



**THE EFFECT OF PERSUASIVE WRITING
ORGANIZER AND DICTOGLOSS STRATEGIES
FOR TEACHING ANALYTICAL EXPOSITION TEXT
WRITING TO STUDENTS WITH HIGH
AND LOW ANXIETY**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Master's Degree
in English Language Education**

by

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**ENGLISH LANGUAGE EDUCATION
GRADUATE PROGRAM
SEMARANG STATE UNIVERSITY
2016**

APPROVAL

This thesis entitled **“THE EFFECT OF PERSUASIVE WRITING ORGANIZER AND DICTOGLOSS STRATEGIES FOR TEACHING ANALYTICAL EXPOSITION TEXT WRITING TO STUDENTS WITH HIGH AND LOW ANXIETY”** written by,

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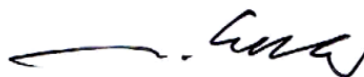
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DECLARATION OF AUTHENTICITY

I, Fachri Ali, hereby declare that this thesis entitled “The Effect of Persuasive Writing Organizer and Dictogloss Strategies for Teaching Analytical Exposition Text Writing to Students with High and Low Anxiety” is entirely my original work and effort and that it has not been submitted to any institution for any award. I am fully aware that I have used some statements and ideas from other sources and I have properly cited all sources of information used in this thesis.

Semarang, March 16, 2016

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MOTTO AND DEDICATION

Providing students with beneficial teaching strategies and regarding their anxiety in writing tend to give them better effects on their writing skill.

This thesis is dedicated to:

1. English Language Education of Graduate Program of Semarang State University
2. Semarang State University

ACKNOWLEDGEMENTS

All praise to Allah, the Lord of the World, who always blesses me in writing the thesis, entitled “The Effect of Persuasive Writing Organizer and Dictogloss Strategies for Teaching Analytical Exposition Text Writing to Students with High and Low Anxiety”. This thesis is submitted in partial fulfillment of the requirements for the Master’s Degree in English Language Education at Semarang State University.

This study was conducted as an attempt to provide a resource for English teachers focusing on teaching strategies, namely persuasive writing organizer and Dictogloss which were applied in the teaching and learning process. Hopefully, results of this study would help teachers use these strategies appropriately. I acknowledge that some people have given contributions to the writing of this thesis. Accordingly, I would like to express my best gratitude and appreciation to:

1. Prof. Dr. H. Achmad Slamet, M.Si., the Director of Graduate Program at Semarang State University.
2. Dr. Januarius Mujiyanto, M.Hum., the Head of the Study Program of English Language Education of Graduate Program at Semarang State University.
3. Dr. Rudi Hartono, S.S., M.Pd., my first advisor, for his continuing guidance, feedback, suggestions, advice, and motivation until completion of this thesis.
4. Dr. Dwi Anggani Linggar Bharati, M.Pd., my second advisor, for her continuing guidance, feedback, suggestions, advice, and motivation until completion of this thesis.

5. All lecturers of English Language Education Study Program of Graduate Program at Semarang State University for great knowledge, motivating advice, and inspiring experience they have shared.
6. Drs. H. Jalal Suyuti, the headmaster and Hj. Istiqomah, S.Pd., the English teacher of Private Islamic Senior High School *Nahdhatul Ulama* Demak, for friendly welcome, permission, cooperation, and support to this research.
7. My beloved mother (Hj. Zuhrotun), late father (H. Nasrun), brothers (M. Rizqun Naji', Abdullah Tawab, and Ahmad Akhrori), and sister (Alina Fauziah) for their irreplaceable prayers and motivation during my study.
8. My friends in Regular 1 and 2 classes of 2013, particularly Herman Khunaivi, Haris Hamdani, S.Thoriqul Huda, Anisykur Dzakiyah, and Dhesi Wulansari for their encouragement and discussions.
9. Finally, everyone who has given me valuable contributions to accomplish this study.

I realize that this thesis could not be completed without being given support and guidance from many people. Thank you and may Allah SWT blesses them all with mercy, welfare, and happiness. Hopefully, this thesis could give contribution to the development of English language teaching and learning.

