



**THE EFFECTIVENESS OF SEND A PROBLEM
TECHNIQUE FOR TEACHING WRITING AN
ANALYTICAL EXPOSITION TEXT**

**(A Quasi-Experimental Study of the Eleventh Grade Students of SMAN 8
Semarang in the Academic Year 2015/2016)**

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

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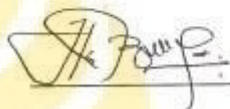
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This final project, entitled **THE EFFECTIVENESS OF SEND A PROBLEM TECHNIQUE FOR TEACHING WRITING AN ANALYTICAL EXPOSITION TEXT** (A Quasi Experimental Study of the Eleventh Grade Students of SMA N 8 Semarang in the Academic Year 2015/2016), has been approved by the Board of the Examination of the English Department of Faculty of Languages and Arts of Semarang State University on March 2nd, 2016.

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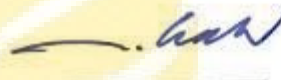
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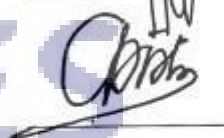
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I Intan Kris Amilia hereby declare that this final project entitled **The Effectiveness of Send a Problem for Teaching Writing An Analytical Exposition Text** is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, February 12th 2016



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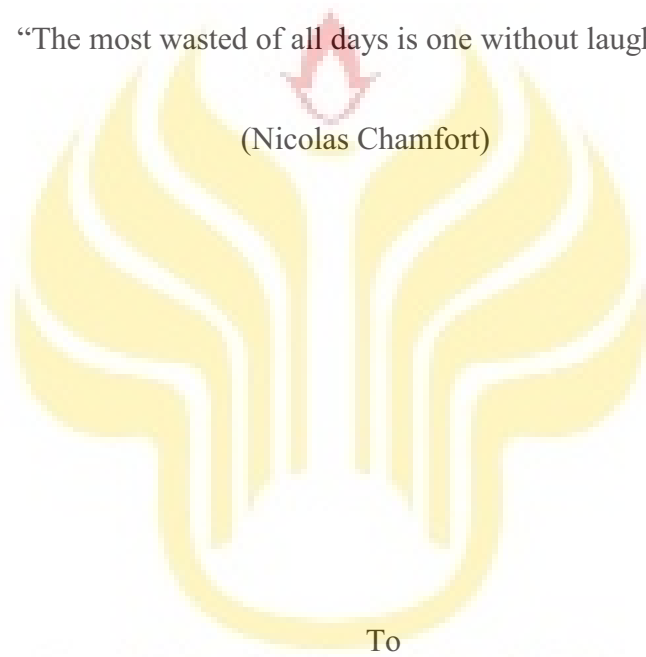
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“Be thankful for what you have; you’ll end up having more. If you concentrate on what you don’t have, you will never, ever have enough.”

(Oprah Winfrey)

“The most wasted of all days is one without laughter.”

(Nicolas Chamfort)



To

My beloved parents Bambang Kristanto
and Cut Helmi

All of my relatives

All of my friends

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ABSTRACT

Amilia, Intan Kris. 2016. *The Effectiveness of “Send a Problem” Technique for Teaching Writing An Analytical Exposition text:A Quasi-Experimental Study of the Eleventh Grade Students of SMA N 8 Semarang in the Academic Year 2015/2016.* Final Project,English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Drs. Amir Sisbiyanto, M.Hum., Second Advisor: Bambang Purwanto,S.S.,M.Hum.

Key words: Send a Problem, Analytical Exposition Text, Quasi-Experimental.

The aim of the study is to find out whether teaching writing analytical exposition text by using Send a Problem technique is effective or not for Senior High School students. In the working hypothesis (H_1), “There is significant difference in students’ writing achievement between those who are taught using *Send a Problem* and those who are taught using conventional way.” Meanwhile, in the null hypothesis (H_0), “There is no significant difference in the students’ writing achievement between those who are taught using *Send a Problem* and those who are taught using conventional way.” The population of this study was the eleventh grade students of SMA Negeri 8 Semarang in the academic year 2015/2016. The total number of the sample was 60 students that consisted of 30 students of class XI IS 4 as the experiment group who were taught using *Send a Problem* technique and 30 students of class XI IS 5 as the control group who were taught using conventional way. The design of this study was a quasi-experimental study. The data were collected through the writing test.

