



THE USE OF “INDONESIA NOW” VIDEO AS A MEDIUM  
TO IMPROVE STUDENTS’ MASTERY IN WRITING  
ANALYTICAL EXPOSITION TEXT  
(An Experimental Study at SMA N 1Tegal)

a final project  
submitted in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English

by  
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## **PERNYATAAN**

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**THE USE OF INDONESIA NOW VIDEO AS A MEDIA TO IMPROVE STUDENTS' MASTERY IN WRITING ANALYTICAL EXPOSITION TEXT TEXT (An Experimental Study at the Eleventh Grade Students of SMA N 1 Tegal in the Academic Year of 2010/2011)**

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya, yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi, dan pemaparan atau semua ujian. Kutipan, baik langsung maupun tidak langsung, baik yang diperoleh dari sumber lainnya, setelah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana lazimnya dalam penulisan karya ilmiah. Dengan demikian walaupun tim penguji dan pembimbing skripsi/tugas akhir/final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata tulis ilmiah yang berlaku, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

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Yang membuat pernyataan

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*“Allah does not change a people’s lot unless they change what is in their hearts”*  
QS. Ar-Ra'ad (13):11

I humbly dedicated this final project to the God Almighty, my parents,  
my brothers, my sweetheart and friends

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Semarang, July 12, 2011

Wahyu Setia Budi

## ABSTRACT

**Setia Budi, Wahyu.** 2011. *The use of Indonesia Now Video as a Media to Improve Students' Mastery in Writing Analytical Exposition Text. A Case Study of the Eleventh year Students of SMA N 1 Tegal in the Academic Year of 2010/2011.* A Final Project, English Department. Faculty of Language and Arts, Semarang State University. The First Advisor is Dr. Djoko Sutopo, M. Si and The Second Advisor is Frimadhona Syafri, S.S., M.Hum.

**Keywords:** Indonesia Now Video, analytical exposition text, experimental design.

In this final project, the objectives of the study was to find out whether there was any significant difference in the improvement of students' mastery in writing analytical exposition text using Indonesia Now video and without using National Geographic Channel video and to identify the effectiveness of Indonesia Now video as a media of teaching writing analytical exposition text.

To achieve the objectives of the study, the writer conducted an experimental quantitative research. The experiment was held through pretest - posttest experimental and control group design. The population of the study was the eleventh grade students of SMA N 1 Tegal. The total number of sample in this study was 54 students. The data were collected through the writing test.

In solving the problems, the writer carried out an experimental study using statistical method called *t*-test. The writer used two groups: experimental group and control group. In the control group the writer used written text, while in the experimental group, the writer used Indonesia Now video.

The technique to analyze the data was *t*-test formula. It was used as a technique to determine whether there was any significant difference between the means of the score of the experimental and the control group or not. The mean score of pre-test data from experimental group was 68.85 and from the control group was 62.85. Further, the mean score of the post-test of the experimental group was 84.67, which was higher than the mean of post-test of the control group that was 74.0. The *t*-test result (9.809) was higher than the *t*-table (2.01) since the *t*-test was higher than the *t*-table, the working hypothesis (*H<sub>a</sub>*) was accepted. It means that there was significant difference of the written descriptive text score of the students who are taught using Indonesia Now video to the score of those taught without Indonesia Now video.

The English teacher was expected to be creative in delivering material of learning. They should provide interesting media to attract students' interest such as videos related to the lesson.

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# **CHAPTER I**

## **INTRODUCTION**

Chapter one discusses background of the study, reason for choosing the topic, statements of the problems, objectives of the study, significance of the study, limitation of the study and outline of the study.

### **1.1. BACKGROUND OF THE STUDY**

As stated in School Based Curriculum (2006:36), “the purposes of English language teaching are to develop students’ competence in spoken and written communication, and to reach the informational literacy level.” The scope of English for Senior High School covers skills that are listening, speaking, reading and writing, and those four skills have to be supported by language component such as phonology, grammar and vocabulary. Each of the language skills has a relationship with each other. In order to master writing, for example, students also should master three other skills. It means that English teachers should teach all of the skills.

Writing, as one of the four skills has given an important contribution to human life. Nilson (1984:34) says that “writing skill is a skill which has been developed in civilized society to pass on knowledge or messages.” Realizing that writing is very important for English learners, it is essential for the learners to develop their writing skill in English. Unfortunately, “writing skill is complex and full of concepts of writing and judgment” (Heaton, 1975:138).

The importance of writing can be seen in people daily activities when they need to write short text such as memos, invitation letters, sympathy notes, brochures, articles, business letters, application letters and many others. Most of them always feel difficult when they asked to write them. They know the concept but less knowledge of good structure and the use of appropriate sentence.

According to Oxford Advanced Learner's Dictionary, development means the action or process of developing or being developed. Developing means trying to have more advanced in all field, for me developing here means that I must try to advance all materials especially in writing to improve the students' ability.

If the students learn English at school, they usually used some books that relevant with the curriculum. Longman Dictionary of Language Teaching and Applied Linguistics states that material in language teaching is anything, which can be used by teachers or learners to facilitate the learning of a language. Materials may be linguistic, visual, auditory, or kinesthetic and they may be presented in print, audio or video form, on CD-ROMS, on the internet or through live performance or display. Inside of the material we must arrange the model to make it perfect. We can say that model like a plan, pattern or something that designed to show the main object of something such as a concept or a system.

Multimedia material is one of effective way media that can be used in teaching learning English. Multimedia can combine text, graphic, animation, voice and video. The information from this multimedia organized as life document that can be projected by overhead projector, and hear the sound, see the

gestures (video or animation). The use of Indonesia Now video as a medium is to improve students' mastery in writing analytical exposition text. By using multimedia material that combine text, graphics, sounds and gestures, the students can get information about the material in enjoyable, interesting, and easy to understand and clear way. The information obtained from Indonesia Now can facilitate the students to analyze and provide arguments in accordance with the video. They can use it as data to make written analytical exposition text easily.

## **1.2. Reasons for Choosing the Topic**

An exposition is a piece of text that presents one side of an issue. If you have tried to persuade someone to believe something or if you have argued with someone, then you have used the exposition text. "The purpose of an exposition text is to persuade the reader or listener by presenting one side of an argument" (Anderson, 1997:46). The topic of this final project primarily deals with the use of Indonesia Now video as a media to improve students' mastery in writing analytical exposition text.

Based on school based curriculum (KTSP) (Depdiknas, 2006:36), "there are thirteen text types for senior high school. There are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. While the purpose is preparing the students in mastering listening, speaking, reading, and writing skills in reaching the functional literacy level (the skill in understanding and creating short functional text, monologues, and essays of the genre).

Sometimes the students find difficulties in building the idea and choosing the vocabulary they want to use to develop the text. Teaching using media may

help the students to solve this problem. That is way the writer chooses the topic using Indonesia Now video as a medium to teach written analytical exposition text.

An interesting media will motivate the students to understand the material given by the teacher, and watching video can reduce the boredom of the students' classroom activity. The students are expected to relax and enjoy the video and they will understand the content of the video easily. The students also can get the information from the video and it can be used to develop the written analytical exposition text.

The topic of the use of Indonesia Now video as a medium to improve students' mastery in writing analytical exposition is chosen text for the following reasons. First, writing is one of the four skills which are necessary to be developed by the students. Writing may be considered as the most complicated skill to develop. In the writing skill, the students have to master the components of writing such as content, form, grammar, style and mechanics in order to make the writing is readable and understandable. Second, the students are always interested in using different media to improve their writing skills. Indonesia Now video that is used as a media to improve their writing. It helps them organize their ideas, so it should be relatively easy to write the analytical exposition text and make them more interested in writing an analytical exposition text. Third, by using Indonesia Now video as a multimedia material that combine text, graphics, sounds and gestures, the students can get information about the material in enjoyable, interesting, and easy to understand and clear way. The information obtained from



Indonesia Now can facilitate the students to analyze and provide arguments in writing the analytical exposition text easily.

### **1.3. Statements of the Problems**

Specifically the research questions posed in this study are as follows:

- (1) how is Indonesia Now video as a medium used to the develop the students mastery in writing analytical exposition text of the eleventh grade of SMAN 1 Tegal?
- (2) how well does the use of Indonesia Now video as a medium improve the students' mastery in writing analytical exposition text?

### **1.4. Objectives of the Study**

The objectives of the study are:

- (1) to discover how is Indonesia Now Video as a medium used to improve students mastery in writing analytical exposition text of the eleventh year of Senior High School level.
- (2) to find out how well the used of Indonesia Now Video as a medium give a valuable contribution in improving students' mastery in writing analytical exposition text.

### **1.5. Significance of the Study**

The significance of this study will be useful for both English teachers and students.

First, this study will help students improve their writing skill especially in writing analytical exposition text after being taught by using Indonesia Now Video as a media, which makes the teaching and learning process more interesting. Students will be motivated and be active during teaching and learning process. Their improvement of interest in writing will help them master English well.

Second, English teachers should know how students learn and what they enjoy in learning. If teachers do not know the students' interest and characteristic in learning language, they will not do the best for them. Second, they have a new development media about written analytical exposition text. They would be inspired to develop other media to help their students achieve a better result.

### **1.6. Limitation of the study**

In this research, I limit the scope of the study on:

- 1) The use of Indonesia Now Video as a media to teach written analytical exposition text.
- 2) The effectiveness of using Indonesia Now Video as a media to improve the students' writing skills especially in writing analytical Exposition text.

### **1.7. Outline of the Study**

This final project consists of five chapters. The first chapter presents the introduction. It consists of background of the study, reason for choosing the topic, statement of the problems, objectives of the study, significance of the study, limitation of the study, and outline of the study.

The second chapter discusses review of related literature, which contains theories underlying the writing of this study.

The third chapter describes methods of investigation, which discusses for the subject of the study, the experimental design, procedure of experiment, statistical design, instrument, method of analyzing data, and method of reporting the result.

The fourth chapter presents discuss of the study, statistical analysis, grade of achievement and discussion of findings,

The last, the fifth chapter concludes the study and gives suggestion based on the findings of the study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

A base of a good research is complete literatures that support every side of the research so that the researcher can use it as a guideline in this research. This chapter explicitly presents a set of literature that is in line with the research itself. I use some theories that support this research and some previous studies that also can be used as comparison with the current research. This chapter is generally divided into three parts, they are: previous studies, review of related literature, and theoretical framework. Each part has its own function in supporting this research activity. Here are the complete discussions of literature I used.

#### **2.1 Review of Previous Study**

Writing is one of skills that is interesting to be researched. Many scientific studies have been conducted on this skill. Based on the studies which have been done before, which use media, especially videos and pictures that can improve students' writing. Here are some previous studies which are relevant in teaching English using videos.

Ariyanti (2007) studied *Teaching Speaking Using "Follow Me" Conversation Videos as Audio-Visual Media* (the case study of the second year students of SMK N 2 Semarang in the academic year of 2006/2007). The objectives' of this study were to describe the students' mastery in speaking before and after the use of "Follow Me" conversation video and to analyze the

improvement of speaking using video. It showed that watching video activity was effective to improve students' mastery in speaking.

The second study was by Sugiarto (2008). His study was *The Use Of Language Learning Video "New Kids English (I CAN SPEAK ENGLISH)" as a Visual Aid for Teaching Vocabulary to Students of Elementary School (The Case Study of the Fifth Grade Students of SDN Wilalung 1 Gajah Demak)*. The objective of the study was to identify whether teaching vocabulary with language learning video "New Kids English (I CAN SPEAK ENGLISH)" for elementary school was better than grammar translation method in reaching good achievement and to explain how language improve their vocabulary. It showed that there was a significance differences in grades in vocabulary test achieved by students who have been taught with language learning video "New Kids English (I CAN SPEAK ENGLISH)" from those taught with explanation.

Turasih (2008) studied *The Use of Series Pictures as a Media in Writing Procedure Text (The Case Study of Tenth Grade Students of SMA N 2 Pemalang in the Academic Year 2007/2008)*. The purpose of this study was to find out how well pictures give contribution to the students in writing procedure text. The result of this study showed that pictures were effective helping students in writing procedure text.

From the three researchers above there is a field that has not been studied by the researcher. Using television program as a guidance to teach students in writing activity seems as an interesting to be studied. According to that reason, the

use of television news program for teaching writing analytical exposition text considered as a research that needed to be done.

## **2.2 Review of Related Literature**

### **2.2.1 Teaching Writing**

Teaching writing is very important since the students are taught to make composition in other language, not their mother tongue.

In teaching writing, teacher should give students clear guidelines in how to plan and construct the different kinds of text they have to write.

Process methods can therefore be combined with genre based teaching to ensure that the students develop understanding and control of:

- (1) the process of text creation,
- (2) the purposes of writing and how to express these in effective ways, and
- (3) the context within which texts are composed and read that give them meaning ( Belcher and Liu, 2004:21 )

Writing is an activity in teaching and learning process in, which the students are able to express their ideas, thought, opinions, feeling and organize them in simple sentences and composing them into paragraph and the paragraphs are composed into a kind of text. The text composed here is an analytical exposition text.

### **2.2.2 General Concept of Writing**

As one of the language skills, writing demands the students to master it well. This skill will help them to express their thoughts, feelings, ideas and knowledge. The definition of writing is explained in many ways, Meyers (2005:2) states that “writing is an action- a process of discovering and organizing ideas, putting them on paper, reshaping, and revising them.” Writing is not a natural skill; it needs learning and experiencing process. By practicing their writing, the learners will be able to improve their writing skill.

There are at least the following five general components of writing. They are content, form, grammar, style, and mechanics. Content is related to the substance of writing, the idea expressed. Form is organization of the context while grammar is about employment of grammatical forms and systematic patterns. Style is choice of structures and lexical items to give a particular tone or flavor of the writing, and mechanics is the use of the graphic conventions of the language.

Writing gives many advantages in human’s life. As a language skill, it helps people to express what goes through their mind. On the other hand, as a human’s work, it plays a role as the source of knowledge and information for other people, such as newspapers, magazines, books and so on. Definitely, writing gives important contribution to human’s life. It can be stated that writing is an activity of thinking process of student and their ability to express ideas, feelings, and opinion for a particular audience. Therefore, I conclude that writing is a process to express and communicate the idea in a written form.

Considering how importance of writing is in everyday life, writing is taught at school. Writing is difficult for most students who use English as first foreign language, because they are expected to create written products that demonstrate the mastery of all elements above in a new language. By learning writing, the students will get knowledge how to write effectively and how to express the ideas through writing. Particularly, writing an analytical exposition text will help the writer to present one side of an issue. With this type of text, the writer explores his or her opinion toward something supported by some evidence, facts or arguments in order to convince the reader or listener.

### **2.2.3 Types of Writing**

According to Brown (2003:220) writing falls into four types.

#### **(1) Imitative**

Imitative writing includes the ability to spell correctly and perceive phoneme-grapheme correspondences in English spelling system. It is a level in which learners are trying to master the mechanistic of writing. At this stage, form is the primary if not exclusive focus, while context and meanings are secondary concern.

#### **(2) Intensive**

It requires the writer to produce appropriate vocabulary with context, collocations, and idioms, and correct grammatical features up to length of a sentence. Meaning and context are some of importances in determining



correctness and appropriateness, but most assessment are more concerned with a focus form.

### (3) Responsive

It demands the writer to connect sentence into paragraphs and creating a logically connected sequence of two or three paragraphs. Form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning.

### (4) Extensive

It implies successful management of all the process and strategies of writing for all purposes. The focus is on achieving a purpose, organizing, and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety.

It is very important to know the types of writing because it will help the students to know the grammatical rules before starting to write. With well understanding in the types of writing, it will help to write an analytical exposition text that is grammatically correct, readable and understandable.

## **2.2.4 Writing Process**

Writing is a process. Because writing has many purposes, it is created in many different forms. Harmer (2004: 4-5) defines, “writing process is the stages a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content of the writing, type of the writing, and

the medium it is written in.” He also suggests that the process has four main elements:

(1) Planning

In this stage, the writer have to think about three main issues: the purpose of their writing, the audience they are writing for, and the content structure of the piece.

(2) Drafting

This is the first version of writing and it will produce on the way to the final version.

(3) Editing

This stage needs some reflecting and revising to make it better.

(4) Final version

“After editing the draft and making the changes they consider to be necessary, writers can produce their final version” (Harmer 2004: 4-5).

Writing is always a discovery process. It is not only a mechanical act of saying what we have already known. The writer considers writing as a series of related text making activities: generating, arranging, and developing ideas in sentences; drafting, shaping, and rereading the text we make, and editing then revising. Furthermore, I noticed that writing is a series of process. Each process is important to produce a qualified writing.