Semarang, March 16, 2016

Fachri Ali

ABSTRACT

Ali, Fachri. 2016. The Effect of Persuasive Writing Organizer and Dictogloss Strategies for Teaching Analytical Exposition Text Writing to Students with High and Low Anxiety. *Thesis*. English Language Education. Graduate Program. Semarang State University. Advisor I: Dr. Rudi Hartono, S.S., M.Pd., Advisor II: Dr. Dwi Anggani Linggar Bharati, M.Pd.

Keywords: teaching writing, persuasive writing organizer, Dictogloss, high anxiety, low anxiety

This current study was aimed at exploring the effect of persuasive writing organizer and Dictogloss strategies for teaching analytical exposition text writing to students with high and low anxiety and explaining whether there was significant interaction among teaching strategies, writing skill, and students' anxiety.

This study was an experimental research with a 2 x 2 factorial design. The first experimental group consisted of 25 students while the second experimental group comprised 24 students. This study employed two instruments of data collection, including an adapted-translated questionnaire of the Second Language Writing Anxiety Inventory (SLWAI) and tests (pre-test and post-test).

Respectively, the results of the present study have revealed that firstly, there was significant effect of persuasive writing organizer strategy for teaching analytical exposition text writing to students with high (the *sig.* value was $0.010 < 0.05$) and low anxiety (the *sig.* value was $0.000 < 0.05$). Secondly, there was significant effect of Dictogloss strategy for teaching analytical exposition text writing to students with high (the *sig.* value was $0.000 < 0.05$) and low anxiety (the *sig.* value was $0.006 < 0.05$). Thirdly, there was no significant difference between the two strategies when they were used for teaching analytical exposition text writing to both students with high and low anxiety (the *sig.* value was $0.527 > 0.05$). Fourthly, there was no significant influence of students' anxiety levels on their skill of analytical exposition text writing when they were taught by using both teaching strategies (the *sig.* value was $0.113 > 0.05$). Fifthly, there was no significant interaction among teaching strategies, writing skill, and students' anxiety (the *sig.* value was $0.904 > 0.05$).

Based on the results, it is evident that persuasive writing organizer and Dictogloss strategies gave better effect for teaching analytical exposition text writing to students with high and low anxiety. Meanwhile, persuasive writing organizer strategy was not significantly more effective than Dictogloss strategy for teaching analytical exposition text writing to both students with high and low anxiety. Likewise, students with high and low anxiety had better influence on their skill of analytical exposition text writing when they were treated with both teaching strategies. Additionally, students' anxiety did not play a significant role in determining the students' skill of analytical exposition text writing after giving the treatment.

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CHAPTER I

INTRODUCTION

This section discusses several points which become the fundamental importance of this study. These points deal with background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, scope of the study, definition of key terms, and outline of the thesis.

1.1 Background of the Study

Communicative language teaching (CLT) approach has been a major issue by a number of studies since the 1970s. Richards (2006: 3) demonstrates that CLT is a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Furthermore, Richards (2006: 3) asserts that CLT sets the teaching of communicative competence as its goals. In short, CLT aims at reaching communicative competence which deals with the students' skills to understand and use language appropriately in meaningful contexts.

Richards and Rodgers (2001: 159) promote that in Hymes' (1972: 281) view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to whether (and to what degree) something is formally possible, feasible in virtue of the means of implementation available, appropriate in relation to a context in which it is used and evaluated and

in fact done, actually performed, and what its doing entails. In other words, the students are required not only to be concerned with how to develop their linguistic competence (grammar, vocabulary, pronunciation, etc.), but also how to use the language either spoken or written texts communicatively.

Referring to the Hymes' theory of communicative competence, the students are supposed to reach a certain level of literacy, including the performative level, functional level, informational level, or epistemic level. Senior high school students, who are focused in this study, are supposed to achieve the informational level. Wells (1987: 110) reports that those who adopt the informational level are very conscious of the role that literacy plays in the communication knowledge, particularly what might be called "discipline-based" knowledge.

Likewise, Agustien (2014) in Widodo and Zacharias (2014: 62) describes that at the high school level, students were expected to reach the informational level where they are expected to develop the ability to use English to deal with accumulated knowledge, to gain knowledge, and to prepare themselves for higher learning. Thus, it indicates that the students are expected to be able to listen to spoken texts, talk about given issues, read popular and scientific texts, and write for different text types.