In the pre-test, the mean score of the experimental group was 62.80 and the control group was 62.77. After the treatment, the result of post-test of the experimental group was 75.57 while the control group was 68.57. The independent sample t-test used by the writer showed that there was a significant difference between post-test of control group and experimental group.

Lastly, teaching writing analytical exposition text using *Send a Problem* technique is effective than conventional way. English teachers are suggested to concern better in their technique variety in teaching writing any kind of texts especially analytical exposition text.

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CHAPTER I

INTRODUCTION

This chapter covers the background of the study, the reasons of choosing the topic, research questions, purposes of the study, significance of the study, and the last is the outline of the study.

1.1 Background of The Study

Nowadays, English is taught in any education level as foreign language in Indonesia. It is line with globalization era on which English is mostly used in entire world as International language. Students should be accustomed to take English in order to convey their ideas including information or messages especially in writing. So, the teachers have responsibilities to teach how to write in a good and appropriate ways to the students.

Teaching is actually not an easy task for teachers. Teachers have to make their students understand what is taught in order to achieve the learning objectives. Teaching comes from basic word “teach”, it is an activity to show somebody to do something so that they will able to do it themselves (Oxford Advance Learner Dictionary, 2010: 1531). Teaching activities can cover many things, not only lesson in school but also everything around human beings. Teaching-learning process itself is a means whereby society trains its young ones in selected environment (usually the school) as quickly a possible to adjust them

to the world in which they live (Al Rahman : 2004). He says that there are four aspects influence teaching and learning, they are teacher, students, learning process and learning situation. The process is the interaction between the students and the teacher. Teaching-learning process means through which the teacher, the learner, the curriculum and other variables are organized in a systematic manner to attain pre-determined goals and objectives. The teaching-learning situations have to be brought into an intelligible whole. The teaching-learner activities are varied and complex have to be harmonized. For example the individual differences, the methods of teaching, the material to be taught, classroom conditions, teaching devices, questioning and answering, assignments, thinking, creating, practical skills, discussion and many others. Teaching-learning process is influenced by the totality of the situation. So, the teacher can play an important role in facilitating learning when they take account the needs of the learners. Beside that the creativity of the teacher in conducting the teaching learning process also influences the student in acquiring the target language. For that reasons, the teacher must choose the best method in their teaching learning process.

The system of teaching English in Indonesia as a foreign language has changed from time to time based on the curriculum. The school used curriculum 2013 and now some schools go back to School Based Curriculum (KTSP).

In Senior High School, the students are required to master the four language skill: speaking, writing, reading, listening and they have to know the language components grammar, vocabulary and pronunciation. Most of all, writing is the difficult one. Writing is a process of thinking from planning or

drafting to revising. According to Nunan (1989:35), learning to write fluently and expressively is the most difficult of the macroskills for all language users. He also added, writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. Tessema (2005:26) states that writing courses must focus on the specific writing purposes that are most relevant to students' needs. 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. It also goes to the genre text like recount text, narrative text, report text, analytical exposition and many others. Most of them always feel difficult when students are asked to write them. They know the concept but less knowledge of good structure and the use of appropriate sentence.

There are so many approaches of teaching. One of them which is effective according to some teachers is cooperative learning or called collaborative learning, is a teaching strategy in which the students work in small teams using a variety of learning activities to enhance their understanding of a lesson. By doing such activities, each student is expected to be responsible not only for his/her understanding but also for helping teammates.

There are some techniques which are developed based on the principles of cooperative learning. According to Kagan (1989), one of techniques in cooperative language learning is to *Send a Problem*. He notes that “this structure is particularly effective for problem solving”. It can also increase students' creativity and get multi answer from the topic. Here the rules of this technique.

The students place in small group. There are several list of problem that attached in the envelope. Then the students brainstorm the effective solutions/give the responses about the problem. The envelope is passed to the next group and this process is repeated. Last, it gives back to the first group, they review all suggested and choose the best responses. Therefore, *Send a Problem* may be a good technique to improve students' writing skill.

One of text types which is taught in the eleventh grade of Senior High School is analytical exposition. In learning this material, students sometimes find difficulties in understanding the requirements of analytical exposition. They also sometimes find difficulty in writing their idea on the topic given, and choosing vocabulary they want to use to develop the text. Therefore, the teacher needs to find a good method to teach analytical exposition. In this case, *Send a Problem* technique will be good to help students in creating an analytical exposition text.

