



**THE EFFECTIVENESS OF PAIRS CHECK ACTIVITY
TO IMPROVE THE STUDENTS' SKILL IN WRITING
ANALYTICAL EXPOSITION**

**(An Experimental Study on the Eleventh Grade Students
of SMA Negeri I Pemalang in the Academic Year of 2009/2010)**

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

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Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan atau ujian. Semua kutipan baik yang langsung maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi atau tugas akhir atau final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh karya isi ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan ketidakbenaran, saya bersedia menerima akibatnya. Demikian, pernyataan ini dibuat dengan sebenarnya.

Semarang,

Yang membuat pernyataan

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Actions speak louder than words.



*To
Iskartini and Sugiri,
Rani Israwati,
Tirto Saputro,
Big Family, Best Friends, and You.*

ABSTRACT

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Key words: pairs check activity, analytical exposition text, experimental study.

This final project is an experimental study that aims 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 Pemalang in the academic year of 2010/2011. There were two classes of students participated in this study. They were students of XI PSIS 2 as the experimental group and XI PSIS 3 as the control group.

There were five meetings for each class. One meeting was for pre test, three meetings were for treatments and one meeting for post test. Before the treatment was conducted, pretest was given for both groups. In the pre-test, the students were asked to write an analytical exposition text based on the topic provided. Post test was given after the treatment was done.

The result of this research 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, I 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 means that there is 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 is an effective technique to improve students' ability in writing analytical exposition. It is suggested to teachers that they can apply pairs check activity in teaching writing, especially in teaching analytical exposition.

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This final project 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 N 1 Pemalang in the Academic Year of 2010/2011)" is submitted to fulfil the partial requirements for the degree of *Sarjana Pendidikan*.

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The last, there is nothing perfect in this world and this final project is not an exception. I realize that there are many weaknesses in this final project. Therefore, suggestions and criticisms are always needed for its betterment. I hope this final project will be useful for all the readers both of English teachers or English students.