Furthermore, I notice that in writing an analytical exposition text there would need a series of processes. Each process above is important to produce a qualified written analytical exposition text.

### 2.2.5 Genre

“A genre can be defined as culturally specific text type which results from using language (written or spoken) to (help) accomplish something” (Gerot and Wignell: 17). Harmer states, “a systemic functional view genre as a tagged, goal oriented social process.” According to Hornby (2000:561), “genre is a particular type or style of literature, art, music, or film that can be recognized because of its special features”. Genre or text types are important to be learned by the students. Each text is different from another text.

Each text types have predictable structures that are common to it, though they will vary from one text to another. “Text types can be described according to the sequence and nature of the stages through which they develop and the grammar is appropriate to each type. Many texts are a combination of the text types” (K-6 English Syllabus: 101). Based on school based curriculum (KTSP) (Depdiknas, 2006;36), “there are thirteen text types for senior high school. There are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item.”

From those explanations, I conclude that a genre or type of text is a category used to classify discourse and literary works, usually by form, technique, or content. In this study, I discuss the use of Indonesia Now video as a media to improve students’ mastery in writing on genre or type of text that is analytical exposition text.

## **2.2.6 Analytical Exposition Text**

### **2.2.6.1 Definition of Analytical Exposition Text**

An exposition is a piece of text that presents one side of an issue. If you have tried to persuade someone to believe something or if you have argued with someone, then you have used the exposition text. “The purpose of an exposition text is to persuade the reader or listener by presenting one side of an argument” (Mark and Kathy Anderson, 1997:122).

Gerot and Wignel (1994:197) contend “analytical exposition aims to persuade the reader or listener that something is in the case.” In this type of text, the writer explores his or her opinion toward something supported by some evidence, facts or arguments in order to convince the reader or listener.

“The writer of an exposition text should support their argument with evidence if they want to convince their audience” (Anderson, 1997:131). Meyer (2005:109) states that “persuasion is an attempt to convince others that they should accept one’s views or do what he asks to them.” According to Reid (2000:171), “writing persuasive essays demands careful planning, analysis of the audience, and sufficient evidence.” Meyers (2005:109-110) adds, “A persuasive argument should follow a persuasive strategy based on the anticipation of the audience response, the response for persuading, and the type of appeals.”

An analytical exposition text is used to argue a point of view or to persuade the audience to do something. It means that the text presents one side of an issue. That is when we try to persuade someone to believe something or if we have argued with someone.

### **2.2.6.2 Generic Features and lexicogrammatical features of Analytical Exposition Text**

“Genre are staged, goal directed and purposeful” (Gerot and Wignell, 1994:192).

Thus for every genre we can find its social function, generic (schematic) structure, and lexicogrammatical features.

#### **(1) Social function**

Gerot and Wignell (1994:197) explain that “the social function of analytical exposition text is to persuade the reader or listener that something is the case.”

#### **(2) Generic structure**

Analytical exposition text also has generic structure. Gerot and Wignell (1994:197-198) explain that “the generic structure of analytical exposition are thesis, arguments, and reiteration.”

##### **a. Thesis**

This stage consists of two main points. The first is position, position is the activity where writer introduces topic and indicates writer’s position. The next point is preview. Preview is the activity where writer outlines the main arguments to be presented.

##### **b. Arguments**

Same as the previous stage, argument also includes two main activities. The first is point. Point is an activity in which the writer restates main arguments outlined in preview. The second activity is

elaboration. Elaboration is an activity in which writer develops and supports each point/argument.

c. Reiteration

Reiteration is the stage in which the writer restates his or her position.

(3) Lexicogrammatical features of an analytical exposition text

- a. An analytical exposition focuses on generic human and non-human participants.
- b. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something, for example: realize, feel etc.
- c. It often needs material processes. It is used to state what happens, e.g. ....has polluted... etc.
- d. It usually uses Simple Present Tense and Present Perfect Tense.
- e. Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly ..., Finally, etc.

From the explanation above, I conclude that an analytical exposition text is aimed to persuade the reader or listener that something is the case. The generic structures of analytical exposition are thesis, arguments, and reiteration. It usually focuses on generic human and non-human participants. Another characteristic is the use of simple present tense. There are also the use of mental process is used to state what the writer or speaker thinks or feels about something. The use of material processes is to express the cause and effects of the events. The use of

enumeration is to stage the argument and to show the series of arguments that contain more than one argument. I in this study will explain and find out how well the use of Indonesia Now video as a media to improve students' mastery in writing this kind of text.

### **2.2.7 General Concept of Media**

Media or visual aids play an important role in the teaching and learning process. By using media during the teaching learning process, hopefully, the teacher will be able to motivate the students to learn and pay attention to the material.

Harmer (2001:134) states that “as language teachers, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as basic of whole activity.”

Media will help to establish the condition for the learners to identify or describe something. The meaning of media according to *Oxford Learner's Dictionary* (1995:259) “is the main means of communicating with large numbers of people such as television, radio, and newspapers.”

### **2.2.8 Definition of Media**

Media are very important in teaching and learning process. They can help students to understand the material correctly. By using media, teacher can convey the material effectively.

Gerlack and Elly (1980:241) propose “ a medium is any person, material or event that establishes condition that help learners or students to acquire knowledge, skill and attitudes” while Brown (1977: 7) defines that “media as things that help the teachers implant the media of what is presented in the kind of students”

Nowadays, teachers still depend on teaching tools to make their teaching effective and interesting. In some respects, our modern teaching tools are more sophisticated than the teaching tools used by the teacher in earliest time. Brown, Lewis and Harcleorad interpret that the modern teaching tools like film, chart overhead projectors, film strips, slider braphs, projectors, tape, television and flannel board may have some functions and contribute to teaching learning process (1984:350).

### **2.2.9 The Importance of Media**

According to Wright (1976:38), “media have important roles in teaching and learning process.” There are some functions of media as follow:

1. to motivate the students

It means that by using the media such as audiovisual aids can attract the students’ interest and motivation. If they are interested and motivated, they will give much attention to what is being taught or discussed. They will be curious and motivated to know the lesson.

2. to create a context within which his written text will have meaning



By using media, teacher can create a context within which his or her written text will have meaning. It means that by using media, students will more understand about a material because the teachers provide the context within material and the meaning.

3. to provide the students with information to refer to, including objects, actions, events, relationship

It means that media can give additional information that students can't get from written text. For example, by using "Indonesia Now" media, students will see the object, actions of the character, events, relationship between events to another. Therefore, the students will improve their mastery in writing, particularly in writing analytical exposition text.

4. to provide non verbal cues for manipulation practice

Sometimes, teacher has a difficulty to explain a cue or command with spoken language. However, by using media, it would be easier because students not only receive a cue or command from spoken language but also from picture for example. So that, the teaching and learning process will more effective and efficient.

#### **2.2.10 Types of Media**

Sudiman (2003:28-79) states, "instructional media for teaching-learning process can be classified into five types". There are:

- (1) games and stimulation

Some of the examples are words and puzzle.

(2) visual media

Visual media are media that can be seen, such as photograph, sketch, diagram, charts, and maps.

(3) audio media

Audio media that becomes useful because of their sounds. Some of the examples are radio and tape recorder.

(4) audio visual media

Audiovisual media are media that provide both sounds and pictures. The examples are television and video.

(5) still projected media

Still projected media are almost the same as visual media. The examples are film slide.

Therefore, there are five kinds of media in teaching-learning process, games, and simulation, visual media, audio media, audio visual media, and still projected media.

In short, media help us to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communication context. Media can also provide a density of information and richness of cultural input they cannot get in the classroom. With the assistance from media, the students will easily compose a written kind of text, particularly an analytical exposition text.

### **2.2.11 Teaching with Video**

There are many reasons why video can add special, extra dimension to learning experience: seeing language-in-use, cross-cultural awareness, the power of creation, motivation. “There are also some video problems, they are: the nothing new syndrome, poor viewing condition stop and start, the length of extracts, and fingers and thumbs” (Harmer, 2001:282).

“There are three basic types of video, which can readily be used in class ‘off air programmes, ‘real-world’ videos, and language learning video (Harmer, 2001:284).” Off air program is program recorded from television channel should be engaging for our students, and sensible length. We have to consider their comprehensibility too. Apart from overall language level, somewhere particularly marked accents are used or where there is a high preponderance of slang or regional vernacular. The best programmes and excerpts are ones that we can use for a range of activities including prediction, cross-cultural awareness, teaching language, or as spurs for the student’s own creativity.

All television programmes have copyright restrictions that vary from country to country. It is important to know what the law is and realize that breaking it can have serious consequences. Where there are no copyright restrictions, teacher can record programmes off-air and base a whole class sequence around them.

### **2.2.12 Television News Program as a Video**

News broadcasting (also known as newscast or newsbreak) is the broadcasting of various news events and other information via television or radio. The content is usually produced either locally in newsroom, or by a broadcasts network. It may also include such additional material as sport coverage, weather forecast, traffic reports, commentary and other material that broadcaster feels are relevant to their audience.

Television news refers to disseminating current events via the medium of television. “News Bulletins” or “Newscasts” are programmes lasting from seconds to hours that provide updates on world, national, regional or local news events. Television news is very image-based, showing video of many of the events that are reported. Television channels may provide news bulletin as part of regularly scheduled news program. Less often, television shows may be interrupted or replaced by “news flashes” to provide news updates of great importance or sudden events of great importance.

A news program, news show, or newscast is regularly scheduled radio or television program that reports current events. News typically reported in a series of individual stories that are presented by one or more anchors. A news program can include live or recorded interviews by field reporters, expert opinions, opinion poll results, and editorial in format. These host polemic debates between pundits of various ideological philosophies.

### **2.2.13 Indonesia Now on Metro TV**

Metro TV is Indonesia's first 24-hours news channel based in West Jakarta. The station was established on November 25, 2000 and now has over 53 transmission sites all over the country. Surya Paloh who also owns Media Indonesia Daily owns it. These two, along with other newspapers distributed in different parts of Indonesia, are part of Media Group, also owned by Paloh.

It is the only TV station to offer English and Mandarin news and no sinetron (soap opera) programs in Indonesia, although lately the station has also begun to broadcast entertainment programs such as talk show called 'e-lifestyle', and the entertainment and movies news that is presented in "Show-buzz" news.

It is a weekly program that is broadcasted by Metro TV, read in English language that shows news worldwide. Indonesia Now is the first international program from Indonesia, first aired on September 1, 2006 to explain Indonesian news or Asian news. It also broadcast since August 11, 2007, at 7:00 a.m. WIB (every Saturday) and 1:00 p.m. WIB (every Sunday), with its host, Kania Sutisnawinata and Dalton Tanonaka.

The using of Indonesia Now video as a media in teaching writing is actually meant to help students in catching and expressing their idea easily. Without any medium, when the teacher asks the students to write, they will get difficulty in writing sentences or paragraph because the students may need a very long time to find the topic. By using Indonesia Now video as a media, the topic is an event that is happened in the real life with its complete communicative context,

it can help students especially to improve students' mastery in writing analytical exposition text.

### **2.3 Theoretical Framework**

In this study, the writer used pre test-post test part control group design. There are two groups employed in this design; the first group, the experimental group receives a treatment (x) while the second group, the control group does not. Both group are given a prê test and post test. The use of pre test is the only difference between this design and the previous one (Tuckman, B.W, 1978: 132.) The result of this study can be seen by the comparison of the two post test result of the two classes.

The result of the study will be used to achieve the objective of the study of the research that are to find out whether there was any significant difference occurs in the improvement of students' mastery in writing analytical exposition text using Indonesia Now video and without using Indonesia Now video and to identify the effectiveness of Indonesia Now video as a media of teaching writing analytical exposition text. As one of the language skills, writing demands the students to master it well. This skill will help them to express their thought, feelings, ideas and knowledge. To convey the material effectively the writer used a media. Gerlack and Elly (1980: 241) propose "a medium is any person, material or event that establishes condition that help learners or students to acquire knowledge, skill, and attitudes" Brown (1977: 7) defines that "media as things that help the teachers' implant the media of what is presented in the kind of

students.” Media that is used by the writer is Indonesia Now video. There are three basics types of video, which can readily be used in class “off air programmes, ‘real world’ videos, and language learning video” (Hammer, 2001: 284). Indonesia Now video is considered as off air program. It is a program recorded from the television channel should be engaging for our students and sensible length.

To achieve the objectives of the study, the writer conducted an experimental quantitative research. The experiment was held through pre test – post test experimental and control group design. The population of the study was the eleventh year students of SMA N 1 Tegal. The total number of sample in this study was 54 students. The data were collected through the writing test.

In solving the problems, the writer carried out an experimental study using statistical method called  $t$ -test. The writer used two groups: experimental group and control group. In the control group the writer used written text, while in the experimental group, the writer used Indonesia Now video.

The technique to analyze the data was  $t$ -test formula. It was used as a technique to determine whether there was any significant difference between the means of the score of the experimental and the control group or not. The technique to analyze the data applied in the analysis can be seen in the diagram below.

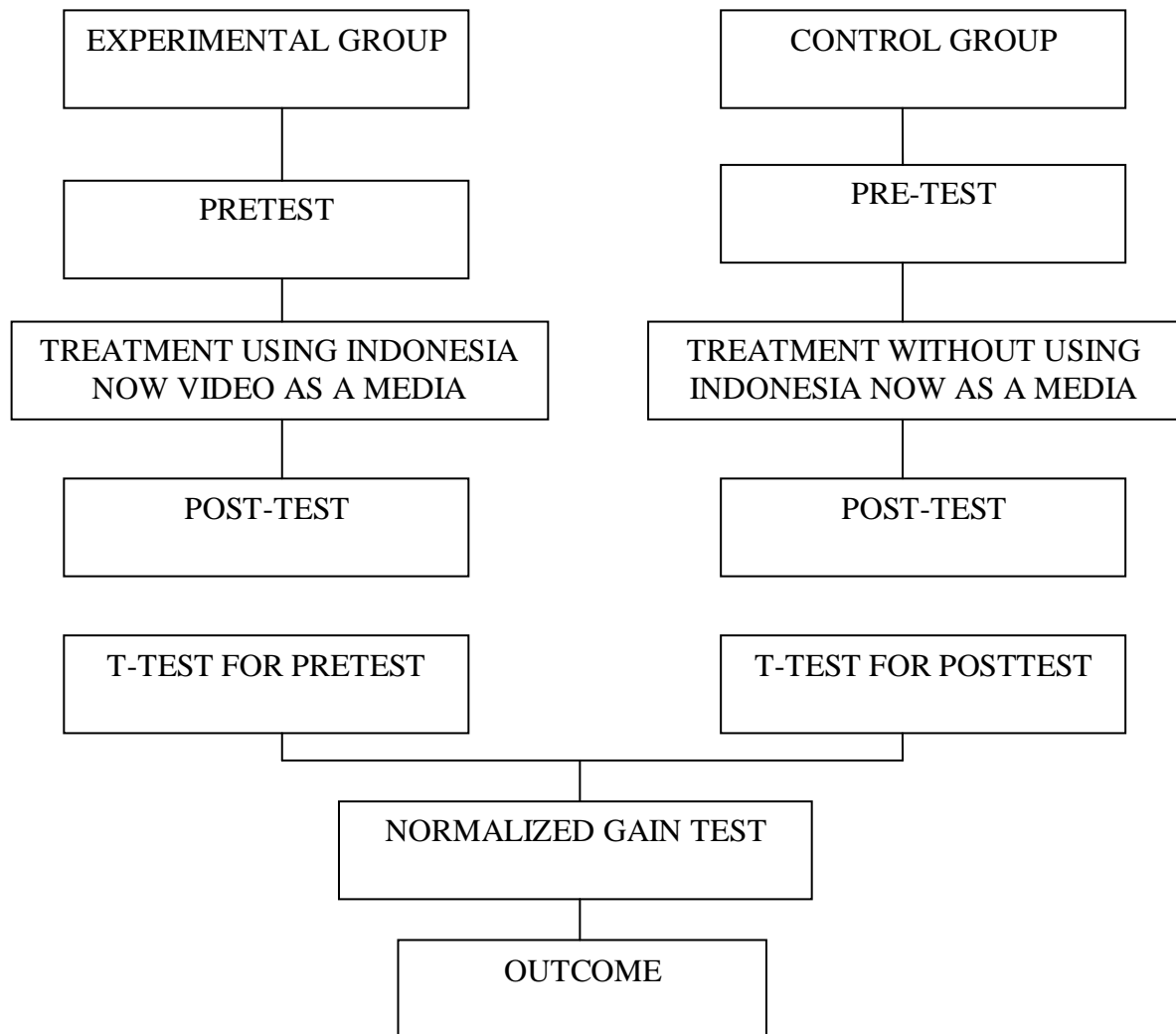


Figure 1. The theoretical framework of the study



## **CHAPTER III**

### **METHOD OF INVESTIGATION**

Research method takes an important role in an investigation. The quality of the result of the field study and other kinds of investigations greatly depend on the method. The effort of getting the data from the field the researcher used pretest-posttest control group design.