By designing this research, the writer hopes that by using *Send a Problem* technique, the teacher can teach collaboratively and it will improve the students' achievement in writing an analytical exposition text.

1.2 Reasons for Choosing the Topic

The topic that the writer would like to propose in this research is “*The Effectiveness of Send a Problem Technique For Teaching Writing An Analytical Exposition* (A quasi experimental study of eleventh grade students of SMAN 8 Semarang)”.

Therefore, the reasons in choosing the topic of this study can be stated as follows:

- (1) Genre texts is one of the important components of English teaching materials that is considered difficult to learn by the students, especially in senior high school. Many students feel confused about it because they learn many kinds of genre.
- (2) To make the students interested in writing. So the learning process gives good impression for the students. Students will be interested to write about their ideas, opinion, experiences, or even activities by using collaborative technique.
- (3) To encourage the students' participation in writing analytical exposition text and expand writing skills by using *Send a Problem* technique. As we know, writing is the most difficult skills that students have to master, by using collaborative technique it will help the students to develop their writing skills.
- (4) The writer wants to know "how effective *Send a Problem* technique for teaching writing an analytical exposition is."

1.3 Research Questions

The problems that will be discussed in this study are:

- (1) Is teaching analytical exposition using *Send a Problem* technique effective to improve students' writing skill?
- (2) Are students motivated when they are taught using *Send a Problem* technique?

1.4 Purposes of the Study

The purposes of the study are :

- (1) To investigate whether or not the use of *Send a Problem* technique in teaching analytical exposition is effective to improve students' writing skill.
- (2) To investigate whether or not the student motivated when they are taught using *Send a Problem* technique?

1.5 Hypothesis of the Study

There were two hypotheses in this study. The first hypothesis is the alternative hypothesis (H_1). The working hypothesis of this study is that: "There is a significant difference in the students' writing score between students who are taught writing an analytical exposition text by using *Send a Problem* technique and those who are taught by using a conventional way". The second hypothesis is the null hypothesis (H_0). The hypothesis will be statistically tested. If the alternative hypothesis is rejected, the hypothesis has to be changed into the null hypothesis. The null hypothesis of this study is: "There is no significant difference in the students' writing score between students who are taught writing an analytical exposition text by using *Send a Problem* technique and those who are taught by using a conventional way."

1.6 Significance of the Study

After conducting the research, the writer hopes the result will be useful for the following:

(1) Theoretically

The finding of this research can be used to deepen the existing theory of the effectiveness of *Send a Problem* technique in teaching analytical exposition for EFL students.

(2) Practically

(a) For English Learners: It will help the learners to develop their writing skill after being taught by doing *Send a Problem* technique which makes teaching and learning process more collaboratively.

(b) For English Teachers: Teacher can apply *Send a Problem* to expand the idea in writing analytical exposition. They also might be inspired to develop other methods to help their students get better learning achievement.

(c) For the Researchers : This study will serve as a reference to conduct another research in the same field to enrich the reference of English teaching methods especially for teaching writing analytical exposition text.

1.7 Limitation of the Study

This study will be limited the investigation for the students' achievement in writing skill of analytical exposition text. It takes five criteria of mastery organization, grammar, vocabulary, content, and mechanics in scoring the students writing. It is only conducted for the students of the year eleventh of SMAN 8

Semarang in the academic year of 2015/2016. In this study, the investigation will be limited by the effectiveness of *Send a Problem* technique for teaching writing an analytical exposition.

1.8 Outline of the Report

This final project consists of five chapters. The followings are the outline of the final project:

Chapter I is introduction. It consists of background of the study, reasons for choosing the topic, research questions, purposes of the study, hypothesis of the study, significance of the study, limitation of the study, and outline of the study.

Chapter II contains the review of related literature which consists of review of the previous studies, review of the theoretical studies, and theoretical framework.

Chapter III presents the explanation about the method that is used in this research, including the research design, object of the study, population and sample, research variables and hypothesis, types of data, instrument for collecting the data, method of collecting the data, and method of analysing the data.

Chapter IV covers the result of the study which deal with general description, finding and analyses, and discussion.

Chapter V consists of conclusions derived from the whole discussion and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part presents reviews of the literatures related to the research. Three important points will be deliberated here: review of the previous studies, review of the theoretical studies, and theoretical framework. Review of the previous studies give the studies that have been conducted in the past related to the topic. Review of the theoretical studies contain the definition of the background knowledge of this study. Coming last is the discussion of theoretical framework.