Nirna Nirmala

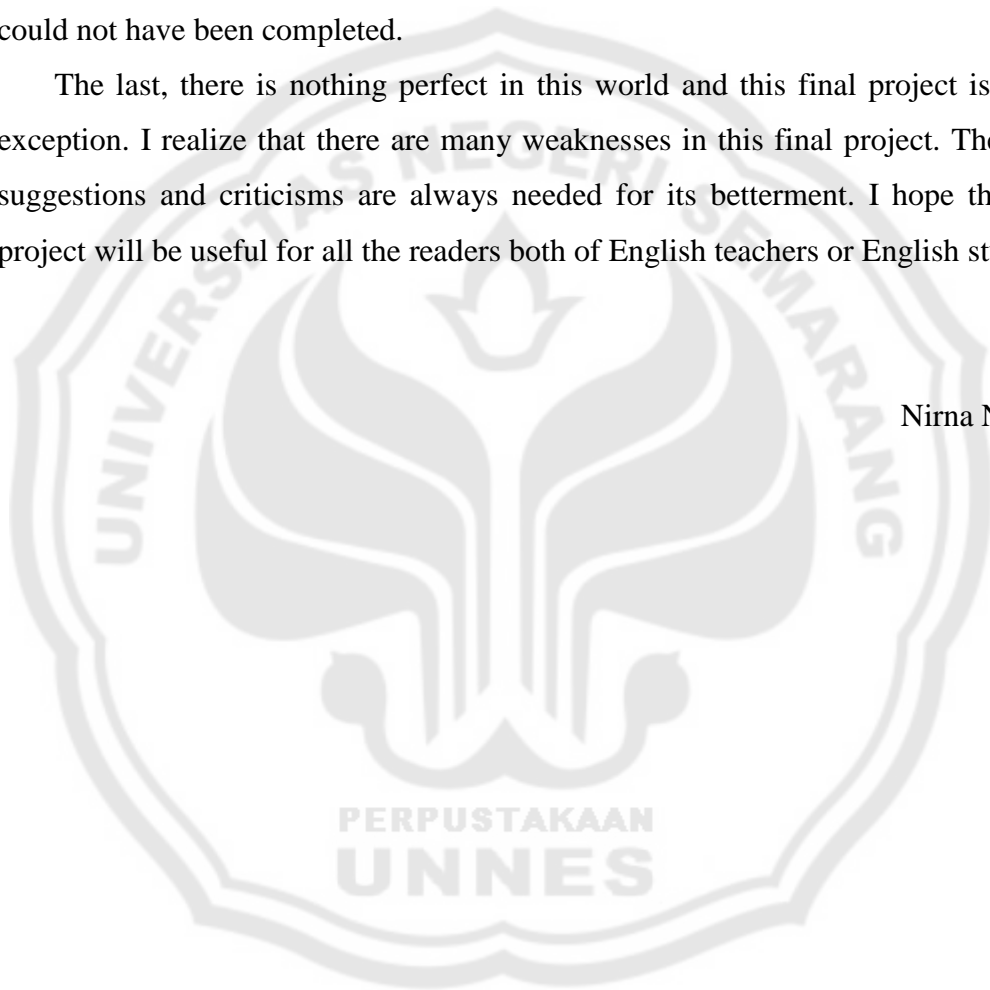


TABLE OF CONTENTS

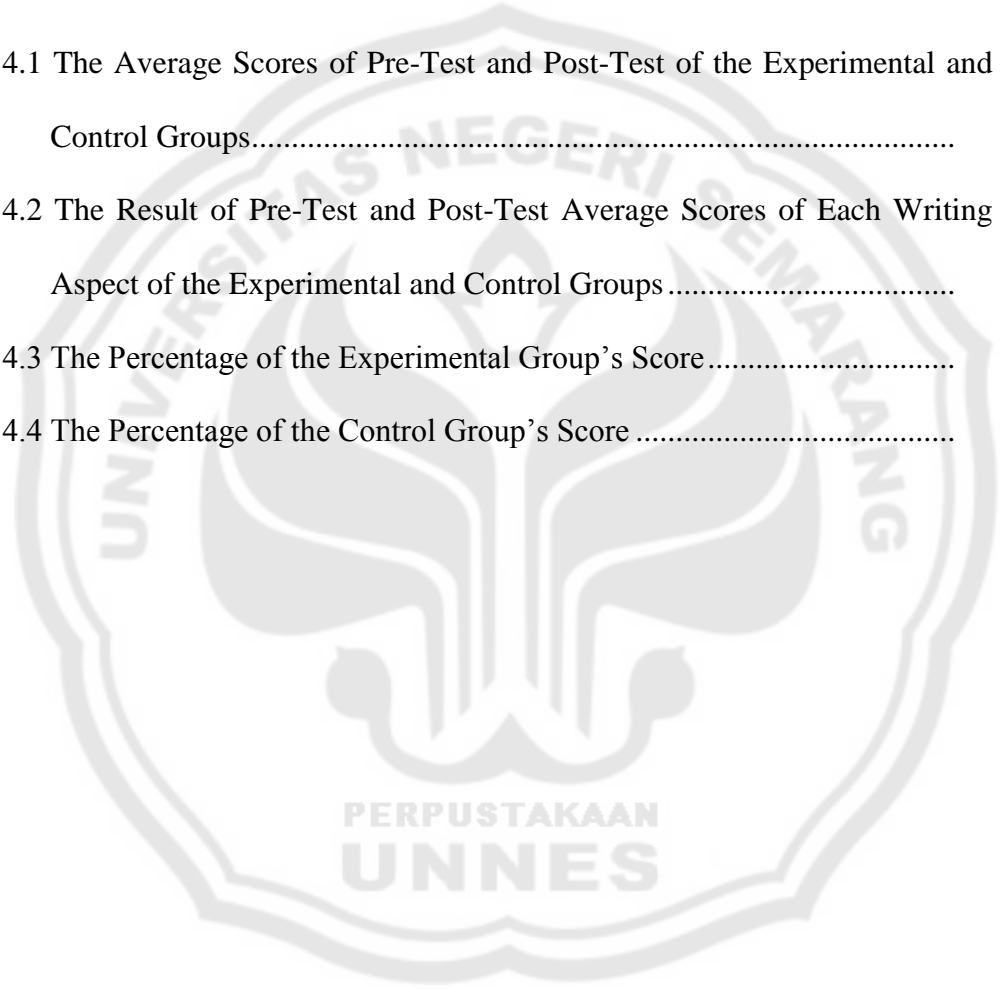
ABSTRACT.....	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES	xi
LIST OF CHARTS	xii
LIST OF APPENDICES.....	xiii
CHAPTER	
I. INTRODUCTION	1
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic	3
1.3 Statements of the Problem	4
1.4 Objectives of the Study.....	4
1.5 Statements of Hypothesis.....	5
1.6 Significance of the Study	5
1.6 Outline of the study.....	6
II. REVIEW OF RELATED LITERATURE	7
2.1 Review of Previous Studies	7
2.2 Review of the Theoretical Studies	9
2.2.1 General Concepts of Writing	9
2.2.1.1 The Importance of Writing	10
2.2.1.2 Types of Writing	10
2.2.1.3 Process Writing.....	11