#### **3.1 Population and Sample**

##### **3.1.1 Population**

The population of the study is defined as the whole of the subject of the study (Arikunto, 2002:108). According to Brown (1988: 8), “a population is any group individual that has one or more characteristics in common that are of interest to the researchers.” Then, the population could be defined as elementary school teachers, or public school teachers, or all teachers, or some other choice. Saleh, M (2001: 227). The population in this study is the eleventh year students of SMA N 1 Tegal in the academic year of 2010/2011. There are six classes of the second grade students in which there are 27 students each class. So the total number of the population is about 162 students.

### **3.1.2 Sample**

In conducting research, it is difficult to use all of the population, so the writer selected a sample.

Best (1981:8) says, “sample is a small proportion of a population selected for observation and analysis.” While Kerlinger (1965:118) adds that, “a sample is a part of a population which is supposed to represent the characteristics of the population.” There are six classes of the second grade students in which there are 27 students each class. The researcher used two classes as sample for conducting this research. The classes which used were XI IPA 5 and XI IPA 6. Therefore, the total number of the sample was 54 students.

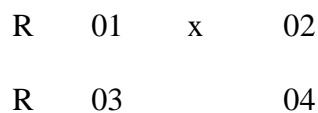
### **3.2 Sampling Technique**

Sampling is the process of selecting some individuals to be examined that represent the population. In this study, I as the researcher use cluster sampling technique in choosing the samples. Cluster sampling technique is the process of selecting intact groups within the defined population sharing similar characteristics.

In this study, the researcher wanted to know the use of using Indonesia Now Video as a media to improve students' writing ability, so the researcher choose two classes as the samples of research. One class taught by using Indonesia Now Video as a media and the other taught by using conventional method using text. And the students' writing ability then would be compared. And the two classes were considered as experimental and control group.

### 3.3 The Experimental Design

The researcher used pretest-posttest control group design it can be diagramed as shown below.



As can be seen from the diagram, two groups are employed in this design; one group, the experimental group, receives a treatment (x) while the second group, the control group, does not. (The assignment of sample study to both groups is accomplished on a random basis.) both group are given a pretest and a posttest-the use of a pretest being the only difference between this design and the previous one. Tuckman, B.W (1978: 132)

The result of the study can be seen by the comparison of the two posttest result of the two classes.

### 3.4 Research Variable

“Variable is something that may or vary or differ” (Brown, 1988: 8). According to Brown, there are five variables such as dependent, independent, moderator, control, and interviewing variables. In this research there are two variables, they are independent and dependent variable.

The independent variable which is a stimulus variable or input operates either within a person or within his or her environment to affect behavior. It is that factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon. The dependent variable is

a response variable or output. It is an observed aspect of the behavior of an organism that has been stimulated. The dependent variable is that factor which is observed and measured to determine the effect of the independent variable, that is, that factor that appears, disappears, or varies as the experimenter introduces, removes, or varies the independent variable. Tuckman (1978:58).

The two variables in this research are:

- 1) Independent variable in this study is the method of teaching written analytical exposition text of both groups. The experimental group is taught by using Indonesia Now video, while the other, the control group is taught by using written text.
- 2) Dependent variable in this study is the students' achievement in the test score.

### **3.5 Instrument for Collecting Data**

Instrument is the tools which researcher uses to collect the data. Instrument can be in a form of questions list, observation sheet, interview record, test and etc. Kerlinger (1965:481) states that "an instrument plays an important role in a study in the sense that reliability of the instrument will influence the reliability of the data obtained." In this study, the writer used Indonesia Now Video and test as the instrument.

### **3.5.1 Indonesia Now Video**

Audio-visual or video are selected in term of their attractiveness and appropriateness to the students. The writer think Indonesia Now Video which consist of information about news and events around the world was proper to be used as a media to improve students' mastery in writing analytical exposition text to the senior high school students.

### **3.5.2 Test**

“A test, in simple terms is a method of measuring a person's ability, knowledge, or performance in a given domain” (Brown, H. D. 2004: 3). The test the researcher used was a test of written analytical exposition text by using Indonesia Now Video

## **3.6 Procedure of Experiment**

In every experiment an outline or steps of experiment is very important. It is the guideline in conducting an experiment.

In this experiment the writer conducted the following steps:

- (1) chose the eleventh year students of SMA N 1 Tegal as population,
- (2) took two groups of students as the sample: one as the experimental group and the other as the control group. The experimental group was XI IPA 6 class and the control one was XI IPA 5 class.
- (3) Conducted the real experiment

The activities in the experimental group are:

*(1) Pre-test*

Pre-test in the experimental group was given before doing the experiment.

It was held on May 16, 2011. I came to the class and introduced myself. I explained to the students what they were going to do. Then he asked the students to do the pre-test.

*(2) Activities in the experimentation*

The writer explained analytical exposition text by using Indonesia Now Video.

Materials	Media	Dates
Generic structure grammatical features of analytical exposition text	text, hand out	May 19, 2011
Significance lexicogrammatical feature of analytical exposition text	Indonesia Now Video hand out	May 21, 2011
Composition	Indonesia Now Video, hand out	May 23, 2011

*(3) Post-test*

Post-test in the experimental group was given after doing the experiment.

It was held on May 26, 2011, at SMA N 1 Tegal.

The activities in the control group:

*(4) Pre-test*

Pre-test in the experimental group was given before doing the experiment.

It was held on May 16, 2011. I came to the class and introduced myself. I explained to the students what they were going to do. Then the writer asked the students to do the pre-test.

*(5) Activities in the experimentation*

The writer explained analytical exposition text by using Indonesia Now Video.

Materials	Media	Dates
Generic structure and grammatical features of analytical exposition text	text, hand out	May 19, 2011
Simple present tense	text, hand out	May 21 , 2011
Composition	text, hand out	May 23, 2011

*(6) Post-test*

Post-test in the experimental group was given after doing the experiment.

It was held on May 26, 2011, at SMA N 1 Tegal.

### 3.7 Scoring Technique

To score the students' ability in writing analytical exposition text the writer used the achievement test.

According to Harris (1969:2), "the achievement test score are used in evaluating the influences of course study, teachers, teaching methods and factor considered to be significant in educational practice." The test is a kind of an essay test. This kind of test gives the students freedom to compose the text based on their mind.

To score the writing ability I used the following rating scale:

**Table 3.1 Analytic Scale for Rating Composition Tasks**

Aspect	Score	Competency/ Ability
<i>1. Organization:</i>  Thesis,  argument, and  reiteration	20- 18	Adequate title, thesis, arguments, and reiteration; body of essay is acceptable
	17- 15	Shows plan (could be outlined by reader);arguments are logical and complete. Adequate thesis, arguments, and reiteration; arguments of essay are acceptable, but some elaboration may be lacking, some arguments aren't fully developed.
	14- 12	Mediocre or scant thesis or arguments; problems with the order of arguments; the arguments may not be fully supported by the evidence given.



	11- 6	Shaky or minimally recognizable thesis; organization can barely be seen; severe problems with ordering of arguments and elaborations; lack of supporting evidence; reiteration is unclear.
	5- 1	Absence of thesis or arguments; no apparent organization of arguments ad elaboration ; severe lack of supporting evidence.
2. Logical development of ideas: <i>Content</i>	20- 18	Ideas well organizes
	17- 15	Essay addressed the issues but misses some points; ideas could be more fully developed.
	14- 12	Development of ideas not complete or essay is somewhat off the topic; paragraph aren't divided exactly right.
	11- 6	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.
	5- 1	Essay is completely inadequate and does not reflect college- level work; no apparent effort to consider the topic carefully.
3. <i>Grammar</i>	20- 18	Several minor mistakes of preposition, articles, etc
	17- 15	Advanced proficiency in English grammar;

	14- 12	some grammar problems do not influence communication, although the reader is aware of them.  Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication.
	11- 6	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.
	5- 1	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.
4. Punctuation, Spelling, and mechanics	20- 18	Several minor errors of capitalization, punctuation, spelling, etc.
	17- 15	Some problems with writing conventions or punctuation; paper is neat and legible.
	14- 12	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	11- 6	Serious problems with format of paper; parts of essay not legible; errors in sentence

	5- 1	punctuation and final punctuation; unacceptable to educated readers.  Completed disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems.
5. <i>Style</i> and quality of expression	20- 18	Good use of words acquired
	17- 15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	14- 12	Some vocabulary misused; lacks awareness of register; may be too wordy.
	11- 6	Poor expression of ideas; problems in vocabulary; lacks variety of structure.
	5-1	Inappropriate use of vocabulary; no concept of register or sentence variety.

( Brown and Bailey, 1984:39)

To get the score of each student in composition, the writer used the formula:

$$S = S1 + S2 + S3 + S4 + S5$$

Where;

*S* : Total score

*S1* : Score of organization aspect

*S2* : Score of content aspect

- $S3$  : Score of grammar aspect
- $S4$  : Score of punctuation aspect
- $S5$  : Score of style aspect

### 3.8 Method of Collecting Data

The required data had to be analyzed by using these formulas. The researcher count the mean of the test result of both groups. The formula is:

$$\text{Mean of the experimental group} = \frac{\sum x}{N_x}$$

$$\text{Mean of the control group} = \frac{\sum y}{N_y}$$

Notes:

$\sum x$  = The total number of test taken from experimental group.

$\sum y$  = The total number of test taken from control group.

$N_x$  = The total number of the experimental group.

$N_y$  = The total number of the control group.

The next activity is calculating the individual score deviation square of mean of both groups.

$$\sum x^2 = \sum x^2 - \left( \frac{\sum x^2}{N} \right)^2 \text{ and } \sum y^2 = \sum y^2 - \left( \frac{\sum y^2}{N} \right)^2$$

The last activities is analyzing the data using  $t$ -test to know the influence of using Indonesia Now video in teaching written analytical

exposition text in the two groups of the eleventh year students of SMA N 1 Tegal in the academic year of 2010/2011.

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

$M_x$  = Mean of experimental group

$M_y$  = Mean of control group

$\sum x^2$  = Total number of individual scores deviation of experimental

$\sum y^2$  = Total number of individual scores deviation of control group

$N_x$  = Total number of subject of experiment

$N_y$  = Total number of subject of control group

(Adopted from Arikunto, 1998: 306)

## **CHAPTER IV**

### **DISCUSSION OF THE RESULTS OF THE STUDY**

This chapter presents Discussion the result of the study that consist of pre-test, treatment on the experimental group, treatment on the control group and post-test, normality and homogeneity, statistical analysis, grade of achievement and discussions findings.

#### **4.1 Discussion of the Result of the Study**

According to Kerlinger (1988:125), “analysis means the categorizing, ordering, manipulating and summarizing of data to obtain answers to research questions.” The purpose of the analysis is to find out whether the experiment is successful or not to answer the research problem.

The research was conducted in five meetings. The experiment has been done in the same date on both groups, the experimental group and the control group. The first meeting was pre-test was executed on Monday, May 16, 2011 at 09.00 a.m. for class XI IPA 6 as the experimental group, and at 12.00 a.m. for class XI IPA 5 as the control group. Both class XI IPA 5 and XI IPA 6 consisted 27 students. The treatment was conducted on May 19<sup>th</sup>, 21<sup>rd</sup>, and 23<sup>th</sup>, 2011 at 09.00 a.m. 12.00 a.m., and 09.00 a.m. respectively for class XI IPA 6 as the experimental group. The treatment for class XI IPA 5 as the control group was conducted on May 19<sup>st</sup>, 21<sup>th</sup>, and 23<sup>th</sup>, 2011 at 12.00 a.m., 07.00 a.m. and 12.00 a.m.. Moreover, the post-test was conducted on Thursday, May 26<sup>th</sup>, 2011 for

class XI IPA 5 at 07.00 a.m. as the control group, and at 09.00 a.m. for class XI IPA 6 as the experimental group.

#### **4.1.1 Pre-test**

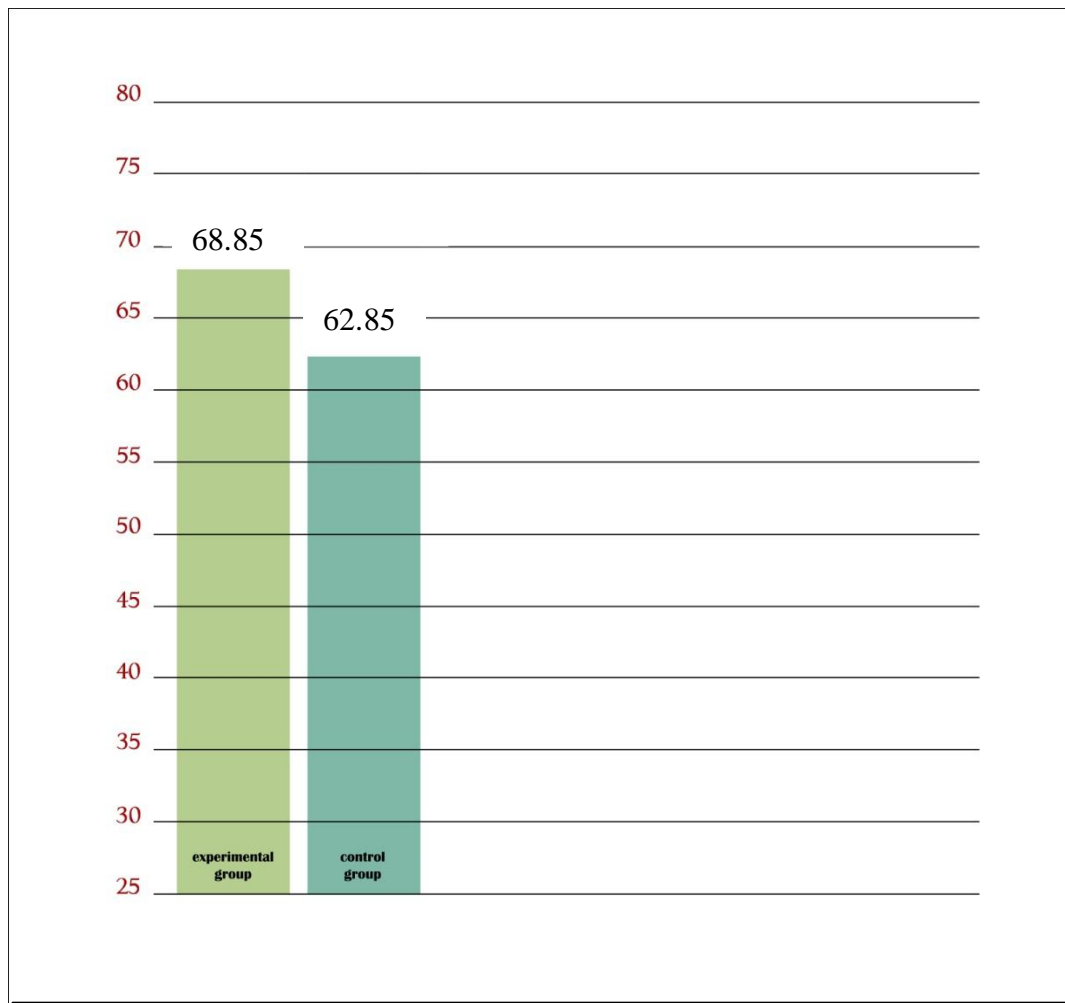
The pre-test was conducted on Monday, May 16<sup>th</sup>, 2011 for class XI IPA 6 as the experimental group at 09.00 and at 12.00 a.m. for class XI IPA 5 as the control group. Both class XI IPA 5 and XI IPA 6 consisted 27 students. The purpose of this test was to know the students' ability in writing especially in five aspects that should be met by the students, there were organization, logical development of the ideas, grammar, mechanics, style before the treatments were given.

From the result, the students' average scores were analyzed. The average score of the experimental group was 68.85 and the control group was 62.85. It means that the students' achievement of the experimental group and the control group was relatively the same before the treatments were given. It was proven by the *t*-test formula. The result showed that there is no significant difference in achievement between the experimental group and the control group on the pre-test. Below is the chart of the students' average score that cover five aspects of the writing skill. The computation of the pre-test can be seen in the appendix 6 and 7.