2.1 Review of the Previous Studies

Teaching how to write effectively is one of the most important life-long skills educators impart to the students. When teaching writing, educators must be sure to select resources and suport materials that do not only aid them in teaching how to write, but it will also be the most effective in helping their students learn to write. In this part, some previous researches which are relevant to this study will be discussed.

First, Budi (2011) conducted a research entitled “*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)*”. He used Indonesia Now Video as a media to improve students’ mastery in writing Analytical Exposition at SMA N 1 Tegal. The objectives of the study were 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, he conducted an experimental quantitative research. The experiment was held through pre-test–post-test experimental and control group design. The result showed that 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_a) was accepted. It meant that there was significant difference of the written analytical text score of the students who are taught using Indonesia Now video to the score of those taught without Indonesia Now video.

Second, Nirmala (2011) conducted a research entitled “*The Effectiveness of Pairs Check Activity to Improve the Students' Skill in Writing Analytical Exposition (An Experimental Study of the Eleventh Grade Students of SMA Negeri 1 Pematang in the Academic Year of 2010/2011)*”. The aim of this study was to investigate the effectiveness of teaching using pairs check activity to improve the students' ability in writing analytical exposition. The subjects of the study were the eleventh grade students of SMA N 1 Pematang in the academic year of 2010/2011. She used two classes of students participated in this study. The result showed that the average scores of pre-test from the two groups were nearly the

same. The mean of pre-test for the experimental group was 68.46 and 68.19 for the control group. After the two groups were given different treatments, the score of the two groups increased, in which mean of the experimental group was 79.22, and for the control group was 75.73. The improvement of the experimental group was 10.76, and 7.54 for the control group. After that, she applied z-test to investigate the significant difference between the two means. The result of applying z-test based on the difference of two means revealed that obtained value (2.832) was higher than z table value for $\alpha = 5\%$ and $df = 72$ (1.96). It meant that there was a significant difference between the students who were taught by using pairs check activity and those who were taught without using pairs check activity. Based on the result above, pairs check activity was an effective technique to improve students' ability in writing analytical exposition.

Third, Pujiani (2015) conducted a research in her thesis entitled *The Effectiveness of "Send a Problem" to teach writing of Junior High School Students Viewed from Their Creativity (An Experimental Research in the Eighth Grade of Junior High School of SMP N 2 Banyumas in Academic Year of 2011/2012)*. Based on this research, the students who were taught by using "Send a Problem" have better writing skill than those were taught by using Guided Writing. Then, high creativity students have better writing skill than low creativity students and there is interaction between the teaching techniques and the students' creativity. So, teachers should implement *Send a Problem* technique, they must consider students level of creativity.

Forth, Štefanovičová (2011) conducted a research in her bachelor thesis entitled *Teaching Writing in EFL Classes and the Possible Use of Dialogue Journals*. The focus of this thesis is to map the current situation in teaching English as a foreign language and to monitor language skills teachers prefer to use and why. The primary aim is to find out the types of writing teachers tend to integrate the most into their lessons, such as controlled or creative/free writing and whether they use dialogue journals as a teaching tool for writing in EFL classes. To conclude, we have learnt that teachers' preferences in English classes at these three schools are predominantly on the side of controlled type of writing. Their reason for such decision is simple, i.e. it is less time consuming activity.

Another study is from Mandal (2009) in her journal *Cooperative Learning Strategies to Enhance Writing Skill* who states that an incorporation of cooperative learning activities will be of great benefit to the student community and help them enhance their writing skill. The students working with partners ask each other for help and improve their attitude towards writing. They will show high level of enthusiasm, curiosity and involvement in being taught through cooperative learning tasks.

From all of the studies above, the writer assumes that there are still many teaching techniques to improve students' writing skill especially in writing analytical exposition. Many researchers used media and the other approaches. However, using *Send a Problem* technique for teaching writing analytical exposition has not been discussed yet. Based on that reason, the research about the

application of *Send a Problem* technique for teaching writing analytical exposition will be conducted.

2.2 Review of the Theoretical Study

Review of the theoretical study presents theories underlying issues or reference of this study to guide and keep the study on the right track.

2.2.1 General Concept of Writing

Writing comes from the basic word “write”. It is to send a letter or similar message to someone, giving them information or expressing your thoughts or feelings (Cambridge Advance Learner Dictionary, 2010:1723). Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols.

