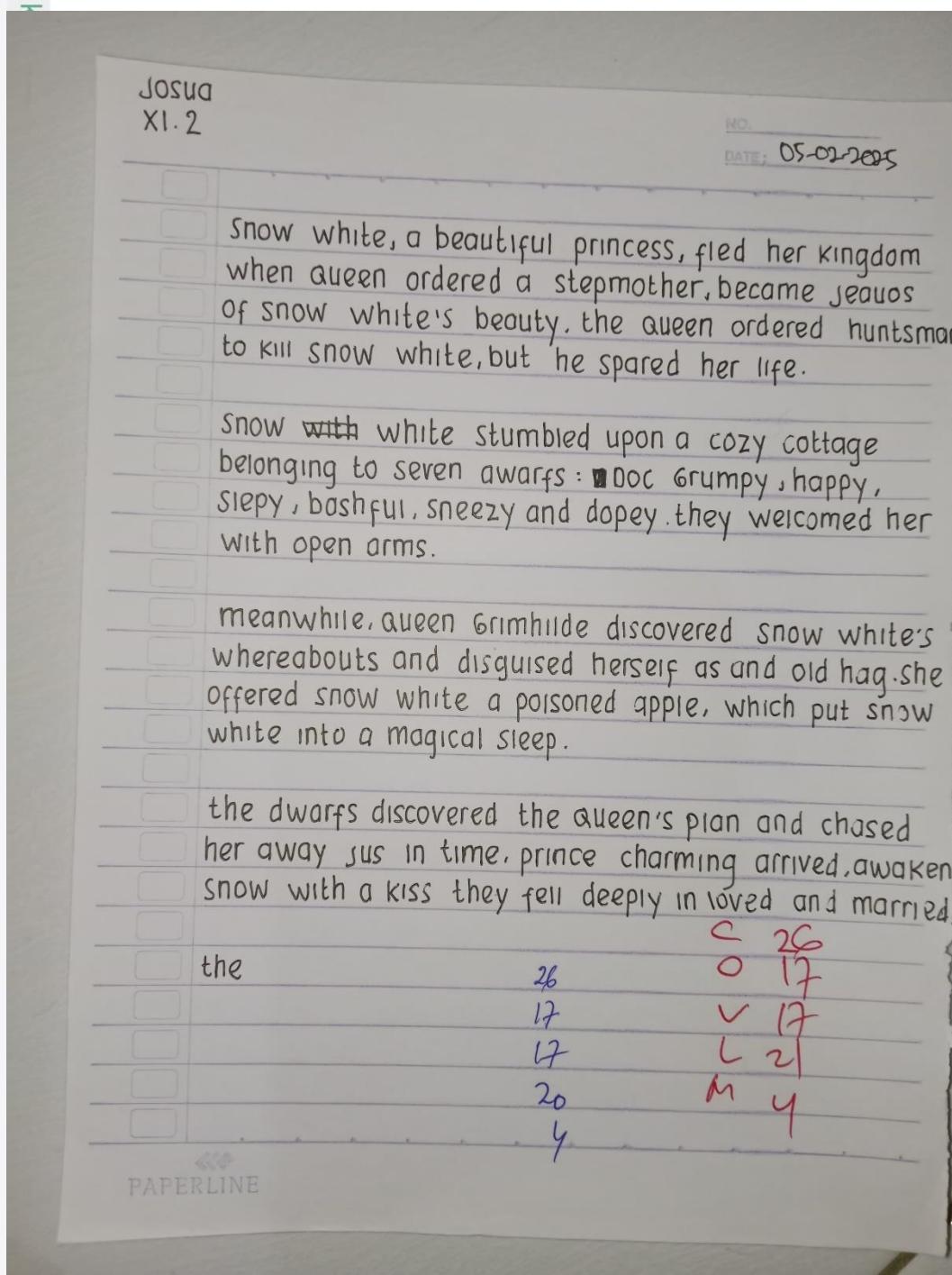
The prince and his servants took the glass slipper to every house. Cinderella's stepmothers tried to squeeze their large feet. The slipper fit Cinderella's foot perfectly. And the prince had found the girl he was looking for. They were married and both lived happily ever after.