**Table 4.1 Pre-test Scores of the Experimental and Control Group**

<b>Experimental</b>			<b>Control</b>		
<b>No</b>	<b>Code</b>	<b>Score</b>	<b>No</b>	<b>Code</b>	<b>Score</b>
1	E-01	67	1	C-01	62
2	E-02	65	2	C-02	71
3	E-03	72	3	C-03	62
4	E-04	75	4	C-04	55
5	E-05	79	5	C-05	55
6	E-06	69	6	C-06	72
7	E-07	68	7	C-07	69
8	E-08	67	8	C-08	67
9	E-09	74	9	C-09	50
10	E-10	78	10	C-10	80
11	E-11	72	11	C-11	56
12	E-12	67	12	C-12	53
13	E-13	75	13	C-13	62
14	E-14	72	14	C-14	61
15	E-15	82	15	C-15	63
16	E-16	67	16	C-16	60
17	E-17	76	17	C-17	64
18	E-18	60	18	C-18	60
19	E-19	70	19	C-19	78
20	E-20	62	20	C-20	59
21	E-21	64	21	C-21	63
22	E-22	61	22	C-22	68
23	E-23	69	23	C-23	54
24	E-24	55	24	C-24	64
25	E-25	55	25	C-25	73
26	E-26	72	26	C-26	58
27	E-27	66	27	C-27	58
$\Sigma$	=	1859	$\Sigma$	=	1697
$n_1$	=	27	$n_2$	=	27
$M_x$	=	68.85	$M_c$	=	62.85



**Chart 4.1****The Average Score of the Pretest**

In pre-test data, the student's answers including five aspects such as organization, content, grammar, mechanics and style still consist of many mistakes. Most of the students in both the experimental and control group did many mistakes in their grammar and mechanics. These two aspects of writing skill can be said as the most difficult aspects that the students got in writing the analytical exposition text. The students also did some mistakes in other aspects such as organization, style and content.

#### **4.1.2 Treatment on the Experimental Group**

The treatment was conducted on May 19<sup>th</sup>, 21<sup>st</sup>, and 23<sup>rd</sup>, 2011 for the class XI IPA 6 as the experimental group. This class consisted of 27 students. The students were taught using Indonesia Now video as a media in writing analytical exposition text.

All activities in the treatment had purpose to improve the students' achievement in writing analytical exposition text. In the first treatment, I gave the model of the text or example. They learned the difficult words from the text that was given. After learned the difficult words, I asked them to pay attention on the text and explained the generic structure and the significant lexicogrammatical features of the analytical exposition text. I also explained the organization, content, grammar, mechanics and the style that were used in the text to the students. After considering that the students have understood the material given, I asked the students to find the generic structure and significant lexicogrammatical features of the text that was given by me. The students did the exercise and finished it in the end of the meeting.

In the second treatment, I checked the exercise and reviewed the material given in the previous meeting. The students checked their classmates' work with the instruction of the teacher. Some students raised their hands and explained the generic structure and significant lexicogrammatical features of analytical exposition text orally. The next activity in the second treatment was started by asking the students a question about television news program that used English. Many of the students had watched that kind of television news program. After

asking about the students' experience, I gave them some directions before I played the example of Indonesia Now video. I asked the students to give attention to the information and arguments of the news. It could be caught by paying intensive attention to the anchor's way in delivering the news. I asked the students to make a group and make some notes about the video that would be played by I. Giving the directions before the students' watched the video would help them in joining this activity. After I gave the directions, I played the video. I played the video twice. After considering that the students have understood and could catch the idea in the news, I asked the information that they could get from the video given. Before the end of the meeting, I asked the students to make a short analytical exposition text in pairs and submitted at the end of the meeting.

In the third treatment, I checked the exercise in the previous meeting and reviewed the social function, generic structure and significant lexicogrammatical features of analytical exposition text. I asked some students to explain about the material given. Regarding that all the students have understood the material, I asked the students to make notes to the video that would be played by I individually. I played the video twice, after played the video I asked the students to make a short analytical exposition text based on the notes that they have made. I went around the students to check their writing. I considered that the students have met all aspects in writing analytical exposition text. The students made the short analytical exposition text and checked their works together at the end of the meeting.

#### **4.1.3 Treatment on the Control Group**

The treatment was conducted on May 19<sup>th</sup>, 21<sup>st</sup>, and 23<sup>rd</sup>, 2011 for the class XI IPA 5 as the control group. This class consisted of 27 students. The students were taught by using conventional method in writing analytical exposition text.

In the first treatment, I gave the model of the text or example. They learned the difficult words from the text that was given. After learned the difficult words, I asked them to pay attention on the text and explained the generic structure and the significant lexicogrammatical features of the analytical exposition text. I also explained the organization, content, grammar, mechanics and style that were used in the text to the students. After considering that the students have understood the material given, I asked the students to find the generic structure and the significant lexicogrammatical features of the text that was given by me. The students did the exercise and finished it in the end of the meeting.

In the second treatment, I reviewed the material and checked the exercise that was given in the previous meeting. The next activity in the second treatment started by delivering an example on analytical exposition text and asked them to analyze the generic structure and the significant lexicogrammatical of the text. After that, I asked the students to work in pairs and made a short analytical exposition text. At the end of the meeting, the students submitted their works.

In the third treatment, I checked the exercise in the previous meeting and reviewed the social function, generic structure and significant lexicogrammatical features of analytical exposition text. After checking the exercise together, I asked

some students to explain about the material given by explain the example of the generic structure and the significant lexicogrammatical features of analytical exposition text. Regarding that all the students have understood the material, I asked the students to make a short analytical exposition text with the topic “*NII Ideology*”. The students made a short analytical exposition text and checked their works together at the end of the meeting.

#### **4.1.4 Post Test**

The post-test was conducted on Thursday, May 26<sup>th</sup>, 2011 at 09.00 a.m. for class XI IPA 5 as the control group, and at 12.00 for class XI IPA 6 as the experimental group. The purpose of this test was to know the students’ ability in writing analytical exposition text. The students were asked to make an analytical exposition text based on the theme that was the same with the theme of the pre-test that was *The Failure in PSSI Congress*. The time allotment was 90 minutes for both experimental group and control group. The difference of both group was, I played a Indonesia Now Video in the experimental group, whether in control group I asked them to make it without any media given.

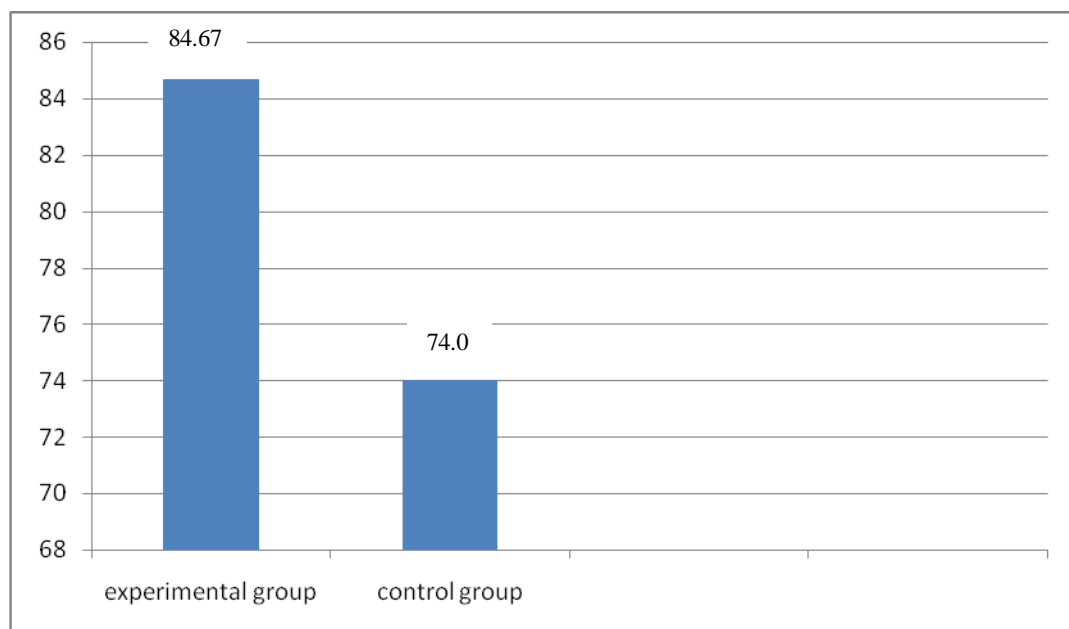
From the scores, the average scores of the experimental group and the control group were analyzed. The average score of the experimental group was 84.67 and the control group was 74.00. It means that the achievement of the experimental group was higher than the control group. It was proven by the t-test formula. The result showed that there is a significant difference in achievement between the experimental group and the control group on the post-test. Below is the chart of the students’ average score that covers 5 aspects of writing. The

computation of the post-test can be seen in the appendix 10 and 11.

**Table 4.2 Post-test Scores of the Experimental and Control Group**

<b>Experimental</b>			<b>Control</b>		
<b>No</b>	<b>Code</b>	<b>Score</b>	<b>No</b>	<b>Code</b>	<b>Score</b>
1	E-01	80	1	C-01	86
2	E-02	75	2	C-02	85
3	E-03	76	3	C-03	83
4	E-04	76	4	C-04	89
5	E-05	72	5	C-05	87
6	E-06	73	6	C-06	80
7	E-07	78	7	C-07	81
8	E-08	74	8	C-08	86
9	E-09	63	9	C-09	90
10	E-10	80	10	C-10	84
11	E-11	75	11	C-11	79
12	E-12	67	12	C-12	82
13	E-13	67	13	C-13	85
14	E-14	70	14	C-14	89
15	E-15	69	15	C-15	89
16	E-16	69	16	C-16	88
17	E-17	76	17	C-17	87
18	E-18	70	18	C-18	83
19	E-19	83	19	C-19	86
20	E-20	75	20	C-20	85
21	E-21	77	21	C-21	84
22	E-22	79	22	C-22	79
23	E-23	73	23	C-23	84
24	E-24	77	24	C-24	87
25	E-25	78	25	C-25	78
26	E-26	72	26	C-26	85
27	E-27	74	27	C-27	85
$\Sigma$	=	1998	$\Sigma$	=	2286
$n_1$	=	27	$n_2$	=	27
$M_x$	=	84.67	$M_c$	=	74.00

**Chart 4.2**  
**The Average Score of the Posttest**



From the chart above, the average score of the experimental group was 84.67 and the control group was 74.00. It means that the achievement of the experimental group was higher than the control group. In the pretest, most of students did many mistakes in the aspect of scoring that was used by the researcher. Students did many mistakes almost in all aspect of writing, especially in the grammar and mechanics. From the chart above, it is enough for I to show that they have made an upgrading in the five aspects of writing such as organization, content, grammar, mechanics and style.

## 4.2 Normality and Homogeneity

After the data were gathered, the normality and the homogeneity should be checked in order to know if the data could be analyzed.

### 4.2.1 Normality

Before the t-test computation, the writer had to make sure that the data were normal.

**Table 4.1**  
**Research Data Tabulation**

Experimental Group					Control Group				
No	Code	Pre Test	Post Test	Difference	No	Code	Pre Test	Post Test	Difference
1	E-01	67	86	19	1	C-01	62	80	18
2	E-02	65	85	20	2	C-02	71	75	4
3	E-03	72	83	11	3	C-03	62	76	14
4	E-04	75	89	14	4	C-04	55	76	21
5	E-05	79	87	8	5	C-05	55	72	17
6	E-06	69	80	11	6	C-06	72	73	1
7	E-07	68	81	13	7	C-07	69	78	9
8	E-08	67	86	19	8	C-08	67	74	7
9	E-09	74	90	16	9	C-09	50	63	13
10	E-10	78	84	6	10	C-10	80	80	0
11	E-11	72	79	7	11	C-11	56	75	19
12	E-12	67	82	15	12	C-12	53	67	14
13	E-13	75	85	10	13	C-13	62	67	5



14	E-14	72	89	17	14	C-14	61	70	9
15	E-15	82	89	7	15	C-15	63	69	6
16	E-16	67	88	21	16	C-16	60	69	9
17	E-17	76	87	11	17	C-17	64	76	12
18	E-18	60	83	23	18	C-18	60	70	10
19	E-19	70	86	16	19	C-19	78	83	5
20	E-20	62	85	23	20	C-20	59	75	16
21	E-21	64	84	20	21	C-21	63	77	14
22	E-22	61	79	18	22	C-22	68	79	11
23	E-23	69	84	15	23	C-23	54	73	19
24	E-24	55	87	32	24	C-24	64	77	13
25	E-25	55	78	23	25	C-25	73	78	5
26	E-26	72	85	13	26	C-26	58	72	14
27	E-27	66	85	19	27	C-27	58	74	16
Sum		1859	2286	-	-	-	1697	1998	-
Mean		68.85	84.67	-	-	-	62.85	74.00	-
Variants		55.97	10.615	-	-	-	55.97	21.30	-
		72	4	-	-	-	72	77	-
Standard Deviation		7.48	3.26	-	-	-	7.48	4.62	-

After getting the data of experimental and control group, the normality was analyzed. It was found that the  $X^2$  of pretest and posttest of experimental

group was 0.965 and 3.193 and the  $X^2$  of pretest and posttest of control group was 3.361 and 1.920.

Then, the results were consulted with critical value of  $X^2(\alpha)(dk)$  with  $\alpha = 0.05$  and  $dk = 3$ , whose result is 7.815. Since the value of  $X^2(\alpha)(dk)$  of experimental and controlled group were lower than 7.81, the data were considered to be normally distributed.

The computation of normality can be seen in Appendices 8,9,13 and 14.

#### 4.2.2 Homogeneity

Homogeneity is important to check whether the data of each group are homogeneity or not. The computation of homogeneity goes as follow:

$$F = \frac{v_b}{v_k}$$

Use the formula stated above, the homogeneity of pretest of experimental and controlled group is computed as follow:

$$F = \frac{55.98}{55.98}$$

$$F = 1.0000$$

The result was consulted with the value of F table with  $dk$  numerator  $v_1 = 27-1 = 26$ ,  $dk$  denominator  $v_2 = 27-1 = 26$ , and  $(\alpha) = 0.05$ , squared to  $v_1 = 27$  and  $v_2 = 27$  is 2.19. Because the  $F(1.81) < 2.19$ , then the data were considered to be homogeneity.

While the homogeneity of posttest of both groups is computed as follow:

$$F = \frac{21.31}{10.62}$$

$$F = 2.0072$$

The result was consulted with the value of F table with dk numerator  $v_1 = 27-1 = 26$ , dk denominator  $v_2 = 27-1 = 26$ , and  $(\alpha) = 0.05$ , squared to  $v_1 = 27$  and  $v_2 = 27$  is 2.194. Because the  $F (1.74) < 2.194$ , then the data were considered to be homogeny.

The computation of homogeneity can be seen in Appendices 15 and 16.

### 4.3 Statistical Analysis

All of the test score have to be counted statistically. The first way to know the significant difference of the experimental and control group can be seen through the differences of the two means. The following formula was used to get the means:

$$Me = \frac{\sum Xe}{N} \text{ (Depdikbud, 1994:29)}$$

Where:

$Me$  = the mean score of the experimental group

$\sum Xe$  = the sum of all scores of the experimental group

$N$  = the number of the subject sample

$$Mc = \frac{\sum Xc}{N} \text{ (Depdikbud, 1994:29)}$$

$Mc$  = the scores of the control group

$\sum Xc$  = the sum of all scores of the control group

$N$  = the number of the subject sample

The mean scores of the pre-test of the experimental and control group was calculated as follows:

$$Me = \frac{\sum Xe}{N}$$

$$Me = \frac{1857}{27} = 68.85 \quad \text{Therefore, the mean score of the experimental was 68.85}$$

$$Mc = \frac{\sum Xc}{N}$$

$$Mc = \frac{1697}{27} = 62.85 \quad \text{Therefore, the mean score of the control group was 62.85}$$

The mean scores of the post-test of the experimental and control group was calculated as follows:

$$Me = \frac{\sum Xe}{N}$$

$$Me = \frac{2286}{27} = 84.67 \quad \text{Therefore, the mean score of the experimental was 84.67}$$

$$Mc = \frac{\sum Xc}{N}$$

$$Mc = \frac{1998}{27} = 74.0 \quad \text{Therefore, the mean score of the control group was 74.0}$$

If I compared the two means, it was clear that the mean of the experimental group was 84.67 and the control group was 74.0, so the difference between the two means was 8.39. To make the analysis more reliable, I analyzed

by using  $t$ -test formula. Using  $t$ -test formula could see the difference between the two means.