Hyland (2003: 3) said that writing is seen as a product constructed from the writer’s command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher. As we know that grammatical and lexical knowledge include to the language structure, as a basis for teaching writing.

Writing is not only arranging words into sentences but it is also arranging sentences or paragraphs. Then, it is neither an easy nor spontaneous activity. In writing, students do not only have to keep the idea in mind and then write it, they need to have creativity to express and develop their idea as well. All of the criteria above are needed to make thereaders understand the idea that is delivered. In

order to understand the idea, Hyland (2003:27) said the students as the second language writers should have five kinds of knowledge to create effective texts.

They are :

1. Content knowledge –of the ideas and concepts in the topic area the text will address.
2. System knowledge –of the syntax, lexis, and appropriate formal conventions needed.
3. Process knowledge – of how to prepare and carry out a writing task.
4. Genre knowledge –of communicative purposes of the genre and its value in particular contexts.
5. Context knowledge –of readers’ expectations, cultural preferences,and related texts.

2.2.2 Types of Writing

According to Brown (2004:220) writing falls into four types.

(1) Imitative or writing down

Imitative is the beginning level of learning to write. It 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 or controlled

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 importance in determining correctness and appropriateness, but most assessments 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.

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

2.2.3 Micro and Macroskills of Writing

The microskills apply more appropriately to imitative and intensive type of writing task, while the macroskills are essential for the successful mastery of responsive and extensive writing.

Some of Microskills in writing are:

1. Produce graphemes and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.

Some of Macroskills in writing are:

7. Use the rhetorical forms and conventions of written discourse.
8. Appropriately accomplish the communicative functions of written texts according to form and purpose.
9. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
10. Distinguish between literal and implied meanings when writing.
11. Correctly convey culturally specific references in the context of the written text.
12. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

(Brown: 2004)

2.2.4 Writing Process

White and Arndt (1991:3) describe writing as a form of problem-solving which involves such processes as generating ideas, discovering a “voice” with which to write, plan, have goal-setting, monitor, and evaluate what is going to be written as well as what has been written and searching for language with which to express exact meaning. Writing practice in class should reflect the same process where attention and adequate time is provided for the revision and re-drafting while the teacher intervenes throughout the whole process (Zamel,1982:195).

Oshima and Hogue (1999:3) say that there are four main stages in writing process: pre-writing, planning, writing and revising drafts, and writing the final copy to hand in.

2.2.4.1 Stage I: Pre-writing

Pre-writing engages students in activities designed to help them generate or organize ideas for their composition (Graham and Perin, 2007:4). Pre-writing activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before real writing. There are two steps in prewriting that can be followed, such as:

(1) Step 1: Choosing and Narrowing a Topic

Steve Peha (2002:6) states that students should select topics from the areas and genres which are most likely to help them improve as writers. The students’ feelings about the topic affect their writing.

(2) *Step 2: Brainstorming*

Oshima and Hogue (1999:4) say that brainstorming for ideas can get the students started writing more quickly and save their time in the later stages of the writing process. White and Arndt(1991:18) suggest that brainstorming should be unhindered and non-critical to promote productivity and creativity. It should be used to identify purpose and audience, to develop the topic and organization of ideas. Two useful brainstorming techniques are:

a. Listing

Listing is brainstorming technique in which the students think about their topic and quickly make a list of whatever words or phrases come into their mind. The purpose is to produce as many ideas as possible in a short time, and the goal is to find a specific focus on their topic.

b. Free-writing

The same with listing, the purpose of free-writing is to generate as many ideas possible and to write them without worrying about appropriateness, grammar, spelling, logic, or organization. In this case, you write sentences in which one word lead to the next. Remember, the more the students free-write, the more ideas they will have.

2.2.4.2 Stage II: Planning (Outlining)

In the planning stage, the students organize the ideas they generated by brainstorming into an outline. According to Oshima and Hogue (1999:8), there are three steps to follow:

(1) Step 1: Making Sub-Lists

The first step toward making an outline is to divide the ideas in the previous list further into sub-lists and to cross out any items that do not belong or that are not useable.

(2) Step 2: Writing a topic sentence

The topic sentence is the most general sentence in a paragraph, and it expresses the central focus of paragraph.

(3) Step 3: Outlining

An outline is a formal plan for a paragraph. In an outline, the students write the main points and sub points in order in which they plan to write about them. With this outline in front of the students, it should be relatively easy to write a paragraph.