Documents Students' work class XI.2 Post-test

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Dini Anjela.R.
XI.2
B. Inggris
snow white

NO. 05.1.2025
DATE: Rabu.

A beautiful and cunning queen had a magic mirror that always answered that she was the most beautiful person in the kingdom. However, when snow white, the king's daughter, grew up and became more beautiful, the mirror declared that snow white was the most beautiful.

C 27 The queen became jealous and ordered a hunter to kill snow white. However, the hunter spared snow white and let her live. snow white then met the seven dwarfs and lived with them.

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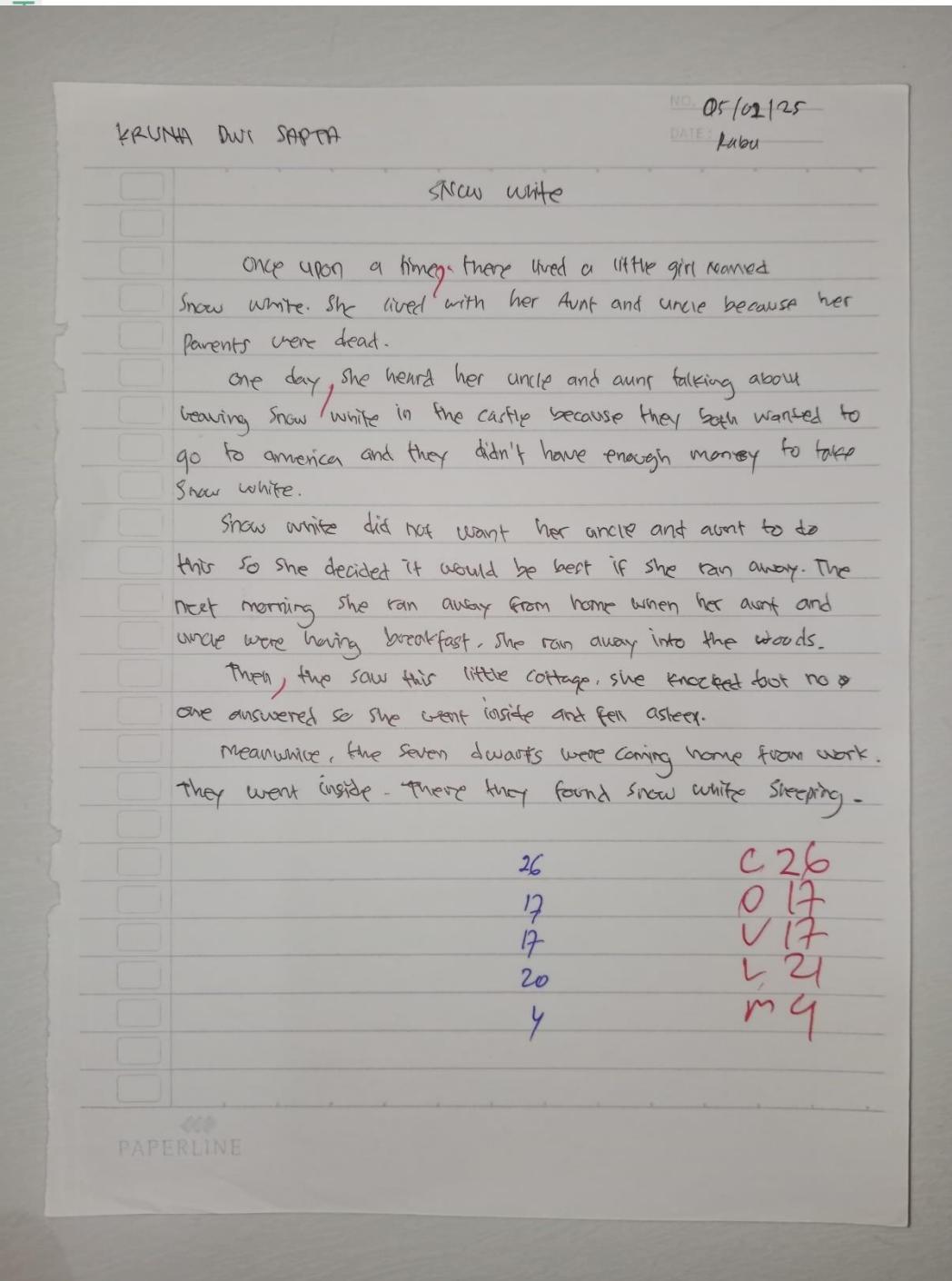
The queen gets angry and disguises herself as a granny, offering a poisoned apple to snow white. snow white ate the apple and fell unconscious. Finally, a prince finds snow white and saves her. The queen was sentenced to death by dancing on hot iron shoes. snow white and the prince lived happily ever after.