As a result, to achieve the informational level, the students are supposed to develop four language skills. Heaton (1975: 3) points out that the four major skills in communication through language are often broadly defined as listening, speaking, reading, and writing. This study focuses on writing as the language skill

to be investigated. It is in the fact that most of Indonesian students assume that writing is the most difficult language skill compared to the other skills although some students are getting excited to have a go at writing in English.

In addition, according to Heaton (1975: 138), writing skill is more complex and difficult to teaching, requiring and mastering not only of grammatical rhetorical devices, but also concept and judgment. Furthermore, Brown (2007: 390) asserts that nowadays, educators are starting to see writing as a process of thinking, drafting, and revising procedures that require specialized skills; skills that are not every speaker develops naturally. Shortly, writing constitutes one of important language skills, in which this language skill has been existed as a challenge for second or foreign language learners.

The students' difficulties in English writing may appear when developing their ideas, organizing sentences into a good paragraph, determining correct grammar, or using appropriate word choice and punctuation. Harmer (2004: 61) states that the students' reluctance to write can also be because they rarely write even in their own language and the fear that they have "nothing to say" – a common response of many students when asked to write.

Besides, Harmer (2004: 61) also argues that the students' unwillingness may derive from anxiety they have about their handwriting, their spelling, or their ability to construct sentences and paragraphs. In short, it suggests that the students encounter many problems due to the complexity in writing, including both the stages of writing process and several aspects of good writing (content,

organization, grammaticality, word choice, and punctuation) and their individual differences, particularly their anxiety in writing.

Anxiety is considered one of individual learner differences which may contribute on the success or failure of foreign or second language (L2) learners. Horwitz et al. (1986: 128) defines foreign language anxiety (FLA) as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. Likewise, Gardner and MacIntyre (1993: 5) in Cheng (2001: 76) propose that second language anxiety is a stable personality trait and more specifically as the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient. In other words, those studies suggest that anxiety plays a significant role in L2 learning.

Dealing with this study, it is necessary to notice that anxiety is associated with foreign language classroom anxiety and writing anxiety is clearly distinguishable. Cheng et al. (1999: 417) assert that writing anxiety is a “language-skill specific anxiety”, which is different from a general classroom type of anxiety. Meanwhile, Hassan (2001: 4) suggests that second language writing anxiety is a general avoidance of writing and situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing. Moreover, Faigley et al. (1981) in Choi (2013: 4) mentions that highly anxious writers produced shorter and less fluent writing than writers with low anxiety. Based on the studies, thus, writing anxiety also play a crucial role to students in producing their writing.

Additionally, based on my preliminary study, there are several problems that have been deemed in which students may encounter when learning to write. Firstly, the position of English in our country as the first foreign language, not as the second language, affect that they do not have sufficient knowledge of English language skills, especially for writing skill. Secondly, students get difficulties when organizing their ideas in order to be coherent and cohesive, and are lack of vocabulary and grammatical competence in English. Thirdly, they may also encounter anxiety in writing which tends to cause that they are not confident of their writing.

Likewise, senior high school students should be able to write several text types, including analytical exposition which is focused in this study. Gerot and Wignell (1994: 197) declare that the social function of analytical exposition is to persuade the reader or listener that something is the case. Meanwhile, according to Gerot and Wignell (1994: 197-198), the generic structure of analytical exposition includes thesis which introduces topic and indicates writer's position, arguments, and a reiteration that restates writer's position. Furthermore, based on the School-based Curriculum, analytical exposition is one of text types which are taught to the eleventh graders of senior high school. Other text types are report, narrative, spoof, and hortatory exposition.

Regarding the students' problems in writing which have been elaborated above and their anxiety in English writing classes, it is worth mentioning that English teachers should provide teaching strategies so as to help the students improve their writing skill. To do so, this study attempts to explore, compare, and

explain the effect of two strategies for teaching analytical exposition text writing, namely persuasive writing organizer and Dictogloss strategies, to students with high and low anxiety.