2.2.4.3 Stage III: Writing and Revising Drafts

After prewriting and planning, it is time for the students to write and revise several drafts until they have produced a final copy to hand in. Remember that no piece of writing is ever perfect the first time. Each time the students write a new draft, they will refine and improve their writing.

(1) Step 1: Writing the First Rough Draft

The first step in this stage is to write a rough draft from the students' outline. Remember that writing is continuous process of discovery. Therefore, as the students are writing, they will think of new ideas that may not be on their

brainstorming list or in their outline. The students can add new ideas or delete original ones at any time in the writing process. Just be sure that any new ideas are relevant.

(2) Step 2: Revising Content and Organization

After the students write the rough draft, the next step is to revise it. When the students revise, they change what they have written in order to improve their writing. The students check it over for content and organization, including unity, coherence, and logic. They can change, rearrange, add, or delete, all for the goal of communicating their thoughts more clearly, more effectively, and in a more interesting way.

According to Peha (2002:13), revision is where the students improve their writing, so if they do not spend significant time revising; it is unlikely they will make significant improvement. During the first revision, do not try to correct grammar, sentence structure, spelling, or punctuation, be concern mainly with content and organization.

(3) Step 3: Proofreading the Second Draft

The next step is to do proofreading the students' paper to check for grammar, sentence structure, spelling, and punctuation. The function of proofreading is to look at each sentence the students have written as though it were a separate sentence in an exercise. Analyze the structure of each sentence. This will help the students place the punctuation correctly and eliminate major sentence faults.

2.2.4.4 Stage IV: Writing the Final Copy

In this step, the students are ready to write the final copy to hand in. It is expected to be written neatly and clearly in ink or typed. Be sure that the students make all the corrections that they noted on their second draft.

2.2.5 *Assessing Writing*

Analytic scoring may be more appropriately called analytic assessment in order to capture its closer association with classroom language instruction than with formal testing. Brown and Bailey (1984) designed an analytical scoring scale that specified five major categories and description of five different levels in each category.

The order in which the five categories (organization, logical development of ideas, grammar, punctuation/spelling/mechanics, and style/quality of expression) are listed may bias the evaluator toward the greater importance of organization and logical development as opposed to punctuation and style. But the mathematical assignment of the 100 point scale gives equal weight (a maximum of 20 points) to each of the five major categories. Thus, in this research the writer uses analytic scoring for assessing the students' score.

Table 2.1 Analytic Scale for Rating Composition Tasks

Aspect	Score	Competency/ Ability
1. Organization: Thesis, argument, and	20- 18	Adequate title, thesis, arguments, and reiteration; body of essay is acceptable Shows plan (could be outlined by reader);arguments

reiteration	17- 15 14- 12 11- 6 5- 1	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. Mediocre or scant thesis or arguments; problems with the order of arguments; the arguments may not be fully supported by the evidence given. 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. Absence of thesis or arguments; no apparent organization of arguments ad elaboration; severe lack of supporting evidence.
2. Logical development of	20- 18 17- 15	Ideas well organizes Essay addressed the issues but misses some

ideas: Content		<p>points; ideas could be more fully developed.</p> <p>14- 12 Development of ideas not complete or essay is somewhat off the topic; paragraph aren't divided exactly right.</p> <p>11- 6 Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.</p> <p>5- 1 Essay is completely inadequate and does not reflect college- level work; no apparent effort to consider the topic carefully.</p>
3. Grammar	<p>20- 18</p> <p>17- 15</p> <p>14- 12</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>

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

(Brown and Bailey, 1984:39)

2.2.6 Text Types

We live in a world of words. When we write to communicate a message, we are constructing a text. Anderson and Anderson (1997:2) explain there are two main categories of texts:

(1) Literary text

Literary text is constructed to appeal to our emotion and imagination. It can make us laugh or cry, and think about our own life or consider our beliefs. There are three main text types in this category: narrative, poetic (poem), and dramatic (dramas). Media text such as films, videos, television shows can also fall in this category.

(2) Factual text

Factual text includes advertisements, announcements, internet web sites, report, and instructions. They present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, response, explanation, exposition, discussion, informational report, and procedure.

2.2.7 Analytical Exposition

The following will discuss about definition, generic structure and lexicogrammatical of analytical exposition.