I analyzed the significant difference between teaching analytical exposition text with using Indonesia Now Video as a media and teaching analytical exposition text without pictures video by using  $t$ -test. The  $t$ -test formula is as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where:

$t$  =  $t$ -test

$M_x$  = the mean of the experimental group

$M_y$  = the mean of the control group

$\Sigma x^2$  = Total number of individual scores deviation of experimental

$\Sigma y^2$  = Total number of individual scores deviation of control group

$N_x$  = the number of subject of the experimental group

$N_y$  = the number of subject of the control group

(adopted from Arikunto, 1998: 306)

The  $t$ -test of the pre-test of the experimental and control group was calculated as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where:

$$M_x = \frac{\Sigma x}{N_x} = \frac{1859}{27} = 68.85$$

$$M_y = \frac{\Sigma Y}{N_y} = \frac{1967}{27} = 62.85$$

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N_x}$$

$$\Sigma y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N_y}$$

$$\Sigma x^2 = 193824 - \frac{(1859)^2}{27}$$

$$\Sigma y^2 = 148406 - \frac{(1967)^2}{27}$$

$$\Sigma x^2 = 193824 - 127996$$

$$\Sigma y^2 = 148406 - 10660$$

$$\Sigma x^2 = 65828.4$$

$$\Sigma y^2 = 41746.4$$

The analysis of the  $t$ -test was as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

$$t = \frac{68.58 - 62.85}{\sqrt{\left[ \frac{65828.4 + 41746.41}{27 + 27 - 2} \right] \left[ \frac{1}{27} + \frac{1}{27} \right]}}$$

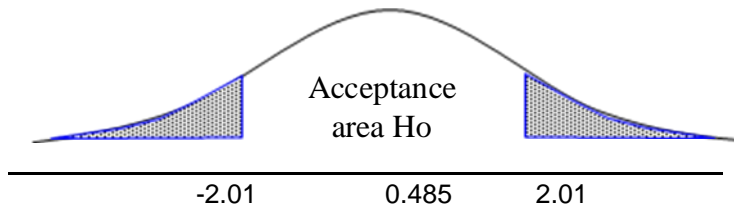
$$t = \frac{6.00}{\sqrt{\left[ \frac{107575}{52} \right] \left[ \frac{2}{27} \right]}}$$

$$t = \frac{6.00}{\sqrt{153.24}}$$

$$t = \frac{6.00}{12.4}$$

$$t = 0.48469$$

On  $\alpha=5\%$  with  $fa = 27 + 27 - 2 = 52$ , the result  $t_{0.95, 52} = 2.01$



Because  $t$ -estimation in the  $H_0$  area, so we can conclude that there is not significant difference between experimental and control group.

The  $t$ -test of the post-test of the experimental and control group was calculated as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where:

$$M_x = \frac{\Sigma x}{N_x} = \frac{2286}{27} = 84.667$$

$$M_y = \frac{\Sigma Y}{N_y} = \frac{1998}{27} = 74$$

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N_x}$$

$$\Sigma y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N_x}$$

$$\Sigma x^2 = 193824 - \frac{2286^2}{27}$$

$$\Sigma y^2 = 148406 - \frac{1998^2}{27}$$

$$\Sigma x^2 = 193824 - 193548$$

$$\Sigma y^2 = 148406 - 147852$$

$$\Sigma x^2 = 276$$

$$\Sigma y^2 = 554$$

The analysis of the  $t$ -test was as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

$$t = \frac{84.67 - 74.0}{\sqrt{\left[ \frac{276.00 + 554.00}{27 + 27 - 2} \right] \left[ \frac{1}{27} + \frac{1}{27} \right]}}$$

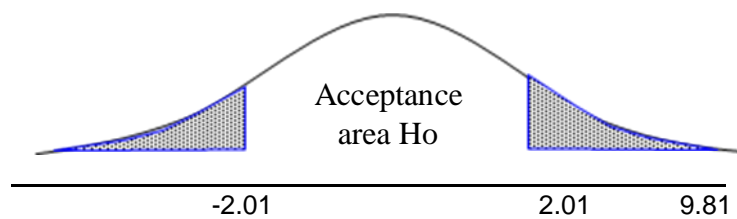
$$t = \frac{10.67}{\sqrt{\left[ \frac{830.0}{52} \right] \left[ \frac{2}{27} \right]}}$$

$$t = \frac{10.67}{\sqrt{1.18234}}$$

$$t = \frac{10.67}{1.09}$$

$$t = 9.81$$

On  $\alpha=5\%$  with  $fa = 27 + 27 - 2 = 52$ , the result  $t_{0.95, 52} = 2.01$



Because  $t$ -estimation is not in the  $H_0$  area, so we can conclude that there is significant difference between experimental and control group.

After getting  $t$ -value, I consulted the value of  $t$ -table to check whether the difference was significant or not. Before the experiment had been conducted, the



level significant to be used in the experiment had been divided first. I used the 5% alpha level significance as usually used in psychological and educational research.

The number of subjects in this experiment for experimental and control group were 27 with the degree of freedom (fa) 52, that was  $n_1 + n_2 - 2 = (27+27-2=52)$ . Because it was a social research so the researcher used 5% alpha level significance, the value of  $t$ -table was 2.01 while the value of  $t$ -test was 9.81 ( $t_{tes} > t_{table}$ ). The statistical difference is significance; it means that the teaching analytical exposition text using Indonesia Now Video as a media had influence in improving students' achievement. Based on the computation there was significant difference between teaching analytical exposition text using Indonesia Now Video as a media and teaching analytical exposition text without Indonesia Now Video as a media. It can be seen by the result of the test where the students that were taught using Indonesia Now Video as a media got higher grades than the students that were taught without Indonesia Now Video as a media.

#### **4.3 Grade of Achievement**

The research was to find out whether Indonesia Now Video as a media to improve students' mastery in writing analytical exposition text of the eleventh grade students was effective.

The way to know that the grade of achievement of the students who were taught using Indonesia Now Video as a media is higher than the students who were taught without Indonesia Now Video as a media was by calculating the  $t$ -test of the independent samples test between two mean of the experimental group and control group.

The analysis was as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

	Experimental	Control
Sum	427.0	301.0
N	27	27
M	15.81	11.15

Where:

$$M_x = \frac{\Sigma X}{N_x} = \frac{427.0}{27} = 15.81$$

$$M_y = \frac{\Sigma Y}{N_y} = \frac{301.0}{27} = 11.15$$

$$\Sigma x^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N_x}$$

$$\Sigma y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N_y}$$

$$\Sigma x^2 = 7705 - \frac{(427.0)^2}{27}$$

$$\Sigma y^2 = 4195 - \frac{(301.0)^2}{27}$$

$$\Sigma x^2 = 7705 - 6752.993$$

$$\Sigma y^2 = 4195 - 3355.59$$

$$\Sigma x^2 = 952$$

$$\Sigma y^2 = 839.407$$

The  $t$ -test analysis of the independent samples test between two mean of the experimental group and control group was as follow.

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

$$t = \frac{15.81 - 11.15}{\sqrt{\left[ \frac{952 + 839}{27 + 27 - 2} \right] \left[ \frac{1}{27} + \frac{1}{27} \right]}}$$

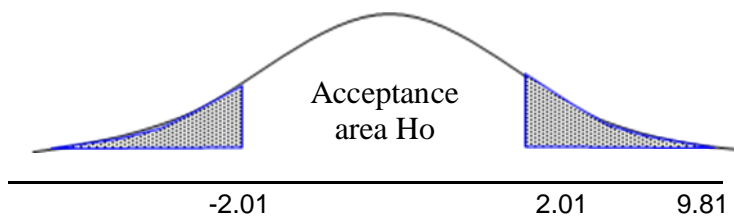
$$t = \frac{4.67}{\sqrt{\left[\frac{1791}{52}\right]\left[\frac{2}{27}\right]}}$$

$$t = \frac{4.67}{\sqrt{2.55197}}$$

$$t = \frac{4.67}{1.6}$$

$$t = 2.92$$

On  $\alpha=5\%$  with  $fa = 27 + 27 - 2 = 52$ , the result  $t_{0.95(52)} = 2.01$



Since  $t$ -value  $>$   $t$ -table mean, there is a significant difference between experimental and control group on the test of the experimental is higher than the control one.

With the analysis above, I can conclude that there is a grade of achievement in the use of Indonesia Now Video as a media to improve students' mastery in writing analytical exposition text of the eleventh grade students was proved.

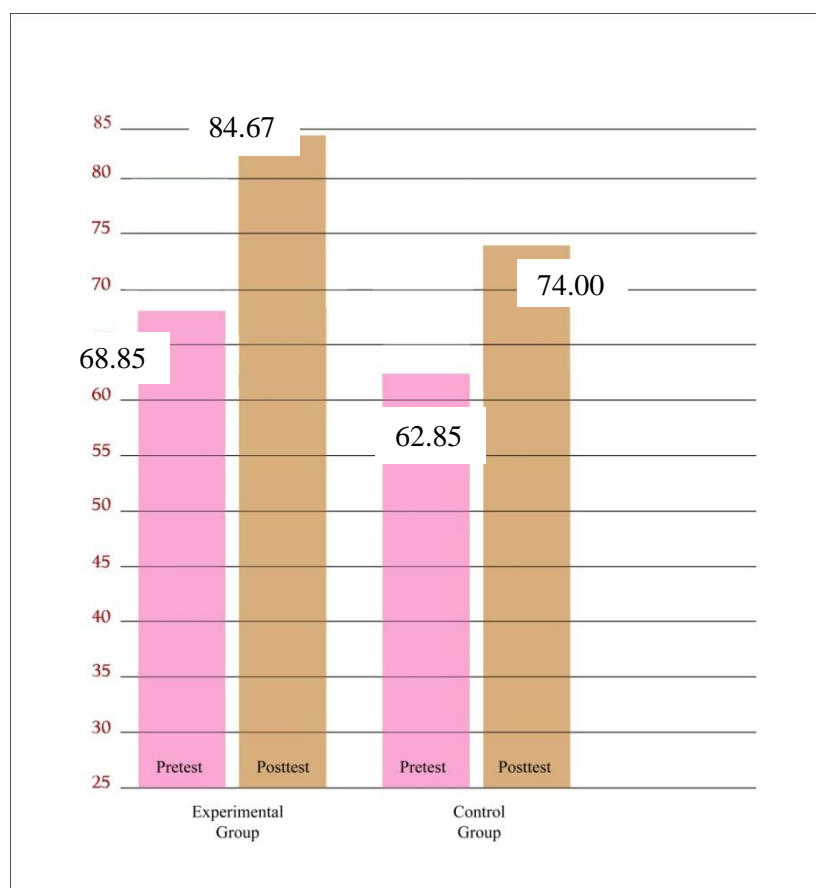
#### 4.4 Discussion of the Research Findings

The aim of this research is to know the students' achievement in the use of Indonesia Now Video as a media to improve students' mastery in writing analytical exposition text of the eleventh grade students.

In the research, I gave pre-test and post-test for the students to obtain the

data. In the pre-test, the average scores of the experimental group were 68.85 and 62.85 for the control group respectively. Although it shows a slight difference between the two groups, the result shows that the control group had the same ability as the experiment one. The result of post-test of the experimental group (84.67) was higher than that of the control group (74.00). Below is the chart of the students' average score that covers five aspects of the writing skill. Below is the chart of the students' average score that covers five aspects of the writing skill.

**Chart 4.3 The Average Score Differences between the Experimental Group and Control Group**



The *t*-test result of the both groups indicates that the experimental group is significantly higher than the control group. Based on the result above, I conclude that the experimental group is better than the control group.

The chart covers the result of the pre-test and post-test of the experimental and control group. The scores of each group were taken from the five aspects of writing that were organization, content, grammar, mechanics and style. At the pre-test the average score of both experimental and control group did many mistakes in that five aspects of writing. It showed that there were only a slight difference between the two groups, the result shows that the control group had the same ability as the experimental one. The different treatment in the experimental group and control group gave different effect on the post-test result of both groups. In the post-test the average score of the five aspects of writing of the experimental group was increased. The students have met all five aspects. It can be seen from the increasing value of the average score of the pre-test and the post-test. In the pre-test the average score was 68.85 and the post-test was 84.67. Whether, for the control group there were only a slight difference in the average scores of the pre-test and post-test. In the pre-test the average score was 62.85 and for the post-test was 74.00. The great difference in the post-test average score of the experimental group and the control group showed that Indonesia Now video gave a valuable contribution to the students' mastery in writing analytical exposition text. It facilitated the students to meet the five aspect of writing correctly.

#### 4.4 Discussion of Findings

The use of Indonesia Now video as a media can help teachers to solve the problem related to teach writing analytical exposition text. It can be proven by some reasons. First, Indonesia Now video as a media gave the students the exact data of the things were writing about, they were helpful. The students could express their ideas easily and they wrote composition not only based on their imagination, but also more than that.

Second, the treatment gave the students different nuances of teaching. They were more interested in following the given material. They were also interested in improving their English with Indonesia Now video as a media.

Third, according to the convention level of achievement, the result in the use of Indonesia Now Video as a media to improve students' mastery in writing analytical exposition text is good. The  $t$ -test is  $2.92 > t$ -table 2.01.

Fourth, based on the analysis of the research findings that the use of Indonesia Now video as a media to improve students' mastery in writing analytical exposition text is more efficient than teaching without using Indonesia Now video as a media.

The aim of the research is to know if there is a significant difference in achievement between the students who were taught by using Indonesia Now video as a media and those who were taught by using conventional method of the eleventh grade students of SMA N 1 Tegal in the academic year of 2010/2011 .

In the pre-test, the average scores of the experimental group and the control group were 68.85 and 62.85. From the pre-test, it can be said that the ability of the two groups was relatively the same. In the post-test, the average scores of the experimental group and control group were 84.67 and 74.00.

After they received the treatment, the average score of the experimental group was higher than the control group.

From the pre-test scores, it can be concluded that there was only slight difference in the pre-test result between the experimental group and the control one. After receiving the different treatments, the score of the experimental group was higher than the score of the control group. Teaching the students by using Indonesia Now video as a media made an upgrading in their writing, especially in writing analytical exposition text more than teaching them by using conventional method.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter presents conclusion of the study based on the result of the study and suggestions for the students, teachers, and next researchers.

#### **5.1 Conclusion**

A conclusion can be drawn to answer the statement of the problems. There are two objectives of this study. First, to explain and describe the use of Indonesia Now video as a media in the process of teaching and learning to improve students' mastery in writing analytical exposition text. Indonesia Now video as a media combines text, graphics, sounds and gestures that help the students get information about the material in enjoyable, interesting and easy to understand. The information obtained from Indonesia Now video can facilitate the students to analyze and provide arguments in writing the analytical exposition text easily. The result of the study proves that the use of Indonesia Now as a media can give a valuable contribution in the development of students' mastery in writing analytical exposition text.

Second is to determine whether there is any significant difference in improvement of students' ability in writing analytical exposition text between the group using Indonesia Now video and without using Indonesia Now video.



The results of this study showed that the students in the experimental group got better development in the average scores than the control group in the writing test.

The mean score of pre-test data from experimental group was 68.85 and from the control group was 62.85. Further, the mean score of the post-test of the experimental group was 84.67, which was higher than the mean of post-test of the control group that was 74.0. the *t*-test result (9.81) was higher than the *t*-table (2.01). since the *t*-test was higher than the *t*-table, It means that there was a significant difference of the written analytical exposition text score of the students who were taught using Indonesia Now video to the score of those taught without Indonesia Now video.

The use of Indonesia Now video can be used as one of the ways to teach English, especially in the teaching writing, because the students would feel more interested in the media of learning. The use of Indonesia Now video could improve students' mastery in writing analytical exposition text.

## **5.2 Suggestions**

In this study, The Writer would like to give some suggestions to the students, teacher and other researcher related to the improvement of the students' ability in writing analytical exposition text to get better result.

The first suggestions are addressed to the students. First, it is very important for the students to improve their skill in English through writing because writing is the most difficult and complex skill in English. Second, it is

very useful for the students to enrich their grammar and content of the idea that they will write so the form of the writing can be better.

The next suggestions are better addressed to the teacher. First, teaching writing using Indonesia Now video as a media in writing analytical exposition text is a good method to take by teachers of English in common. Indonesia Now video as a media can help the students to absorb the given material easily. Second, teaching analytical exposition text by using Indonesia Now video as a media will facilitate the students to understand the generic structure of the text. Teacher can enhance the students' interest in learning English especially in writing analytical exposition text by using Indonesia Now video as a media. Third, English teacher should be more creative and should improve his/her way in teaching through applying many various methods or approaches which are reliable and interesting to lead the student's interest in writing.