2.2.1.4 Teaching Writing	13
2.2.1.5 Scoring Writing.....	15 2.2.2
General Concepts of Method	20
2.2.2.1 Cooperative Language Learning.....	20
2.2.2.2 Pairs Check as One of Approaches of Cooperative Language Learning.....	21
2.2.3 Types of Texts.....	23
2.2.3.1 Analytical Exposition as One of Text Types	23
2.2.3.2 Teaching Analytical Exposition.....	24
2.3 Framework of Analysis.....	25
III. METHOD OF INVESTIGATION	27
3.1 The Research Design	27
3.2 Subject of the Study	28
3.2.1 Population	28
3.2.2 Sample.....	28
3.3 Variables of Investigation.....	29
3.3.1 Independent Variable	29
3.3.2 Dependent Variable.....	29
3.4 Procedure of Experiment	29
3.5 Instrument	30
3.6 Scoring System	31
3.6.1 Method of Scoring	31
3.6.2 Level of Achievement.....	33

3.7 Method of Analyzing Data.....	34
IV. RESULT OF THE STUDY	37
4.1 Discussion of the Experiment	37
4.1.1 Pre-Test	37
4.1.2 Treatment	37
4.1.2.1 Treatment for the Experimental Group.....	38
4.1.2.2 Treatment for the Control Group	40
4.1.3 Post-Test	41
4.2 Research Findings.....	42
4.2.1 Test Scores	42
4.2.2 The Analysis of the Test Scores.....	48
4.2.2.1 The Analysis of Pre-Test Scores.....	49
4.2.2.2 The Analysis of Post-Test Scores	50
4.2.2.3 The Analysis of Pretest-Posttest Scores.....	50
4.3 Interpretation of the Test Result	51
V. CONCLUSIONS AND SUGGESTIONS	52
5.1 Conclusions.....	52
5.2 Suggestion.....	54
REFERENCES	56
APPENDICES	59