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PAPERLINE

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Arlin Avita Nayara XI.2 (Bahasa Inggris Way) Date: 05/02/2025

No

05/02/2025

Show White and seven dwarfs

Snow White, a beautiful princess, was cruelly treated by her stepmother, the evil Queen. Jealous of Snow White's beauty, the Queen ordered a huntsman to kill her. But the huntsman, moved by Snow White's innocence, let her escape into the forest.

Lost and alone, Snow White stumbled upon a cottage inhabited by seven dwarfs. They welcomed her in, and she helped them with their chores. The Queen, however, discovered herself as an old woman, offering Snow White a poisoned apple. The poisoned apple put Snow White into a deep sleep, and the dwarfs placed her in a glass coffin. A handsome prince, drawn to her beauty, kissed her, breaking the spell and awakening Snow White. They married and lived happily ever after.

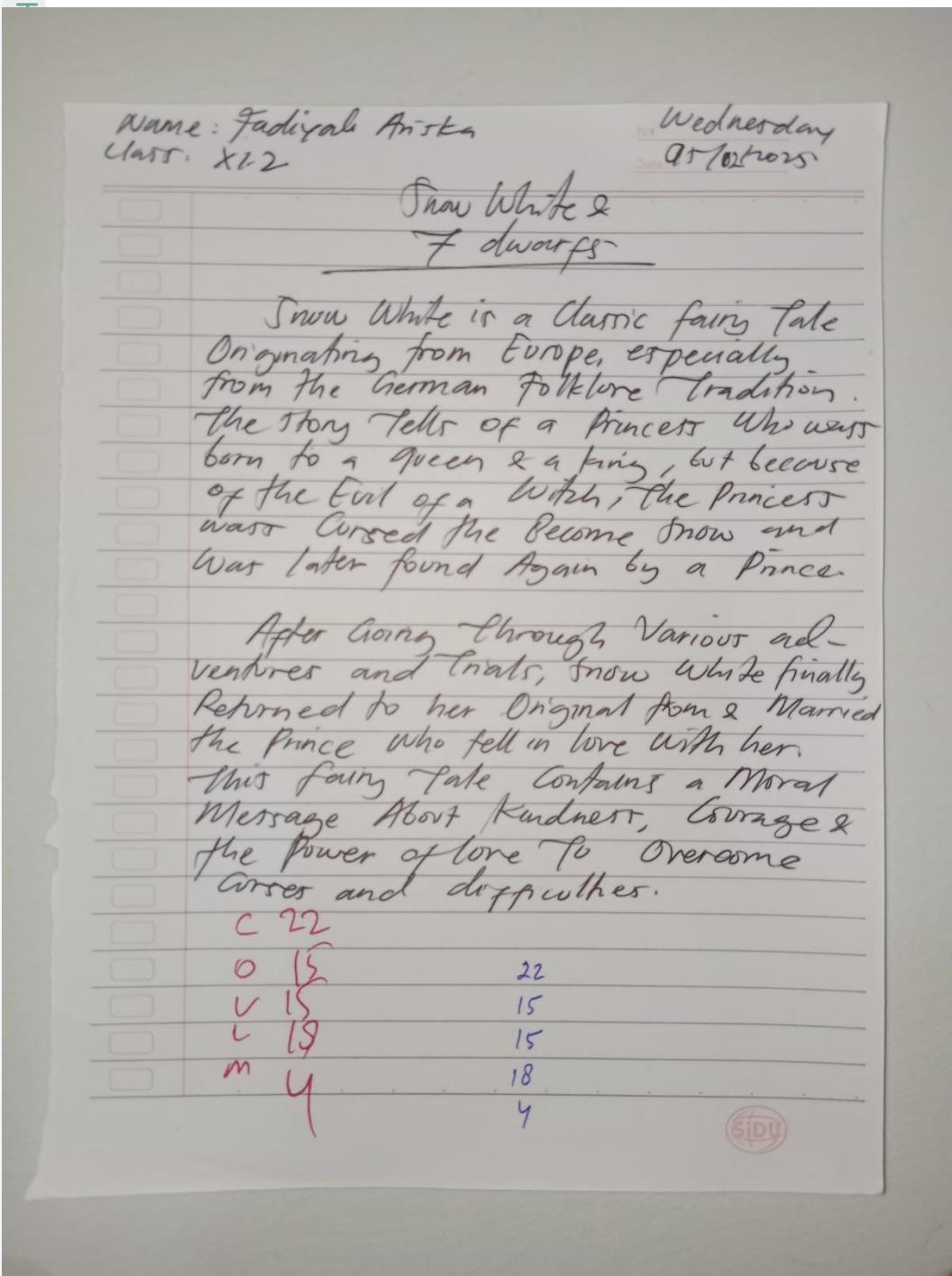
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Appendix 3