Finally, the last suggestion is addressed to the next researcher. First, I hope other researchers can use it as one of references in conducting their research on the same field of study. There is a possibility to find another more effective way in teaching analytical exposition text. Second, I also hope there will be an improvement for the next study from the weakness of this final project.

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# Appendices

### **INSTRUMENT OF PRE-TEST**

Subject : English  
Grade : XI  
Kind of Text : Analytical Exposition  
Time Allotment : 90 minutes

#### **Instruction**

- 1) Make an analytical exposition text by theme “the Failure in PSSI Congress”.
- 2) You just have ten minutes to read the summary. After that, the summary will be collected.

### **The Failure in PSSI Congress**

PSSI congress which took place at the Sultan Hotel, Senayan, eventually stopped without producing any decision. Normalization Committee chairman, Agum Gumelar stop the Congress because the atmosphere was not conducive anymore. The failure was created after 78 group determined to change the agenda of Congress PSSI. They were forced Agum Gumelar to give an opportunity to explain his decision of the Appeals Committee passed Arifin Panigoro and George Toisutta.

Both candidates were not included in the list of candidates because it was banned by FIFA. Though the Director of the Membership and Development Association of FIFA, Thierry Regenass also explained why FIFA prohibited both candidates. because of the circumstances, Indonesia was threatened sanctions from FIFA. That was Indonesia should not participate in any international match.

## Appendix 2

**INSTRUMENT OF POST-TEST**

Subject : English

Grade : XI

Kind of Text : Analytical Exposition

Time Allotment : 90 minutes

**Instruction**

Make an analytical exposition text by theme “The Failure in PSSI Congress” by paying attention to the Metro This Morning Video that will be played!

## Appendix 3

**List of Students as the Experimental Group**

<b>CODE</b>	<b>NAME</b>
E-01	A M
E-02	A N R
E-03	A P
E-04	A P A
E-05	D B H
E-06	D P
R-07	D P
E-08	D S A
E-09	D A S
E-10	E A
E-11	E Y M
E-12	F
E-13	F H S
E-14	H H
E-15	H I P
E-16	I A H
E-17	L R R
E-18	L S H
E-19	M A F
E-20	M P H
E-21	M P N S
E-22	N C D
E-23	N F
E-24	P W S
E-25	P Y B
E-26	Q Z P
E-27	R F



## Appendix 4

**List of Students as the Control Group**

<b>CODE</b>	<b>NAME</b>
C-01	A C P
C-02	A S
C-03	A Y P
C-04	A S
C-05	B D P
C-06	C A P
C-07	D R
C-08	E O K
C-09	F
C-10	G H S
C-11	H I P
C-12	I I
C-13	I A M
C-14	K M
C-15	L A
C-16	L O S
C-17	M I R
C-18	M I T
C-19	N S P
C-20	N F N
C-21	N A
C-22	N
C-23	P
C-24	R S L
C-25	R F
C-26	S W W
C-27	S

## Appendix 5

**Pre-test Scores of the Experimental and Control Group**

<b>Experimental</b>			<b>Control</b>		
<b>No</b>	<b>Code</b>	<b>Score</b>	<b>No</b>	<b>Code</b>	<b>Score</b>
1	E-01	67	1	C-01	62
2	E-02	65	2	C-02	71
3	E-03	72	3	C-03	62
4	E-04	75	4	C-04	55
5	E-05	79	5	C-05	55
6	E-06	69	6	C-06	72
7	E-07	68	7	C-07	69
8	E-08	67	8	C-08	67
9	E-09	74	9	C-09	50
10	E-10	78	10	C-10	80
11	E-11	72	11	C-11	56
12	E-12	67	12	C-12	53
13	E-13	75	13	C-13	62
14	E-14	72	14	C-14	61
15	E-15	82	15	C-15	63
16	E-16	67	16	C-16	60
17	E-17	76	17	C-17	64
18	E-18	60	18	C-18	60
19	E-19	70	19	C-19	78
20	E-20	62	20	C-20	59
21	E-21	64	21	C-21	63
22	E-22	61	22	C-22	68
23	E-23	69	23	C-23	54
24	E-24	55	24	C-24	64
25	E-25	55	25	C-25	73
26	E-26	72	26	C-26	58
27	E-27	66	27	C-27	58
$\Sigma$	=	1859	$\Sigma$	=	1697
$n_1$	=	27	$n_2$	=	27
$M_x$	=	68.85	$M_c$	=	62.85

## Appendix 6

**Pre-test Scores of the Experimental and Control Group**

<b>Experimental</b>			<b>Control</b>		
<b>No</b>	<b>Code</b>	<b>Score</b>	<b>No</b>	<b>Code</b>	<b>Score</b>
1	E-01	67	1	C-01	62
2	E-02	65	2	C-02	71
3	E-03	72	3	C-03	62
4	E-04	75	4	C-04	55
5	E-05	79	5	C-05	55
6	E-06	69	6	C-06	72
7	E-07	68	7	C-07	69
8	E-08	67	8	C-08	67
9	E-09	74	9	C-09	50
10	E-10	78	10	C-10	80
11	E-11	72	11	C-11	56
12	E-12	67	12	C-12	53
13	E-13	75	13	C-13	62
14	E-14	72	14	C-14	61
15	E-15	82	15	C-15	63
16	E-16	67	16	C-16	60
17	E-17	76	17	C-17	64
18	E-18	60	18	C-18	60
19	E-19	70	19	C-19	78
20	E-20	62	20	C-20	59
21	E-21	64	21	C-21	63
22	E-22	61	22	C-22	68
23	E-23	69	23	C-23	54
24	E-24	55	24	C-24	64
25	E-25	55	25	C-25	73
26	E-26	72	26	C-26	58
27	E-27	66	27	C-27	58
$\Sigma$	=	1859	$\Sigma$	=	1697
$n_1$	=	27	$n_2$	=	27
$M_x$	=	68.85	$M_c$	=	62.85

## Appendix 8

## NORMALITY TEST FOR PRE TEST OF THE EXPERIMENT

Hypothesis

Ho : The data distributed normality

Ha : The data not distributed normality

The Calculation

Formula :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Ho is accepted if  $\chi^2 < \chi^2_{table}$ 

Maximum score	=	82.00	Panjang Kelas	=	4.5
Minimum Score	=	55.00	Mean (X)	=	68.9
Range	=	27.00	S	=	6.8
Class with	=	6.0	N	=	27

Class Interval	x	pt	p	z	E	O	(O-E) <sup>2</sup> E
55.00 - 59.00	54.50	-2.13	0.4832	0.0668	1.769	2	0.025
60.00 - 64.00	59.50	-1.39	0.4170	0.1766	4.768	4	0.124
65.00 - 69.00	64.50	-0.64	0.2404	0.2786	7.523	9	0.290
70.00 - 74.00	69.50	0.10	0.0382	0.2803	7.029	6	0.151
75.00 - 79.00	74.50	0.84	0.2988	0.1440	3.889	5	0.317
80.00 - 84.00	79.50	1.58	0.4428	0.0472	1.273	1	0.059
	84.50	2.32	0.4898			27	
$\chi^2$ =							0.965

for  $\alpha = 5\%$ ,  $dk = 6 - 3 = 3$ ,  $\chi^2_{table} = 7.815$ Because  $\chi^2 < 7.81$  then the post test is said to be normally distributed.

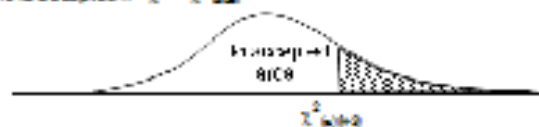
## Appendix 9

## NORMALITY TEST FOR PRE TEST OF THE CONTROL

HypothesisH<sub>0</sub> : The data distributed normalityH<sub>a</sub> : The data not distributed normalityThe Calculation

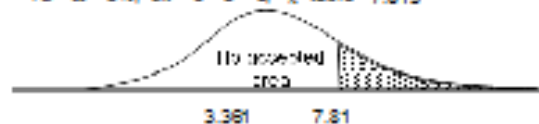
Formula :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

H<sub>0</sub> is accepted if  $\chi^2 < \chi^2_{table}$ 

Maximum score	=	80.00	Panjang Kelas	=	5.0
Minimum Score	=	50.00	Mean (X)	=	62.9
Range	=	30.00	S	=	7.5
Class with	=	6.0	N	=	27

Class Interval	x	px	p	z	E	O	(O-E) <sup>2</sup> E
50.00 - 54.00	49.50	-1.78	0.4623	0.0950	2.565	3	0.074
55.00 - 59.00	54.50	-1.12	0.3679	0.1948	5.263	6	0.103
60.00 - 64.00	59.50	-0.45	0.1729	0.2601	7.023	10	1.282
65.00 - 69.00	64.50	0.22	0.0872	0.2257	6.094	3	1.571
70.00 - 74.00	69.50	0.89	0.3129	0.1274	3.439	3	0.056
75.00 - 80.00	74.50	1.56	0.4402	0.0506	1.366	2	0.296
	80.50	2.36	0.4908			27	
$\chi^2$							= 3.381

for  $\alpha = 5\%$ ,  $dk = 6 - 3 = 3$ ,  $\chi^2_{table} = 7.815$ Because  $\chi^2 < 7.81$  then the post test is said to be normally distributed.

## Appendix 10

### LEVENE'S TEST FOR EQUALITY OF VARIANCE PRE-TEST DATA BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

#### Hypothesis

$$H_0: \sigma_1^2 = \sigma_2^2$$

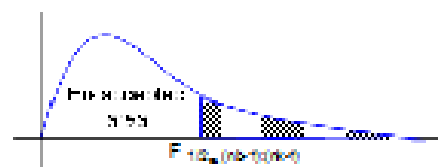
$$H_a: \sigma_1^2 \neq \sigma_2^2$$

#### The Calculation

Formula :

$$F = \frac{Vb}{VK}$$

Ho is accepted if  $F \leq F_{(1-\alpha/2)(n-1)(n-1)}$



	Experimental	Control
Sum	2286	1697
n	27	27
$\bar{x}$	68.85	62.85
Variance ( $s^2$ )	55.9772	55.9772
Standard deviation (s)	7.48	7.48

$$F = \frac{55.98}{55.98} = 1.0000$$

For  $\alpha = 5\%$  with:

$$df1 = n1 - 1 = 27 - 1 = 26$$

$$df2 = n2 - 1 = 27 - 1 = 26$$

$$F_{(0.975)(26)(26)} = 2.194$$



Since F value < F table, the experimental and control group have the same variance.

## Appendix 11

Post-test Scores of the Experimental Group

Students	Organization	Content	Grammar	Mechanics	Style	Score
E1	18	18	16	17	17	86
E2	18	17	16	18	16	85
E3	18	16	16	17	16	83
E4	18	18	17	18	18	89
E5	18	18	17	17	17	87
E6	17	16	14	15	18	80
E7	18	17	16	15	15	81
E8	18	17	17	17	17	86
E9	18	18	18	18	18	90
E10	18	17	15	17	17	84
E11	16	15	14	16	18	79
E12	18	16	15	17	16	82
E13	18	17	16	16	18	85
E14	18	18	17	18	18	89
E15	18	18	17	18	18	89
E16	18	17	16	18	19	88
E17	18	18	16	18	17	87
E18	18	17	16	16	16	83
E19	18	17	16	18	17	86
E20	18	17	16	16	18	85
E21	18	17	16	17	16	84
E22	18	17	14	16	14	79
E23	17	16	16	17	18	84
E24	18	17	16	18	18	87
E25	17	16	15	15	15	78
E26	18	17	16	16	18	85
E27	18	18	16	17	16	85
<b>Total</b>	<b>481</b>	<b>460</b>	<b>430</b>	<b>456</b>	<b>459</b>	<b>2286</b>
					<b>Mean</b>	<b>84.67</b>

## Appendix 12

**Post-test Scores of the Experimental Group**

<b>Students</b>	<b>Organization</b>	<b>Content</b>	<b>Grammar</b>	<b>Mechanics</b>	<b>Style</b>	<b>Score</b>
C1	15	17	15	17	16	80
C2	15	16	14	15	15	75
C3	16	15	14	16	15	76
C4	18	15	14	15	14	76
C5	17	15	11	15	14	72
C6	16	15	12	15	15	73
C7	18	16	13	15	16	78
C8	15	15	14	15	15	74
C9	16	11	11	13	12	63
C10	16	15	16	15	18	80
C11	16	14	14	16	15	75
C12	14	15	11	13	14	67
C13	14	13	11	15	14	67
C14	16	14	12	15	13	70
C15	14	14	13	14	14	69
C16	14	13	13	15	14	69
C17	17	16	14	15	14	76
C18	15	14	14	14	13	70
C19	18	18	15	17	15	83
C20	16	15	14	16	14	75
C21	17	15	14	15	16	77
C22	18	16	15	15	15	79
C23	17	14	14	15	13	73
C24	16	15	14	16	16	77
C25	17	16	14	16	15	78
C26	15	15	13	15	14	72
C27	16	15	13	16	14	74
<b>Total</b>	<b>432</b>	<b>402</b>	<b>362</b>	<b>409</b>	<b>379</b>	<b>1998</b>
					<b>Mean</b>	<b>74.00</b>



## Appendix 13

**Post-test Scores of the Experimental and Control Group**

<b>Experimental</b>			<b>Control</b>		
<b>No</b>	<b>Code</b>	<b>Score</b>	<b>No</b>	<b>Code</b>	<b>Score</b>
1	E-01	80	1	C-01	86
2	E-02	75	2	C-02	85
3	E-03	76	3	C-03	83
4	E-04	76	4	C-04	89
5	E-05	72	5	C-05	87
6	E-06	73	6	C-06	80
7	E-07	78	7	C-07	81
8	E-08	74	8	C-08	86
9	E-09	63	9	C-09	90
10	E-10	80	10	C-10	84
11	E-11	75	11	C-11	79
12	E-12	67	12	C-12	82
13	E-13	67	13	C-13	85
14	E-14	70	14	C-14	89
15	E-15	69	15	C-15	89
16	E-16	69	16	C-16	88
17	E-17	76	17	C-17	87
18	E-18	70	18	C-18	83
19	E-19	83	19	C-19	86
20	E-20	75	20	C-20	85
21	E-21	77	21	C-21	84
22	E-22	79	22	C-22	79
23	E-23	73	23	C-23	84
24	E-24	77	24	C-24	87
25	E-25	78	25	C-25	78
26	E-26	72	26	C-26	85
27	E-27	74	27	C-27	85
$\Sigma$	=	1998	$\Sigma$	=	2286
$n_1$	=	27	$n_2$	=	27
$M_x$	=	84.67	$M_c$	=	74.00

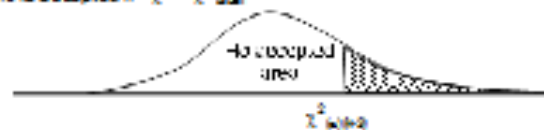
## Appendix 14

## NORMALITY TEST FOR POST TEST OF THE EXPERIMENT

HypothesisH<sub>0</sub> : The data distributed normalityH<sub>a</sub> : The data not distributed normalityThe Calculation

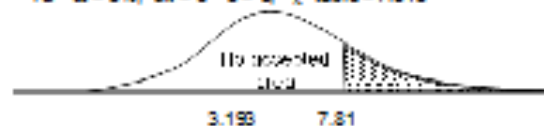
Formula :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

H<sub>0</sub> is accepted if  $\chi^2 < \chi^2_{table}$ 

Maximum score	=	90.00	Panjang Kelas	=	20
Minimum Score	=	78.00	Mean ( $\bar{X}$ )	=	84.7
Range	=	12.00	S	=	3.3
Class with	=	6.0	N	=	27

Class Interval	x	px	p	z	Ei	Oi	(O <sub>i</sub> -E <sub>i</sub> ) <sup>2</sup> E <sub>i</sub>
68.00 - 70.00	67.50	-5.27	0.5000	0.0000	0.000	0	0.000
71.00 - 73.00	70.50	-4.35	0.5000	0.0003	0.008	0	0.008
74.00 - 76.00	73.50	-3.43	0.4997	0.0058	0.156	0	0.156
77.00 - 79.00	76.50	-2.51	0.4939	0.0503	1.358	3	1.985
80.00 - 82.00	79.50	-1.59	0.4436	0.1966	5.309	3	1.004
83.00 - 85.00	82.50	-0.67	0.2470	0.3479	9.394	10	0.039
	85.50	0.26	0.1009			16	
$\chi^2$							= 3.193

for  $\alpha = 5\%$ ,  $dk = 6 - 3 = 3$ ,  $\chi^2_{table} = 7.815$ Because  $\chi^2 < 7.81$  then the post test is said to be normally distributed.