The former is one of graphic organizers used to enhance students for developing and organizing their ideas into convincing arguments. McKnight (2010: 190) proposes that persuasive writing organizer is most commonly assigned in the upper grades and high school. This kind of graphic organizers helps students organize their ideas into cogent arguments. Shortly, this teaching strategy provides students with a framework for analytical exposition text writing, including slots of thesis statement, evidence as their arguments, and reiteration. In addition, by taking advantage of the framework, the students are expected to be able to develop their ideas and provide supporting arguments for their ideas.

The latter is designed to encourage students to order their recollections and use sequencing language as they negotiate the reconstruction of the text. Herrell and Jordan (2004: 242) demonstrate that Dictogloss provides an authentic reason for communication and practice in re-creating, re-writing, and re-reading an English text. Furthermore, this strategy involves students to get together in pairs and again in fours to combine their notations and re-create as much of the text as possible. In other words, Dictogloss would help students with what they listened to when the teacher is reading an analytical exposition text to them, and they may also take notes of what they consider to be important for their writing. Furthermore, this teaching strategy permits the students to work in pairs in order to share their notes and arguments.

1.2 Reasons for Choosing the Topic

There are a number of reasons underpinning this study. Firstly, it has been explained in the previous section that writing is deemed one of four language skills needs to be mastered by Indonesian students in their English classes. Nevertheless, despite its significant role in academic settings, English teachers still apply a direct instruction when teaching writing to their students without providing beneficial teaching strategies that may help students improve their writing skill.

Secondly, writing is regarded more difficult than other skills, especially in analytical exposition text writing, since students need to organize their ideas in order to be convincing arguments. They should present their thesis statement, arguments as supporting evidence, and reiteration. Therefore, persuasive writing organizer and Dictogloss strategies are proposed to encourage them when writing an analytical exposition text.

Thirdly, students' anxiety is another aspect which needs to be taken into account in this study. In the Ellis' (1994: 483) point of view, anxiety is best seen not as a necessary condition of successful L2 learning, but rather as a factor that contributes in differing degrees on different learners. It can be assumed that students' anxiety also tends to give important effects on the students' learning achievement, particularly on their writing skill.

Fourthly, it is also important to present the reason why this study compares persuasive writing organizer strategy with Dictogloss strategy for teaching analytical exposition text writing to students with high and low anxiety. In fact,

both teaching strategies provide different procedures to be applied. Nevertheless, these two strategies are supposed to give positive effects on the students' skill of analytical exposition text writing.

On the one hand, persuasive writing organizer strategy proposes a framework for persuasive writing which fits the generic structure of persuasive writing, particularly analytical exposition text. By taking advantage of the framework, students are encouraged to organize their ideas and provide them with supporting evidence in order to be convincing arguments. On the other hand, Dictogloss strategy demonstrates that a short passage is read twice at a normal speed. When students listen for the first time, they just listen to the meaning and content carefully. Meanwhile, when they listen for the second time, they take notes of what they think would be important for their writing. Next, the students share and discuss their notes in pairs. Finally, they recreate the version of their own text individually. Consequently, by comparing both teaching strategies, the results of this study are expected to reveal which strategy that has better effect or even both two teaching strategies provide better effect to the students.

For the reasons above, this study is aimed at exploring and explaining the effect of persuasive writing organizer and Dictogloss strategies for teaching analytical exposition text to students with high and low anxiety and explaining whether there is significant interaction among those teaching strategies, students' anxiety, and their writing skill. Hopefully, this study may shed light on research and teaching English writing classes in EFL settings.

1.3 Statement of the Problems

Relating to the background of the study and the reasons for choosing the topic in the previous sub-sections, the research questions are formulated as follows:

- (1) How significant is the effect of persuasive writing organizer strategy used for teaching analytical exposition text writing to students with high anxiety?
- (2) How significant is the effect of persuasive writing organizer strategy used for teaching analytical exposition text writing to students with low anxiety?
- (3) How significant is the effect of Dictogloss strategy used for teaching analytical exposition text writing to students with high anxiety?
- (4) How significant is the effect of Dictogloss strategy used for teaching analytical exposition text writing to students with low anxiety?
- (5) How significant is the difference between two strategies (persuasive writing organizer and Dictogloss strategies) when they are used for teaching analytical exposition text writing to students with high and low anxiety?
- (6) How is the influence of the students' anxiety levels (high and low anxiety) on their skill of analytical exposition text writing when they are taught by using two strategies (persuasive writing organizer and Dictogloss strategies)?
- (7) How significant is the interaction among teaching strategies, writing skill, and students' anxiety in teaching analytical exposition text writing to students with high and low anxiety?