Students Score

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Score of Students' Pre-Test and Post-Test in Class XI.5

NO	Respondents	Pre-test XI.5	Post-test XI.5	Gained Score
1	Student 1	72	85	13
2	Student 2	75	89	14
3	Student 3	70	83	13
4	Student 4	78	88	10
5	Student 5	74	86	12
6	Student 6	80	89	9
7	Student 7	77	88	11
8	Student 8	80	87	7
9	Student 9	79	89	10
10	Student 10	73	84	11
11	Student 11	78	88	10
12	Student 12	80	87	7
13	Student 13	77	90	13
14	Student 14	81	89	8
15	Student 15	76	86	10
16	Student 16	82	89	7
17	Student 17	79	85	6
18	Student 18	75	90	15
19	Student 19	80	89	9
20	Student 20	74	88	14
21	Student 21	82	91	9
22	Student 22	80	86	6
23	Student 23	79	88	9
24	Student 24	83	91	8
25	Student 25	75	86	11
26	Student 26	78	88	10
27	Student 27	81	90	9
28	Student 28	72	85	13
29	Student 29	76	87	11
30	Student 30	70	83	13
31	Student 31	76	86	10
32	Student 32	79	88	9
33	Student 33	73	84	11
34	Student 34	76	87	11
35	Student 35	80	89	19
36	Student 36	77	88	11
37	Student 37	79	89	10
		2856	3235	389

Score of Students' Pre-Test and Post-Test in Class XI.2

NO	Respondents	Pre-Test XI.2	Post-Test XI.2	Gained Score
1	Student 1	71	75	4
2	Student 2	74	78	4
3	Student 3	69	72	3
4	Student 4	77	81	4
5	Student 5	73	77	4
6	Student 6	79	83	4
7	Student 7	76	80	4
8	Student 8	75	79	4
9	Student 9	78	82	4
10	Student 10	72	76	4
11	Student 11	77	81	4
12	Student 12	79	83	4
13	Student 13	76	80	4
14	Student 14	80	84	4
15	Student 15	75	79	4
16	Student 16	81	84	3
17	Student 17	78	82	4
18	Student 18	74	78	4
19	Student 19	79	83	4
20	Student 20	73	77	4
21	Student 21	81	84	3
22	Student 22	79	82	3
23	Student 23	78	81	3
24	Student 24	82	85	3
25	Student 25	74	78	4
26	Student 26	77	81	4
27	Student 27	80	83	3
28	Student 28	71	75	4
29	Student 29	75	79	4
30	Student 30	69	72	3
31	Student 31	75	79	4
32	Student 32	78	81	3
33	Student 33	72	76	4
34	Student 34	75	79	4
35	Student 35	79	83	4
36	Student 36	76	80	4
37	Student 37	78	82	4
		2815	2954	139

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Comparative Data Pre-Test and Post-Test Result in XI.5 and XI.2 Classes