2.2.7.1 Definition of Analytical Exposition

There are some experts that gave similar description of analytical exposition. Djuharia (2007:13) defined analytical exposition as argumentative text because writer providing readers or listeners with point of view, ideas, or thoughts of topic or issue or problem needs to get attention or explanation with no appeared efforts to persuade readers. In addition, Siahaan and Shinoda (2008:51) argued that analytical exposition is a genre text which aims to expose the reality to the readers

or listeners so that they will believe that is the fact. Priyana (2008:59) adds that “analytical exposition proposes or suggests a certain topic which may only be pro or contra, not both.”

2.2.7.2 Generic Structure and Lexicogrammatical Features of Analytical Exposition

(1) Social Function

Anderson and Anderson (1997:122) explain the purpose of an analytical exposition is to persuade the reader or listener by presenting one side of an argument.

(2) Generic Structure

Gerot and Wignell (1994:197) also explain that the generic structure of analytical exposition is organized in three stages:

a) Thesis

Thesis consists of position and preview. Position introduces topic and indicates writer’s position. On the other hand, preview is the outlines the main arguments to be presented.

b) Arguments

This stage consists of point and elaboration. Point restates main argument outlined in preview and elaboration develops and supports each point.

c) Reiteration

Reiteration is to restate writer’s position.

(3) Lexicogrammatical Features

Besides the generic structure, in creating analytical exposition we need to consider the significant lexicogrammatical features. According to Gerot and Wignell (1994:198), the lexicogrammatical features of analytical exposition are:

- (1) focus on generic human and non-human participants (car, pollution)
- (2) use of simple present tense (do, say, think)
- (3) use of relational processes (it is important)
- (4) use of internal conjunction to stage argument (firstly., secondly., next., finally...)
- (5) use the causal and contrastive conjunction (the cause of an event., because., but., nevertheless)

Anderson and Anderson (1997: 125) add that “language features usually found in an exposition are the use of words that show the author’s attitude (modality), emotive words, and words to link cause and effects.”

2.2.8 *Cooperative Learning*

The following will discuss about definition and the advantages of cooperative learning.

2.2.8.1. Definition of Cooperative Learning

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. According to Brown (2001:47)

cooperative learning is defined as students work together in pairs and groups, they share information and come to each others' get helps. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

2.2.8.2. The Advantages of Cooperative Learning

Cooperative learning may be a good approach to be applied in teaching and learning process. It will lead students to be cooperative and have mutual benefit. According to Slavin (1995:49) some of the advantages of cooperative learning besides to get the academic achievement are as follows :

(1) Intergroup Relationship

Slavin (1995:51) said that cooperative learning is not only an instructional technique for increasing students' achievement, but it is also a way of creating a happy, uniting the different students' idea of different race and ethnic, creating pro-social environment in the classroom and throwing the individual competition in the class.

(2) Acceptance of Mainstream Academically Handicapped Students

In cooperative learning, the academically handicapped students will be accepted in the group, every student can contribute into the group. They can share and accept every student's opinion in the group, so that the academically handicapped students can make a meaningful contribution to the success of a cooperative. Here, cooperation is emphasized rather than the competition.

(3) Self- Esteem

In the big class students still feel afraid to convey and share their opinion in the classroom but in the small group work they become confident to share their opinion to their group mate. This is the most important of psychological outcome of cooperative learning method that is they get self-esteem. Students feel that they are valuable and important in their group, students become confident as decision-makers, and ultimately students become happy and productive individuals.

(4) Liking Classmates and Feeling Liked by Classmates

Cooperative learning increases contact between students, give them a shared basis of similarity (group membership), engaged them in pleasant activity together, and has them to work toward the same goals. Students like their classmates because they help them to reach the group goal. Their classmates always help them when they get difficulty in learning because their classmates succeed when they also reach the success.

2.2.9 *Send a Problem Technique*

This structure is particularly effective for problem solving. Its exact source is unknown. The Howard County Maryland Staff Development Centre developed a version of it inspired by Kagan's work (1989). The starting point is a list of problems/issues, or case studies, which can be generated by students or can be teacher-selected. The teams then brainstorm effective solutions or responses for these problems, issues, or case studies, recording them on a piece of paper. At a

predetermined time, the ideas are placed in the folder or envelope and forwarded to another team. The members of the second team, without looking at the ideas already generated, compile their own list of solutions or responses. The folder with the two sets of ideas is forwarded to a third team which now looks at the suggestions or conclusion provided from the other teams, adds its own, and then synthesizes the ideas from all three teams. Alternatively, if the problems generate a list of ideas, then the teams can select the best two or more responses or solutions. During this activity, students are engaged in the highest levels of Bloom's taxonomy (1956)-evaluation and synthesis.