1.4 Objectives of the Study

In line with the statement of the problems, the objectives of the study are formulated as follows:

- (1) to explore the significant effect of persuasive writing organizer strategy used for teaching analytical exposition text writing to students with high anxiety,
- (2) to explore the significant effect of persuasive writing organizer strategy used for teaching analytical exposition text writing to students with low anxiety,
- (3) to explore the significant effect of Dictogloss strategy used for teaching analytical exposition text writing to students with high anxiety,
- (4) to explore the significant effect of Dictogloss strategy used for teaching analytical exposition text writing to students with low anxiety,
- (5) to investigate and explain which strategy that has better effect in teaching analytical exposition text writing to students with high and low anxiety,
- (6) to investigate and explain the influence of the students' anxiety levels (high and low anxiety) on their skill of analytical exposition text writing when they are taught by using two strategies (persuasive writing organizer and Dictogloss strategies), and
- (7) to explain the significance of the interaction among teaching strategies, writing skill, and students' anxiety in teaching analytical exposition text writing to students with high and low anxiety.

1.5 Significance of the Study

The significance of this study is presented in three dimensions, including theoretical, practical, and pedagogical significance. Theoretically, the results of this study would enrich the body of literature, particularly the literature of strategies for teaching analytical exposition text writing. This study, furthermore, will provide evidence whether students' anxiety levels contribute a significant role on the students' writing skill and whether there is a significant interaction among those teaching strategies (persuasive writing organizer and Dictogloss strategies), writing skill, and students' anxiety.

Practically, this study is expected to be able to inspire English teachers and provide them alternative strategies for teaching writing so as to improve their students' writing skill by considering the anxiety levels of their students during English writing classes. The results of this study may also serve as solutions to encourage students with high and low anxiety when realizing their strengths and weaknesses during English writing classes. Likewise, this study hopefully promotes educational authorities and curriculum or syllabus designer to create alternative strategies for teaching writing, especially for analytical exposition text writing, so as to improve the students' writing skill more skillful and qualified.

Pedagogically, the results of this study would motivate English teachers to reflect on their current strategies for teaching writing and be a beneficial knowledge which can be used in the teaching and learning process. Not to mention, this study will be useful for other researchers who intend to conduct a study in the same field as one of their references.

1.6 Scope of the Study

There are many researchable areas within the issue of the effect of strategies for teaching writing. Therefore, to keep this study on the right track and does not go far ranging from the main discussion of the main topic, the scope of this study needs to be organized. This study emphasizes the effect of persuasive writing organizer and Dictogloss strategies for teaching analytical exposition text writing to students with high and low anxiety.

This study, additionally, was conducted to the eleventh graders of Private Islamic Senior High School *Nahdhatul Ulama* Demak. Since this study used a purposive sampling technique in which the eleventh graders of natural science classes at this school are taken into consideration as the population of this study, the generalization of the results of this study also needs further investigation. It indicates that this study cannot be stated to represent a wide variety of students in the other schools. Furthermore, since this study only focuses on teaching analytical exposition text writing as one of text types, the generalization of the results of this study requires more investigation on other genres.

1.7 Definition of Key Terms

There are a few technical terms which are repeatedly used in this study. For this reason, in order to avoid ambiguity and misunderstanding which might lead to misinterpretation, those terms are defined in the following.

Firstly, persuasive writing organizer strategy is one type of graphic organizers for developing and organizing ideas and information for persuasive

writing or speaking. McKnight (2010: 190) promotes that this strategy helps students organize their ideas into convincing arguments since persuasive writing demands higher-level thinking skills.

Secondly, Dictogloss can be defined as a teaching strategy which involves a teacher reads a short passage aloud in the class at a normal speed, students take notes for reconstruction, and they produce their own grammatically corrected text in pairs or small groups, which is then analyzed and corrected by the whole class. Wajnryb (1990: 7) points out that there are four stages of Dictogloss, including preparation, dictation, reconstruction, analysis and correction.