## Appendix 15

## NORMALITY TEST FOR POST TEST OF THE CONTROL

Hypothesis

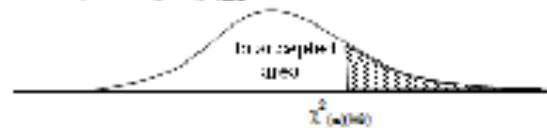
Ho : The data distributed normality

Ha : The data not distributed normality

The Calculation

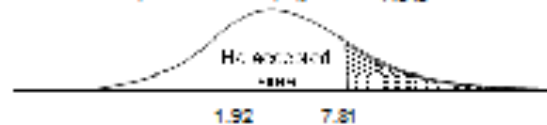
Formula :

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Ho is accepted if  $\chi^2 < \chi^2_{table}$ 

Maximum score	=	83.00	Parjang Kelas	=	3.3
Minimum Score	=	63.00	Mean ( X)	=	74.0
Range	=	20.00	S	=	4.6
Class with	=	6.0	N	=	27

Class Interval	x	pt	p	z	E	OI	$\frac{(O-E)^2}{E}$
63.00 - 66.00	62.50	-2.49	0.4836	0.0457	1.235	1	0.045
67.00 - 70.00	68.50	-1.62	0.4479	0.1721	4.645	6	0.395
71.00 - 74.00	70.50	-0.76	0.2758	0.3190	8.612	6	0.792
75.00 - 78.00	74.50	0.11	0.0431	0.2921	7.886	10	0.567
79.00 - 82.00	78.50	0.97	0.3352	0.1320	3.565	3	0.090
83.00 - 87.00	82.50	1.84	0.4872	0.0311	0.839	1	0.031
	87.50	2.92	0.4883			27	
$\chi^2$ =							1.920

for  $\alpha = 5\%$ ,  $dk = 6 - 3 = 3$ ,  $\chi^2_{table} = 7.815$ Because  $\chi^2 < 7.81$  then the post test is said to be normally distributed.

## Appendix 16

### LEVENE'S TEST FOR EQUALITY OF VARIANCE POST-TEST DATA BETWEEN EXPERIMENTAL GROUP AND CONTROL GROUP

#### Hypothesis

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_a: \sigma_1^2 \neq \sigma_2^2$$

#### The Calculation

Formula :

$$F = \frac{Vb}{Vl}$$

$H_0$  is accepted if  $F \leq F_{(b-1)(n-l)}$



	Experimental	Control
Sum	2288	1998
n	27	27
$\bar{X}$	84.67	74.00
Variance ( $s^2$ )	10.6154	21.3077
Standard deviation (s)	3.26	4.62

$$F = \frac{21.31}{10.62} = 2.0072$$

For  $\alpha = 5\%$  with:

$$df1 = n1 - 1 = 27 - 1 = 26$$

$$df2 = n2 - 1 = 27 - 1 = 26$$

$$F_{(0.05)(26)} = 2.19$$



Since  $F \text{ value} < F \text{ table}$ , the experimental and control group have the same variance.

## Appendix 17

## T- TEST DATA OF THE EXPERIMENT AND CONTROL GROUP'S PRE - TEST

Hypothesis

$$H_0 : \mu_1 \leq \mu_2$$

$$H_a : \mu_1 > \mu_2$$

Formula

To measure hypothesis using the formula below :

$$t = \frac{M_{x_1} - M_{y_1}}{\sqrt{\left[ \frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2} \right] \left[ \frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where :

$$M_x = \frac{\Sigma X}{N_x} = \frac{1889}{27} = 69.9619$$

$$M_y = \frac{\Sigma Y}{N_y} = \frac{1887}{27} = 69.8819$$

$$\Sigma x^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N_x}$$

$$\Sigma y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N_y}$$

$$= 193824 - \frac{(1889)^2}{27}$$

$$= 148408 - \frac{(1887)^2}{27}$$

$$= 193824 - 127996$$

$$= 148408 - 126880$$

$$= 65828.4$$

$$= 41748.4$$

$$t = \frac{69.96 - 69.88}{\sqrt{\left[ \frac{65828.4 + 41748.41}{27 + 27 - 2} \right] \left[ \frac{1}{27} + \frac{1}{27} \right]}}$$

$$= \frac{0.08}{\sqrt{\left[ \frac{107576.81}{52} \right] \left[ \frac{2}{27} \right]}}$$

$$= \frac{0.08}{\sqrt{153.24}}$$

$$= \frac{0.08}{12.4}$$

$$= 0.00645$$

On  $\alpha = 5\%$  with  $dk = 27 + 27 - 2 = 52$  the result  $t_{(0.05)(52)} = 2.01$



Because  $t$  estimation is in the  $H_0$  area, so we can conclude that there is not significant

## Appendix 18

## T- TEST DATA OF THE EXPERIMENT AND CONTROL GROUP'S POST - TEST

Hypothesis

$$H_0 : \mu_1 \leq \mu_2$$

$$H_a : \mu_1 > \mu_2$$

Formula

To measure hypothesis using the formula below :

$$t = \frac{M_{x_1} - M_{y_1}}{\sqrt{\left[ \frac{\Sigma x^2 + \Sigma y^2}{N_1 + N_2 - 2} \right] \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

Where :

$$M_x = \frac{\Sigma X}{N_x} = \frac{2288}{27} = 84.6667 \quad M_y = \frac{\Sigma Y}{N_y} = \frac{1998}{27} = 74$$

$$\begin{aligned} \Sigma x^2 &= \Sigma X^2 - \frac{(\Sigma X)^2}{N_x} & \Sigma y^2 &= \Sigma Y^2 - \frac{(\Sigma Y)^2}{N_y} \\ &= 193824 - \frac{(2288)^2}{27} & &= 148406 - \frac{(1998)^2}{27} \\ &= 193824 - 193548 & &= 148406 - 147852 \\ &= 276 & &= 554 \end{aligned}$$

$$\begin{aligned} t &= \frac{84.67 - 74.00}{\sqrt{\left( \frac{276.00 + 554.00}{27 + 27 - 2} \right) \left( \frac{1}{27} + \frac{1}{27} \right)}} \\ &= \frac{10.67}{\sqrt{\left( \frac{830.0}{52} \right) \left( \frac{2}{27} \right)}} \\ &= \frac{10.67}{\sqrt{1.18234}} \\ &= \frac{10.67}{1.08} \\ &= 9.80976 \end{aligned}$$

On  $\alpha = 5\%$  with  $dk = 27 + 27 - 2 = 52$  the result  $t_{0.05(52)} = 2.01$



Because  $t$  estimation not in the  $H_0$  area, so we can conclude that there is significant

## Appendix 19

**Table 4.1**  
**The Activities on the Experimental Group**

Date	Materials of Learning	Activities
Thursday May 19 <sup>th</sup> , 2011	<ol style="list-style-type: none"> <li>1. Analytical exposition text with theme “<i>NII Ideology</i>.”</li> <li>2. The vocabularies related to analytical exposition text given.</li> <li>3. The social function of analytical exposition text.</li> <li>4. Generic structures and significant lexicogrammatical features of analytical exposition text.</li> <li>5. organization, content, grammar, mechanics and style</li> </ol>	<p>Students:</p> <ol style="list-style-type: none"> <li>1. Were given the model of analytical exposition text.</li> <li>2. Learned the difficult words.</li> <li>3. Listened to the teacher’s explanation about analytical exposition text, the social function, generic structures, and significant lexicogrammatical features of analytical exposition text.</li> <li>4. students listened to the teacher’s explanation about organization, content, grammar, mechanics and style.</li> <li>5. Were given an exercise in finding the generic structures and the significant lexicogrammatical features of analytical exposition text given.</li> </ol>
Saturday May 21 <sup>nd</sup> , 2011	<ol style="list-style-type: none"> <li>1. Metro This Morning video as a media related to the topic</li> <li>2. Example of Metro This Morning video that is used as the media</li> <li>3. The association between the video and the topic given</li> <li>4. Example of Metro This Morning video.</li> </ol>	<p>Students:</p> <ol style="list-style-type: none"> <li>1. Reviewed the previous material given.</li> <li>2. Listened to the teacher’s explanation about the Metro This Morning video as a media related to the topic</li> <li>3. Were given a video example related to the topic.</li> <li>4. Listened to the teacher explanation about the video given</li> <li>5. Make a notes on the difficult words.</li> <li>6. Worked in pairs in order to make a notes about the video</li> </ol>

		given
Monday May 23 <sup>rd</sup> , 2011	<ol style="list-style-type: none"> <li>1. Review the social function, generic structure and significant lexicogrammatical features of analytical exposition text</li> <li>2. example of Metro This Morning video</li> </ol>	<p>Students:</p> <ol style="list-style-type: none"> <li>1. Reviewed the previous material given.</li> <li>2. Answered the questions about the analytical exposition orally.</li> <li>3. Made a notes about the video given individually</li> <li>4. Made a short analytical exposition text about the video given.</li> </ol>



## Appendix 20

**Table 4.2**  
**The Activities on the Control Group**

Date	Materials of Learning	Activities
Thursday May 19 <sup>th</sup> , 2011	<ol style="list-style-type: none"> <li>1. analytical exposition text entitled "Global Warming."</li> <li>2. The vocabularies related to analytical exposition text given.</li> <li>4. the social function of analytical exposition text.</li> <li>5. Generic structures and significant lexicogrammatical features of analytical exposition text.</li> </ol>	<p>Students:</p> <ol style="list-style-type: none"> <li>1. Were given the model of analytical exposition text.</li> <li>2. Learned the difficult words.</li> <li>3. Listened to the teacher's explanation about analytical exposition text, the social function, generic structures, and significant lexicogrammatical features of analytical exposition text.</li> <li>4. Were given an exercise in finding the generic structures of analytical exposition text given.</li> <li>5. Made simple analytical exposition paragraph.</li> </ol>
Saturday May 21 <sup>st</sup> , 2011	<ol style="list-style-type: none"> <li>1. example of analytical exposition text. Entitled "Global Warming"</li> </ol>	<p>Students:</p> <ol style="list-style-type: none"> <li>1. Reviewed the previous material given.</li> <li>2. Were given an example of analytical exposition text.</li> <li>3. analyze the generic structures and the significant lexicogrammatical features of the text given.</li> <li>4. Worked in pairs in order to make a short analytical exposition text based their own idea.</li> </ol>
Thursday May 23 <sup>rd</sup> , 2011	<ol style="list-style-type: none"> <li>1. example of analytical exposition text entitled "NII Ideology"</li> </ol>	<p>Students:</p> <ol style="list-style-type: none"> <li>1. Reviewed the previous material given.</li> <li>2. Noticed the text given by teacher.</li> <li>3. Answered the questions about the text orally.</li> <li>4. Made a short analytical exposition text about NII.</li> </ol>

## Appendix 21

## LESSON PLAN

Name of School : SMA N 1 Tegal  
 Subject : English  
 Grade/Semester : XI/2  
 Time Allotment : 6 x 45 minutes (3 meetings)  
 Skill : Writing  
 Kind of text : Analytical Exposition

### ***I. Standard Competence:***

#### **Menulis**

12. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *analytical exposition* dalam konteks kehidupan sehari-hari

### ***II. Basic Competence:***

12.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*, *spoof*, dan *analytical exposition*

Indicator : The students are able to write **analytical exposition text** correctly

### **III.Objectives:**

By the end of the study, students (minimum 75 %) are able to:

- ✓ identify the content of analytical exposition text.
- ✓ identify the function, generic structure, and grammatical features of analytical exposition text.
- ✓ write analytical exposition text in correct grammar.

**IV. Learning Materials:**

- a. analytical exposition texts.
- b. Function, generic structure, and grammatical features of analytical exposition text.
- c. Simple present tense
- d. Indonesia Now Video

**V. Method of Learning**

- a) Question and Answer
- b) Explanation
- c) Discussion
- d) Exercises

**VI. Learning Activities****➤ First Meeting****A. Opening (10 minutes)**

- a. Ask the students some questions in order to become more friendly and comfortable with the condition.
- b. Call the students' roll.
- c. Tell the students about the purpose of the study and Indonesia Now Video as media.
- d. Ask the students some questions about the materials of the analytical exposition text that they had studied before.

**B. Main Activity (60 minutes)****Exploration**

- Students pay attention to the example of analytical exposition text given by the teacher.
- Students pay attention to the teacher's explanation about the purpose of analytical exposition text.

- Students pay attention to the teacher's explanation about the generic structure of analytical exposition text.
- Students pay attention to the teacher's explanation about the language features of analytical exposition text.

### **Elaboration**

- Students are asked to enrich the material deeply after listening the teacher's explanation.
- Students are asked to mention the language feature of the analytical exposition text in pairs.

### **Confirmation**

- Students are asked to discuss about the purpose, the generic structure, and the lexicogrammatical features of analytical exposition text.
- Students present the result of discussion.

### **C. Closing (20 minutes)**

- Teacher gives reinforcement and comment.
- Teacher summarizes the lesson.
- Teacher ask the students to read the next material.

## **Second Meeting**

### **A. Opening (10 minutes)**

- Teacher greet students.
- Teacher checks the students attendance list.

### **B. Main Activity (60 minutes)**

#### **Exploration**

- Students pay attention to the teacher's explanation about Indonesia NowVideo.
- Students pay attention to the example of Indonesia NowVideo.

- Students pay attention to vocabulary that usually used in analytical exposition text and mechanics of writing.

#### **Elaboration**

- Students are asked to enrich the material deeply after listening the teacher's explanation.

#### **Confirmation**

- Students are asked to discuss about analytical exposition text by using Indonesia Now Video.
- Students present the result of discussion.

#### **C. Closing (20 minutes)**

- Teachers gives reinforcement and comment.
- Teacher summarizes the lesson.
- Teacher asks the students to read the next material.

### **Third Meeting**

#### **A. Opening (10 minutes)**

- Teacher greet the students.
- Teacher checks the students' attendance list.

#### **B. Main Activity (60 minutes)**

##### **Exploration**

- Students pay attention to the teacher's explanation about the pattern of simple present tense.
- Review the lessons about writing analytical exposition text using Indonesia NowVideo.

##### **Elaboration**

- Students are asked to find the verb of simple present tense in the text and change it into positive and negative form.
- Students are asked to enrich the material deeply after listening the teacher's explanation.

- Students are asked to write an analytical exposition text using Indonesia Now Video individually.

### C. Closing

- Teacher gives reinforcement and comment.
- Teacher summarizes the lesson.

## VI. Source and Media

- 1) Analytical exposition.
- 2) Books relevant to the topic.
- 3) Indonesia Now Video.

## VII. Assessment

Indicator	Evaluation		
	Technique	Instrument	Example
The students are able to write an analytical exposition text correctly	Written test	Essay	<b><u>Direction:</u></b> Write an analytical exposition text by using Indonesia Now Video as media below!

## VIII. Rubric of Assessment

### Scoring System

**Table 3.1 Analytic Scale for Rating Composition Tasks**

Aspect	Score	Competency/ Ability
6. <i>Organization:</i>  Thesis,  argument, and	20- 18	Adequate title, thesis, arguments, and reiteration; body of essay is acceptable
	17- 15	Shows plan (could be outlined by

reiteration		<p>reader);arguments are logical and complete.</p> <p>Adequate thesis, arguments, and reiteration; arguments of essay are acceptable, but some elaboration may be lacking, some arguments aren't fully developed.</p> <p>14- 12 Mediocre or scant thesis or arguments; problems with the order of arguments; the arguments may not be fully supported by the evidence given.</p> <p>11- 6 Shaky or minimally recognizable thesis; organization can barely be seen; severe problems with ordering of arguments and elaborations; lack of supporting evidence; reiteration is unclear.</p> <p>5- 1 Absence of thesis or arguments; no apparent organization of arguments ad elaboration ; severe lack of supporting evidence.</p>
-------------	--	---

<p>7. Logical development of ideas: <i>Content</i></p>	<p>20- 18 17- 15 14- 12 11- 6 5- 1</p>	<p>Ideas well organizes</p> <p>Essay addressed the issues but misses some points; ideas could be more fully developed.</p> <p>Development of ideas not complete or essay is somewhat off the topic; paragraph aren't divided exactly right.</p> <p>Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.</p> <p>Essay is completely inadequate and does not reflect college- level work; no apparent effort to consider the topic carefully.</p>
<p>8. <i>Grammar</i></p>	<p>20- 18 17- 15 14- 12 11- 6</p>	<p>Several minor mistakes of preposition, articles, etc</p> <p>Advanced proficiency in English grammar; some grammar problems do not influence communication, although the reader is aware of them.</p> <p>Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication.</p> <p>Numerous serious grammar problems interfere with communication of the writer's</p>



	5- 1	ideas; grammar review of some areas clearly needed; difficult to read sentences.  Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.
9. Punctuation, Spelling, and mechanics	20- 18	Several minor errors of capitalization, punctuation, spelling, etc.
	17- 15	Some problems with writing conventions or punctuation; paper is neat and legible.
	14- 12	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	11- 6	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.
	5- 1	Completed disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems.
10. <i>Style</i> and quality of expression	20- 18	Good use of words acquired
	17- 15	Attempts variety; good vocabulary; not

		wordy; register OK; style fairly concise.
	14- 12	Some vocabulary misused; lacks awareness of register; may be too wordy.
	11- 6	Poor expression of ideas; problems in vocabulary; lacks variety of structure.
	5-1	Inappropriate use of vocabulary; no concept of register or sentence variety.