No	Name	Class XI.5		Class XI.2	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	Student 1	72	85	71	75
2	Student 2	75	89	74	78
3	Student 3	70	83	69	72
4	Student 4	78	88	77	81
5	Student 5	74	86	73	77
6	Student 6	80	89	79	83
7	Student 7	77	88	76	80
8	Student 8	80	87	75	79
9	Student 9	79	89	78	82
10	Student 10	73	84	72	76
11	Student 11	78	88	77	81
12	Student 12	80	87	79	83
13	Student 13	77	90	76	80
14	Student 14	81	89	80	84
15	Student 15	76	86	75	79
16	Student 16	82	89	81	84
17	Student 17	79	85	78	82
18	Student 18	75	90	74	78
19	Student 19	80	89	79	83
20	Student 20	74	88	73	77
21	Student 21	82	91	81	84
22	Student 22	80	86	79	82
23	Student 23	79	88	78	81
24	Student 24	83	91	82	85
25	Student 25	75	86	74	78
26	Student 26	78	88	77	81
27	Student 27	81	90	80	83
28	Student 28	72	85	71	75
29	Student 29	76	87	75	79
30	Student 30	70	83	69	72
31	Student 31	76	86	75	79
32	Student 32	79	88	78	81
33	Student 33	73	84	72	76
34	Student 34	76	87	75	79
35	Student 35	80	89	79	83
36	Student 36	77	88	76	80
37	Student 37	79	89	78	82

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Appendix 4 **Documentations**

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- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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APPENDIX 5

Recommendation Latter



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UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

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Saya yang bertanda tangan dibawah ini :

Nama : LISNANI
NIM / HP : 12110424441/0823-9213-6749
Tempat / tanggal lahir : NIPAH SENDANU, 10-07-2002
Semester / Tahun : VI / 2024
Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul

“USING ANALYTICAL RUBRIC FOR PEER ASSESSMENT IN TEACHING WRITING: ITS EFFECT ON STUDENTS’ WRITING SKILL AT SMAN 12 PEKANBARU”

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah NURDIANA , M. Pd.
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Ketua Jurusan

Dr. Fayrina Anayasia, S., M.Hum.
NIP. 198106112008012017

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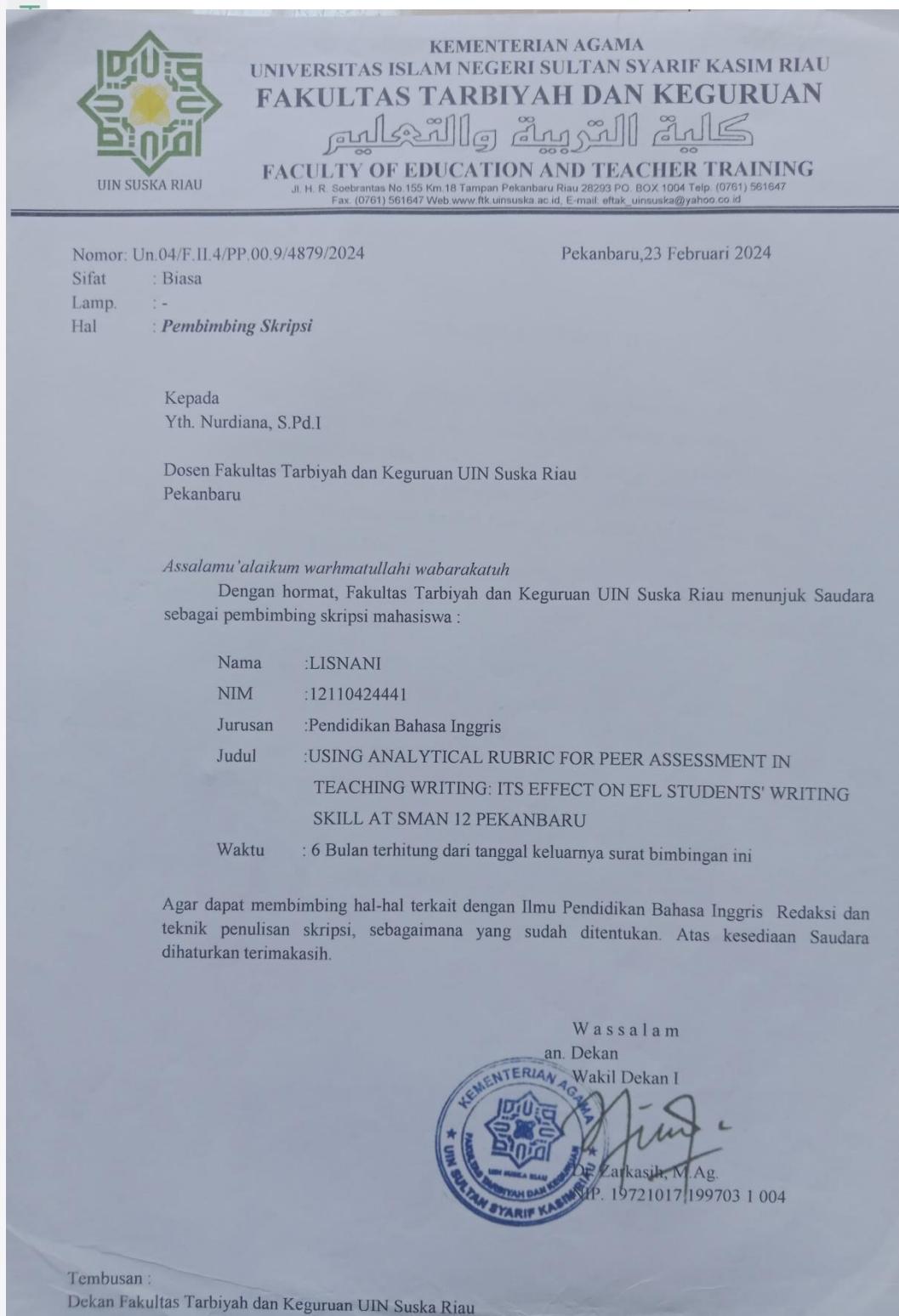
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Ketua Jurusan