Thirdly, writing is considered the most complicated skill among other language skills since it requires enough time to think about a specific topic and classify any background knowledge. Nunan (2003: 88) asserts that writing, unlike speech, is displaced in time. Indeed, this must be one reason why writing originally evolved since it makes possible the transmission of a message from one place to another. A written message can be received, stated, and referred back to at any time.

Fourthly, analytical exposition is one of text types that are taught to the eleventh graders of senior high school. Gerot and Wignell (1994: 197-198) state that the social function of analytical exposition is to persuade the reader or listener that something is the case. In addition to the social function, the generic structure of analytical exposition comprises thesis which introduces topic and indicates writer's position, arguments, and reiteration that restates writer's position.

Finally, anxiety can be defined as a complex emotional state which is generally characterized by the feeling of tension and apprehension. According to Spielberger (1983) in Horwitz et al. (1986: 125), anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Furthermore, Horwitz et al. (1986: 128) define foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

1.8 Outline of the Thesis

This thesis consists of five chapters, including introduction, review of related literature, research methodology, results and discussions, and conclusions, pedagogical implications, and suggestions. Each chapter has its own characteristics and purpose.

Chapter I is the introduction. This introduction section comprises background of the study which emphasizes communicative language teaching (CLT) approach that sets communicative competence as its goals, reasons for choosing the topic which relates to the complexity of writing as one of language skills and the effect of persuasive writing organizer and Dictogloss strategies for teaching analytical exposition text writing, seven statements of the problems, objectives of the study which are in line with the statement of the problems, significance of the study, including theoretical, practical, and pedagogical significance, scope of the study in which this study was conducted to the eleventh

graders of Private Islamic Senior High School *Nahdhatul Ulama* Demak, definition of key terms, namely persuasive writing organizer, Dictogloss, writing, analytical exposition, and anxiety, and outline of the thesis.

Chapter II is the review of related literature. This section mainly contains the elaboration of the topic of this study and theories which are used to support the analysis. It elaborates previously-conducted studies which relates to persuasive writing organizer, Dictogloss, and writing anxiety. In addition, this section also presents theoretical review about the issue, including the nature of writing in language learning, anxiety and foreign language learning, analytical exposition text as one of text types, the general concept of persuasive writing organizer as well as the general concept of Dictogloss, and theoretical framework in which the main umbrella of this study relates to the literacy level for senior high school, namely the informational level.

Chapter III is the research methodology. This chapter copes with some sub-sections. The first sub-section is the research design in which this study was an experimental research with a 2 x 2 factorial design. The second sub-section is the population of this study was the eleventh graders of Private Islamic Senior High School *Nahdhatul Ulama* Demak and the samples of this study were class of *XI IPA 1* which comprised 25 students, and class of *XI IPA 2* that consisted of 24 students. The next one is four variables of the study, including persuasive writing organizer and Dictogloss strategies as the independent variable, the students' skill of analytical exposition text writing as the dependent variable, and students' anxiety as the moderator variable.

The fourth sub-section promotes seven null hypotheses of the study. The following sub-section is research procedures which illustrate the preparation step of this research and the step of the research implementation. The next sub-section is instruments of data collection, namely the adapted-translated Second Language Writing Anxiety Inventory (SLWAI) and tests (the pre-test and post-test). The seventh one is methods of data collection which demonstrates how the two instruments were employed. The last sub-section is methods of data analysis which used Predictive Analytics Software (PASW) Statistics 18.0.

Chapter IV is results and discussions. This chapter covers three main sub-sections. Firstly, results present the result of the SLWAI, the results of the pre-test and post-test, normality test, and homogeneity test. Secondly, hypothesis testing highlights the effect of persuasive writing organizer strategy for teaching analytical exposition text writing to students with high and low anxiety, the effect of Dictogloss strategy for teaching analytical exposition text writing to students with high and low anxiety, the difference of the two teaching strategies for teaching analytical exposition text writing to students with high and low anxiety, the influence of the students' anxiety levels on their skill of analytical exposition text writing by using both teaching strategies, and the significant interaction among teaching strategies, writing skill, and students' anxiety.

Thirdly, discussions deal with the writing skill of analytical exposition text of students with high and low anxiety in persuasive writing organizer group, the writing skill of analytical exposition text of students with high and low anxiety in Dictogloss group, persuasive writing organizer and Dictogloss strategies for