Procedures/Steps:

- (1) Place students in small groups.
- (2) Ask each group to think of topic related situation and write this on a card or piece of paper (it can be from students or teacher will selected). The problem is attached to the outside of a folder and swapped with another group.
- (3) Give groups three to five minutes to consider the problem and brainstorm a range of solutions or give the responses to the problem. The solutions or responses are listed and enclosed inside the folder.
- (4) The folder is then passed to the next group and the process repeated. Remind groups not to look in the folders or read the solutions or responses identified by previous groups.
- (5) Repeat this process until groups have completed several problems.

- (6) Groups should be given their original problem to review all the suggested ideas and develop a prioritized list of possible solutions or responses. This list is then presented to the class to discuss and decide which responses that they would feel confident to use.

2.3 Theoretical Framework

In this part, a brief conclusion from both previous studies and theoretical studies will be explained. From the previous studies, there are many researchers conducted a research related to the way to improve writing analytical exposition. Many researchers had been succeeded to proof that writing analytical exposition can be taught collaboratively in many ways.

Since teaching writing is not easy job for English teacher especially when they teach about text types, because it must be followed by some rules and elements in order to be a good and reasonable writing. Thus, teacher must choose suitable technique for the process of teaching and learning. So, the writer intends to analyze deeper by giving a different method in a research entitled A Quasi Experimental Research of The Effectiveness of *Send a Problem* Technique for Teaching Writing An Analytical Exposition.

This study is an experimental research that compares two groups which are taught by using different treatments. The group will not selected randomly, but the teacher will select it. Related to this point, this study involves two groups; one is experimental group and the rest is control group. The quality of the subjects will be checked by giving a pre-test, treatments, and post-test. The experimental group will be taught analytical exposition by using *Send a Problem* technique. On

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents about the conclusion. Conclusion is drawn based on the findings and discussions of the previous chapter. This chapter also covers some suggestions concerning the study for the students, English teachers, and next researchers.

5.1 Conclusions

Based on the result of the data analyses in the previous chapter in this study, there are several conclusions that can be drawn as following:

Firstly, teaching writing using *Send a Problem* technique is more effective than using a conventional way. The effectiveness of *Send a Problem* technique is supported by the average of the experimental group is improving higher (from 62.80 to 75.57) than the control group (from 62.77 to 68.57). Furthermore, the test is significant, it can be seen from result of the independent sample t-test is $t(58) = 3.68$, $p < .05$, $d = .95$. It means the t_{value} from 58 degree of freedom was 3.68. The probability of obtaining t_{value} was 0.05 and the effect size was 0.95. The 95% confidence interval for the average percentage of post-test' score ranged from 3.19 to 10.8.

Secondly, the students are more motivated when they are taught using *Send a Problem* technique, they can share new ideas and concepts through this technique. Moreover, it helps the students solve the problems/issues through team

work. With writing, directly the students find some vocabulary which never they heard before. In addition, they can construct a sentence with well – arrange and good grammar. Finally, *Send a Problem* technique improves the students' writing skills especially in writing analytical exposition text, it can be proven from the whole aspects (organization, content, grammar, punctuation, and style) of experimental group which has the higher improvement than control group.

5.2 Suggestions

It is very important for teacher in teaching writing analytical exposition text to understand how to make the students interested in learning process. Based on the whole the findings and the result of the study, the writer would like to present some suggestions in this study, the suggestions are dedicated to the students, English teachers, and next researchers.

For the students, the use of *Send a Problem* technique can be an interesting way to gain higher achievement in improving their writing ability, especially in writing an analytical exposition text. It can also stimulate the students to write their idea about the issues.

For the English teachers, teaching writing by using the *Send a Problem* technique is recommended. It is to maximize the students' potential in writing analytical exposition text, the teachers should have a good time management. In addition, the teachers need to organize the seat arrangement well so that the implementation of this technique runs effectively. It is also important to conduct a

review session by the end of the teaching and learning activities. It will be good to revise the material or way of teaching in the next meeting.

For the next researchers, it is expected to use this study as their reference to conduct other researchers in the same field. They are also expected to be able to cover the limitation in this study and provide more detailed information about this study. They can also use this technique for teaching another text type like explanation, hortatory exposition or discussion text.



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