Dr. Fauripa Anasatia, S.S., M.Hum.
NIP. 198106112008012017

Hormat Saya,


Lisnani
NIM. 12110424441



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Pekanbaru, 11 September 2024

Sifat : Biasa

Lamp. : -

Hal : *Pembimbing Skripsi (Perpanjangan)*

Kepada

Yth.

1. Nurdiana,S.Pd.I.,M.Pd
- 2.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhmatullahi wabarakatuh

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Nama : LISNANI

NIM : 12110424441

Jurusan : Pendidikan Bahasa Inggris

Judul : USING ANALYTICAL RUBRIC FOR PEER ASSESSMENT IN
TEACHING WRITING: ITS EFFECT ON EFL STUDENTS' WRITING
SKILL AT SMAN 12 PEKANBARU

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

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an. Dekan

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Sifat : Biasa
Lampiran : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 24 April 2025

Kepada Yth.
Nurdiana, S.Pd.I., M.Pd
Dosen Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Assalamu 'alaikum warhamatullahi wabarakatuh
Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : LISNANI
NIM : 12110424441
Jurusan : Pendidikan Bahasa Inggris
Judul : Using Analytical Rubric For Peer Assessment In Teaching Writing: Its Effect
On EFL Students' Writing Skill At SMAN 12 Pekanbaru
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

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NIP. 19721017 199703 1 004

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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA SKRIPSI MAHASISWA

1. Jenis yang dibimbing	: bimbingan Proposal/Skripsi
a. Seminar usul Penelitian	:
b. Penulisan Laporan Penelitian	:
2. Nama Pembimbing	: NURDIANA, M. Pd.
a. Nomor Induk Pegawai (NIP)	:
3. Nama Mahasiswa	: LISNAUL
4. Nomor Induk Mahasiswa	: 210104201411
5. Kegiatan	: Bimbingan

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	16/5 2024	Bab I : - Back ground of the Problem. - formulation of the Problem - Purpose of the Problem		
2.	07/6 2024	Bab II : Review the theories		
3.	19/6 2024	Bab III - Design of research Bab III - Population & Sampling		Acc proposal
4.	16/4 2025	Revisi Bab I, Bab II, Bab III, dan Bab IV.		
5.	23/4 2025	Revisi bab II. dan bab IV		
6.	29/4 2025	Checking all chapters		Acc

Pekanbaru, 14 - 06 - 2024
Pembimbing,

Nurdiana, M.Pd.
NIP.



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LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama	LISNANI
Nomor Induk Mahasiswa	12110124441
Hari/ Tanggal	Kabu. 19 Juni 2024
Judul Proposal Penelitian	using Analytical Rubric for Peer Assessment in Teaching writing: its Effect on EFL Students' Writing Skill at STAIN 12 Pekanbaru

NO	URAIAN PERBAIKAN
1.	add research Time
2.	Revise Definition of terms.
3.	References.