## IX. Scoring

### 1. The maximum score is 100

Organization + Logical ideas+ grammar+ mechanics+ style

$$20 + 20 + 20 + 20 + 20 = 100$$

Tegal, 19 Mei 2011

Mengetahui,

Guru Kelas

Pengajar

Agus Budi Subekti, S.Pd.

Wahyu Setia Budi

## Appendix 22

## LESSON PLAN

Name of School : SMA N 1 Tegal  
 Subject : English  
 Grade/Semester : XI/2  
 Time Allotment : 6 x 45 minutes (3 meetings)  
 Skill : Writing  
 Kind of text : Analytical Exposition

**X. Standard Competence:****Menulis**

12. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *analytical exposition* dalam konteks kehidupan sehari-hari

**XI. Basic Competence:**

12.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*, *spoof*, dan *analytical exposition*

Indicator : The students are able to write **analytical exposition** text correctly

**XII. Objectives:**

By the end of the study, students (minimum 75 %) are able to:

- ✓ identify the content of analytical exposition text.
- ✓ identify the function, generic structure, and grammatical features of analytical exposition text.
- ✓ write analytical exposition text in correct grammar.

**XIII. Learning Materials:**

- e. analytical exposition texts.
- f. Function, generic structure, and grammatical features of analytical exposition text.
- g. Past tense
- h. Handout

**XIV. Method of Learning**

- e) Question and Answer
- f) Explanation
- g) Discussion
- h) Exercises

**VI. Learning Activities****➤ First Meeting****A. Opening (10 minutes)**

- e. Ask the students some questions in order to become more friendly and comfortable with the condition.
- f. Call the students' roll.
- g. Tell the students about the purpose of the study
- h. Ask the students some questions about the materials of the analytical exposition text that they had studied before.

**B. Main Activity (60 minutes)****Exploration**

- Students pay attention to the example of analytical exposition text given by the teacher.
- Students pay attention to the teacher's explanation about the purpose of analytical exposition text.

- Students pay attention to the teacher's explanation about the generic structure of analytical exposition text.
- Students pay attention to the teacher's explanation about the language features of analytical exposition text.

### **Elaboration**

- Students are asked to enrich the material deeply after listening the teacher's explanation.
- Students are asked to mention the language feature of the analytical exposition text in pairs.

### **Confirmation**

- Students are asked to discuss about the purpose, the generic structure, and the language features of analytical exposition text.
- Students present the result of discussion.

### **C. Closing (20 minutes)**

- Teacher gives reinforcement and comment.
- Teacher summarizes the lesson.
- Teacher ask the students to read the next material.

## **Second Meeting**

### **D. Opening (10 minutes)**

- Teacher greet students.
- Teacher checks the students attendance list.

### **E. Main Activity (60 minutes)**

#### **Exploration**

- Students pay attention to the teacher's explanation using the handout.
- Students pay attention to the example of the handout.

- Students pay attention to vocabulary that usually used in analytical exposition text and mechanics of writing.

#### **Elaboration**

- Students are asked to enrich the material deeply after listening the teacher's explanation.

#### **Confirmation**

- Students are asked to discuss about analytical exposition text by using the handout.
- Students present the result of discussion.

#### **F. Closing (20 minutes)**

- Teachers gives reinforcement and comment.
- Teacher summarizes the lesson.
- Teacher asks the students to read the next material.

### **Third Meeting**

#### **D. Opening (10 minutes)**

- Teacher greet the students.
- Teacher checks the students' attendance list.

#### **E. Main Activity (60 minutes)**

##### **Exploration**

- Students pay attention to the teacher's explanation about the pattern of past tense.
- Review the lessons about writing analytical exposition text using the handout.

##### **Elaboration**

- Students are asked to find the verb of past tense in the text and change it into positive and negative form.
- Students are asked to enrich the material deeply after listening the teacher's explanation.
- Students are asked to write a narrative text individually.

#### F. Closing

- Teacher gives reinforcement and comment.
- Teacher summarizes the lesson.

#### XV. Source and Media

- 4) Analytical exposition.
- 5) Books relevant to the topic.
- 6) the handout.

#### XVI. Assessment

Indicator	Evaluation		
	Technique	Instrument	Example
The students are able to write a narrative text correctly	Written test	Essay	<b><u>Direction:</u></b> Write an analytical exposition text by using the handout !

#### XVII. Rubric of Assessment

##### Scoring System

**Table 3.1 Analytic Scale for Rating Composition Tasks**

Aspect	Score	Competency/ Ability
<i>11. Organization:</i>  Thesis,  argument, and  reiteration	20- 18	Adequate title, thesis, arguments, and reiteration; body of essay is acceptable
	17- 15	Shows plan (could be outlined by reader);arguments are logical and complete.  Adequate thesis, arguments, and reiteration;

	14- 12	arguments of essay are acceptable, but some elaboration may be lacking, some arguments aren't fully developed.  Mediocre or scant thesis or arguments; problems with the order of arguments; the arguments may not be fully supported by the evidence given.
	11- 6	Shaky or minimally recognizable thesis; organization can barely be seen; severe problems with ordering of arguments and elaborations; lack of supporting evidence; reiteration is unclear.
	5- 1	Absence of thesis or arguments; no apparent organization of arguments and elaboration ; severe lack of supporting evidence.
12. Logical development of ideas: <i>Content</i>	20- 18	Ideas well organizes
	17- 15	Essay addressed the issues but misses some points; ideas could be more fully developed.
	14- 12	Development of ideas not complete or essay is somewhat off the topic; paragraph aren't divided exactly right.
	11- 6	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written;



	5- 1	<p>inadequate effort in area of content.</p> <p>Essay is completely inadequate and does not reflect college- level work; no apparent effort to consider the topic carefully.</p>
<i>13. Grammar</i>	20- 18	Several minor mistakes of preposition, articles, etc
	17- 15	Advanced proficiency in English grammar; some grammar problems do not influence communication, although the reader is aware of them.
	14- 12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication.
	11- 6	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.
	5- 1	Severe grammar problems interfere greatly with the message; reader can't understand

		what the writer was trying to say; unintelligible sentence structure.
14. Punctuation, Spelling, and mechanics	20- 18	Several minor errors of capitalization, punctuation, spelling, etc.
	17- 15	Some problems with writing conventions or punctuation; paper is neat and legible.
	14- 12	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	11- 6	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.
	5- 1	Completed disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems.
15. Style and quality of expression	20- 18	Good use of words acquired
	17- 15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	14- 12	Some vocabulary misused; lacks awareness of register; may be too wordy.
	11- 6	Poor expression of ideas; problems in

	5-1	vocabulary; lacks variety of structure.  Inappropriate use of vocabulary; no concept of register or sentence variety.
--	-----	---

### **XVIII. Scoring**

#### **1. The maximum score is 100**

Organization + Logical ideas+ grammar+ mechanics+ style

$$420 + 20 + 20 + 20 + 20 = 100$$

Tegal, 19 Mei 2011

Mengetahui,

Guru Kelas

Pengajar

Agus Budi Subekti, S.Pd.

Wahyu Setia Budi

## Appendix 23

Experimental group writing products (pre-test)

### Experimental Group writing product (pre-test)

Name : A M

Class : XI IPA 6

#### The Failure in PSSI Congress

In my opinion, PSSI congress that held in Jakarta is fail. This congress is very reasonable. The chief of the PSSI stopped this congress because there are many disturbed in the congress.

There are many arguments that PSSI congress is fail. First, In that congress, there are many disturbed that caused by "Kelompok 78". "Kelompok 78" want Arifin Panigoro and George Toisutta to be the candidate of PSSI's chief but FIFA didn't allow them to be the candidate because they is the member of LPI. LPI is the illegal organization. Second, the majority of the participant want Agung Gumelar to be the chief of PSSI, but "Kelompok 78" want Agung Gumelar don't be the chief of PSSI.

In my conclusion, the failure in PSSI congress is caused by different argument. "Kelompok 78" is selfish.

Name : A N R

Class : XI IPA 6

### The Failure in PSSI Congress

I personally think, PSSI congress is failed. It's proven by the fighting that happened in PSSI congress until Agum Gumelar, as the chief of the PSSI stopped the congress. There are some reason that make the failure of PSSI congress.

First, there are some people that make the fighting. They called "Angkatan '78". They suggest Arifin Panigoro and George Toisutta as the candidate of chief of PSSI even though they know that Arifin and George is founder of LPI. And FIFA said that LPI illegal.

And, "Angkatan 78" want Agum Gumelar to remove from the chief of PSSI.

Based on the argument above, we can conclude that there is no good team work between "angkatan 78" and the other voters for choose who will be the chief of PSSI.

Name : F H S

Class : XI IPA 6

### The failure in PSSI kongres

In my opinion, PSSI kongres is failed. It's proven by the fighting that happened on the kongres until Agum Gumelar, as a general of chairman was stopped the kongres. There are many reason that make it happen.

In addition, it happen caused there are 'Angkatan 78' who recommendation two candidates. They are Arifin Panigoro and George Toisutta. But FIFA was refuse the candidates. 'Angkatan 78' repeatedly the normalitation commite. And 'Angkatan 78' always give interrupted to lead of chairman or assembly. Indonesian's football threatened doubt from FIFA.

In my conclusion, the failur in PSSI kongres caused by fighting opini. This is caused 'Angkatan 78' always repeatedly in kongres. I hope there are one of group will willingness to accept the result of the kongres and FIFA's want.

## Appendix 24

Control group writing products (pre-test)



## Control Group writing product (pre-test)

Name : A C P

Class : XI IPS

In my opinion, the PSSI Congress is failed, because no ~~dec~~ resolution came out, in contrary, the 78's group was make the event was is confusion, they ~~not~~ obey the resolution of the Normalization committe under the FIFA resolution. ~~why~~

First, PSSI is under the FIFA, FIFA is the Footballworlds organization, so PSSI must be obey the resolution of the FIFA resolution.

Second, when the PSSI ~~don't~~ obey the resolution of the FIFA, PSSI will be get the punishment for the FIFA.

So, the 78's group must be Obey anything that FIFA's Resolution, because ~~it's~~ better than ~~we can~~ our country ~~cannot~~ Football's club cannot be fight on the International league, cause the FIFA's Punishment.

Name : A S

Class : XI IPA 5

### The Failure in PSSI Congress

Last week PSSI Congress was held in Hotel Sultan, Jakarta. The goal of the Congress is to choose the Leader and the Sekjen of PSSI.

The congress used nearly 2 billion rupiah taken from the PSSI's savings.

The savings itself was taken from the APBN. But, the big cost congress didn't get any result. Because of that, I personally think that PSSI congress just an event that spend a lot of money.

First, the congress didn't get any result that they plan, And there is a big chaos at the congress itself.

Second, the congress spent a lot of money taken from the APBN.

Actually, the money can be used for other event that more important than the congress.

Name : D P

Class : XI IPA 5

### The Failure In PSSI Congress

In my opinion, failure in PSSI congress is because committee's mistake. I can say that because, first all of committee in congress should be patient if they want to interruption. They have to listen others and do the congress calmly and logic. Second, PSSI that should based on statuta FIFA did mistake by follow the FIFA decision.

So, based on the arguments above that congress is really satisfied all football lovers. And that tragedy can make spirit of football lovers are down and dont want to support PSSI.

## Appendix 25

Experimental group writing products (post-test)

## Appendix 23

## Experimental Group writing product (post-test)

Name : E Y M

Class : XI IPA 6

In my opinion, the failure in PSSI Congress is caused by 78 Group. They are egoistic. FIFA have prohibited Arifin Panigoro and George Toisutta to be the candidate of PSSI's chief but 78 Group insisting that Arifin Panigoro or George Toisutta must be the chief of PSSI.

Firstly, 78 Group destroy the congress by insisting their head to be the PSSI's chief. 78 Group assuming that FIFA's decision is wrong. Another reason the cause of the failure in PSSI congress is 78 Group are 78 Group. Likely want Agum Gumelar step back. Though FIFA's decision is right, but 78 group remain to don't believe. FIFA prohibit Arifin Panigoro and George Toisutta to be the chief of PSSI because they is the member of LPI, the illegal organization.

Therefore, the caused of the failure in PSSI congress is different opinion, especially 78 Group opinion. 78 Group insisting their opinion and they are egoistic.

Name : N F

Class : XI IPA Nam.

### THE FAILURE IN PSSI CONGRESS

In my opinion of PSSI congress happen because of the existence Indonesia Super League. On the candidate ~~##~~ there are George Toisutta and Arifin Panigoro, the two candidates didn't violate the statue, which was considered as the highest regulation for soccer.

First, Group 78 is selfish, which was comprised of members of the congress and also hard supporters of Arifin and George.

Second, Arifin has been considered in violation of the FIFA Statute as he initiated the Indonesian Primer League, which is not approved by the PSSI as it overlapped with the existing Indonesia Super League.

Based on the arguments above Group 78 has disgraced Indonesia's name internationally and Indonesia threatened not to follow the Indonesia Super league later. Though, this competition will be held in Indonesia.



Name : R F

Class : XI IPA 6

### The Failure in PSSI Congress

I personally think that PSSI Congress is fail. PSSI Congress is said fail because ~~it~~ is embarrassing for Indonesia, especially for football in Indonesia. This congress is ended up with unsettled deadlock and has sparked debate from observers and the soccer community.

First, the candidate of 78, George Toisutta and Arifin Panigoro force to become chairman of PSSI. Actually both of them ~~beacuse~~ are initiated of Indonesia Primer League, which isn't legalized by FIFA. They also always interrupt during the congress, which caused a disturbing condition.

Secondly, the other groups of candidates <sup>force to</sup> suggest Agum Gumelar to be the chairman of PSSI. All of this happened because of the egoism of the candidates.

In my conclusion, the failure of PSSI Congress is caused by the disturbing condition that caused by Group 78. They too much force to support Arifin and George to be the chairman of PSSI.

## Appendix 26

Control group writing products (pre-test)



67

## Control Group writing product (post-test)

Appendix 24

Name :

K M

Class :

XI IPA 5

Personally think of The failure in PSSI congress is there are different argument between Agum Gumelar and some of people. The current congress is not in accordance with the plan. Congress held in Surin hotel, Jakarta and has spent over \$2 billion this ended without producing any decisions.

First, it's began the former leader of PSSI got corruption issue. so he must resign from the leader of PSSI.

Second, FIFA organisation say if PSSI can't resolve that problem until the deadline PSSI can't to join the international competition.

In my conclusion the congress PSSI couldn't finish because there are chaos

Name : LOS

Class : XI IPA 5

The failure in PSSI Congress make the Indonesian footballer was disappointed.

It happen because 70 group didn't accept the result from FIFA which said that their people didn't met the requirement to be PSSI leader. It should be followed the congress with calm down. The 70 group didn't accept the result from FIFA because they were receive one billion from Arifin Panigoro and George Suta.

The chaos in PSSI Congress because Arifin Panigoro and George Suta didn't sportif, accept the losing.

Name : MIT

Class : XI IPA 5

The failure in PSSI congress can make the Indonesian footballer was disappointed and make the Indonesian community angry.

It's happen because PSSI congress did not produce anything. whereas Indonesian community while hoping the best for this nation. Chaos that occurred when Congress was not a good performance. Moreover, 78 groups who support George sutha and Arifin Panigoro interrupt multiple times. Though the two names were already in the streak by FIFA, but still want to be general chalman PSSI.

In my conclusion, all the Indonesian hopes the best for this nation. And also hopes that Indonesia not to get the punishment by the FIFA. So it can follow the sea games.