Pekanbaru, 11 Juli 2024
Pengaji I Pengaji II

Pengaji I
Ibrahim Syahputra, M.Ed

Pengaji II

Note:
Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : LISNANI
Nomor Induk Mahasiswa : 12110424441
Hari/Tanggal Ujian : RABU /19 JUNI 2024
Judul Proposal Ujian : USING ANALYTICAL RUBRIC FOR PEER ASSESSMENT IN TEACHING WRITING: ITS EFFECT ON EFL STUDENTS' WRITING SKILL AT SMAN 12 PEKANBARU.
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Idham Syahputra,M.Ed	PENGUJI I		
2.	Nuardi,M. Ed	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I
Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Juli
Pekanbaru, ll. September 2024
Peserta Ujian Proposal

LISNANI
NIM. 12110424441

f Sultan Syarif Kasim Riau



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كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail. eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.3/PP.00.9/7683/2024
Sifat : Biasa
Lamp. :
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 30 April 2024

Kepada
Yth. Kepala Sekolah
SMAN 12 Pekanbaru
di
Tempat

Assalamu'alaikum warhamatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	:	Lisnani
NIM	:	12110424441
Semester/Tahun	:	VI (Enam)/ 2024
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Keguruan UIN Suska Riau

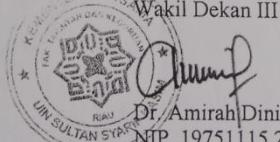
ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam

a.n. Dekan
Wakil Dekan III



Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001



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LEMBARAN PENGESAHAN

Sehubungan dengan surat permohonan prihal izin melakukan pra-riset tanggal 30 April 2024, dengan ini kepala sekolah SMA negeri 12 pekanbaru memberikan izin kepada mahasiswa atas Nama: Lisnani NIM: 12110424441, Judul Skripsi "Using analytical rubric for peer assessment in teaching writing: Its effect on EFL students' writing skill at SMAN 12 pekanbaru"

Telah disetujui melakukan pra-riset guna mendapatkan data yang berhubungan dengan penelitiannya di SMA negeri 12 pekanbaru. Demikian surat ini disampaikan agar dapat digunakan seperlunya

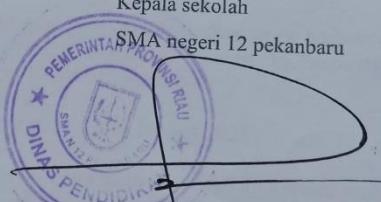
Mengetahui ,

Kepala sekolah

SMA negeri 12 pekanbaru

Suprapto, M.pd

NIP. 197108231998021001





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Nomor : B-22164/Un.04/F.II/PP.00.9/10/2024
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 10 Oktober 2024 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini
memberitahukan kepada saudara bahwa :

Nama : Lisnani
NIM : 12110424441
Semester/Tahun : VII (Tujuh)/ 2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

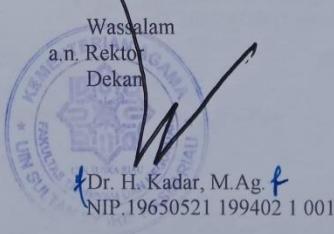
ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan
judul skripsinya : Using Analytical Rubric For Peer Assessment In Teaching Writing: Its
Effect On Efl Students' Writing Skill At SMAN 12 Pekanbaru

Lokasi Penelitian : SMAN 12 Pekanbaru

Waktu Penelitian : 3 Bulan (10 Oktober 2024 s.d 10 Januari 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang
bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Rektor
Dekan

Dr. H. Kadar, M.A. f
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmpptsp@riau.go.id

REKOMENDASI
Nomor : 503/DPMPPTSP/NON IZIN-RISET/69430
TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-22164/Un.04/F.II/PP.00.9/02/2024 Tanggal 10 Oktober 2024, dengan ini memberikan rekomendasi kepada:

1. Nama	:	LISNANI
2. NIM / KTP	:	121104244410
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	PEKANBARU
6. Judul Penelitian	:	USING ANALYTICAL RUBRIC FOR PEER ASSESSMENT IN TEACHING WRITING ITS EFFECT ON ELF STUDENTS WRITING SKILL AT SMAN 12 PEKANBARU
7. Lokasi Penelitian	:	SMAN 12 PEKANBARU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 16 Oktober 2024

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)


DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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DINAS PENDIDIKAN
JL. CUT NYAK DIEN NO. 3 TELP. (0761) 22552 / 21553
PEKANBARU

Surat Izin Riset / Penelitian

Pekanbaru, 08 NOV 2024

17544

Nomor : 400.3.11.2/Disdik/1.3/2024/

Sifat : Biasa

Lampiran :

Hal : Izin Riset / Penelitian

Yth. Kepala SMA Negeri 12 Pekanbaru

di-
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/69430 Tanggal 16 Oktober 2024 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : LISNANI
NIM/KTP : 12110424441
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : USING ANALYTICAL RUBRIC FOR PEER ASSESMENT IN TEACHING WRITING ITS EFFECT ON ELF STUDENTS' WRITING SKILL AT SMAN 12 PEKANBARU
Lokasi Penelitian : SMAN 12 PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

**PIK KEPALA DINAS PENDIDIKAN
PROVINSI RIAU**
EDI RUSMA DINATA, S.Pd,M.Pd
Pembina Tingkat I (IV/b)
NIP. 19720822 199702 1 001

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru

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PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 12 PEKANBARU
SEKOLAH RUJUKAN NASIONAL

Alamat : Jl. Garuda Sakti Km. 3 Kel. Binawidya Kec. Binawidya. Kode Pos : 28293
Email : smanduabelas.pekanbaru@gmail.com Telp : (0761) 7875113
NSS : 301096008042 NIS : 300420 NPSN : 10404011

Akreditasi : A

SURAT KETERANGAN RISET
Nomor : 400.3.8.5 / SMAN.12-PKU / 2025 / 1444

Berdasarkan Surat Dinas Pendidikan Provinsi Riau Nomor : 400.3.11.2/Disdik/1.3/2024/17544 Tanggal 08 November 2024 Tentang Izin Riset / Penelitian. Yang bertanda tangan di bawah ini, Kepala SMA Negeri 12 Pekanbaru, dengan ini menerangkan :

Nama : LISNANI
NIM : 12110424441
Program Studi : S1 / Pendidikan Bahasa Inggris
Mahasiswa : UIN SUSKA RIAU

Benar telah melaksanakan riset / penelitian di SMA Negeri 12 Pekanbaru, yang dilaksanakan pada tanggal 02 Januari s.d 20 Februari 2025, data atau hasil dari penelitian tersebut akan dipergunakan untuk bahan pembuatan skripsi yang berjudul :

“USING ANALYTICAL RUBIC FOR PEER ASWSMENT IN TEACHING WRITING : ITS EFFECT ON EFL STUDENT’S WRITING SKILL AT SMAN 12 PEKANBARU.”

Demikianlah surat keterangan ini kami berikan untuk dapat dipergunakan seperlunya.

Pekanbaru, 16 Mei 2025
Kepala Sekolah,

SUPRAPTO, M.Pd
NIP. 197108231998021001
DINAS PENDIDIKAN

Syarif Kasim Riau

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CURRICULUM VITAE

Lisnani is the First child of Mr. Abd Gani and Mrs. Linda. She was born in Nipah Sendanu on July 10th, 2002. In 2015, she graduated from SDN 21 Tanjung Sari. She also finished her studies at SMPN Satu Atap Tanjung Sari in 2018, and at SMAN 1 Tebing Tinggi Timur in 2021.

In 2021, she was accepted as a student at the Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. from July until August 2024, she Participated in the KKN (Kuliah Kerja Nyata) Program at Muara Dua Village, in Siak Kecil Subdistrict, Bengkalis. Then, from September until November 2024, she conducted her Pre-Service Teacher Practice (PPL) at MTs Muhammadiyah 02 Pekanbaru. To fulfill requirements for her Undergraduate Degree in English Education, she conducted research from October until February 2025. Her thesis is entitled “The Effect of Using Analytical Rubric in Peer Assessment on Students’ Writing Skill at SMAN 12 Pekanbaru”.