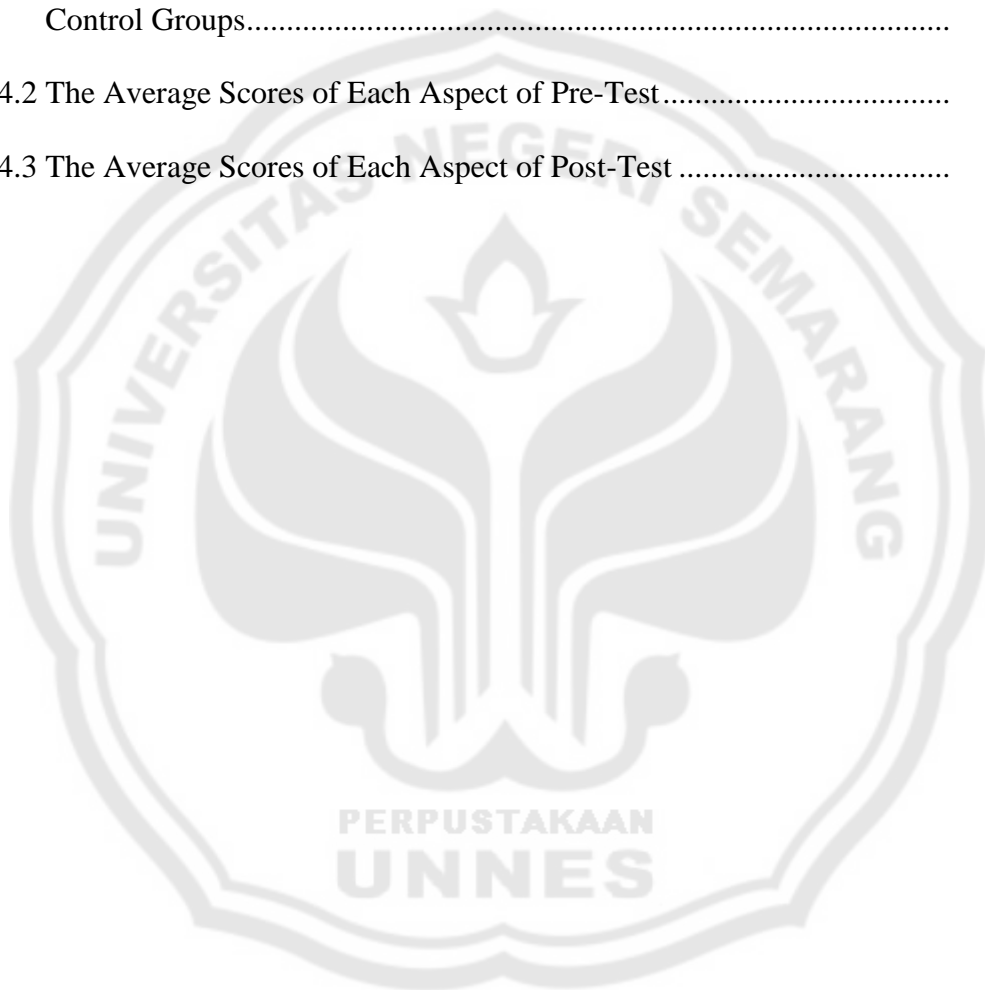
LIST OF TABLES

Table	Page
3.1 Scoring Guidance Taken from Boardman and Frydenberg	31
3.2 Level of Achievement Taken from Harris	33
4.1 The Average Scores of Pre-Test and Post-Test of the Experimental and Control Groups.....	43
4.2 The Result of Pre-Test and Post-Test Average Scores of Each Writing Aspect of the Experimental and Control Groups	45
4.3 The Percentage of the Experimental Group's Score.....	47
4.4 The Percentage of the Control Group's Score	48



LIST OF CHARTS

Chart	Page
4.1 The Average Score of Pre-Test and post-Test between Experimental and Control Groups.....	44
4.2 The Average Scores of Each Aspect of Pre-Test.....	46
4.3 The Average Scores of Each Aspect of Post-Test.....	46



LIST OF APPENDICES

Appendix	Page
1. Pre-Test Score of the Experimental Group	59
2. Pre-Test Score of the Control Group	60
3. Normality Test for Pre-Test of the Experimental Group	61
4. Normality Test for Pre-Test of the Control Group	62
5. Homogeneity of Pre-test	63
6. Z-test of Pretest	64
7. Post-Test Score of the Experimental Group	66
8. Post-Test Score of the Control Group.....	67
9. Normality Test for Post-Test of the Experimental Group.....	68
10. Normality Test for post-Test of the Control Group.....	69
11. Homogeneity of Posttest.....	70
12. Z-test of Posttest	71
13. Pre-Test and Post-Test Score of the Experimental and Control Groups.	73
14. Z-test of Pretest-Posttest	74
15. Instrument of Pre-Test	76
16. Instrument of Post-Test.....	77
17. Lesson Plan for the Experimental Group.....	78
18. Lesson Plan for the Control Group	86
19. List of Students of the Experimental Group	91
20. List of Students of the Control Group.....	92

21. Examples of Experimental Students' Worksheets on Pre-Test	93
22. Examples of Experimental Students' Worksheets on Post-Test.....	96
23. Examples of Control Students' Worksheets on Pre-Test.....	99
24. Examples of Control Students' Worksheets on Post-Test	102
25. Documentation	106
26. <i>Surat Keterangan Selesai Penelitian</i>	107



CHAPTER I

INTRODUCTION

In this chapter, I would like to discuss about background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, statements of hypothesis, significance of the study, and outline of the study.

1.1 Background of the Study

Human beings are social creatures who cannot live in this world without others. They live together in community and make social interaction. In order to interact with others, they use language as a means of communication. It can also be said that human being with their community cannot be separated with language. Now most communities in the world use English as a means of communication.

In Indonesia English is the first foreign language and it has been given special attention. We can see that now English is not only taught at Junior High School, Senior High School, and Vocational School, but it is also taught at the Elementary School and universities. The system of teaching English in Indonesia as a foreign language has changed from time to time based on the curriculum used. Now we use curriculum 2006 or known as School Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*). Based on this curriculum, learning English in Senior High School is targeted in order to reach the informational

literacy of the students to communicate in spoken and written forms. The students are expected to be able to create any short functional text, monologue, and essay in the forms of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, explanation, discussion, review, and public speaking.

There are four language skills (listening, speaking, reading, and writing) that must be mastered by the students. To enable the students to master the four language skills is not easy task. One of skills which students consider as the difficult one is writing. They sometimes find difficulties to convey what they think in a written form. Different with spoken text, in creating written text we have to consider the use of grammar. Halliday (1989:vii) states that “grammar is concerned with the syntax of written English sentences.” As a result, teachers should provide an effective and suitable method in teaching writing.

There are so many approaches of teaching. One of them which is effective according to some teachers is cooperative learning. Cooperative learning, which is sometimes 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 in Jacobs (1995:105), one of techniques in cooperative language learning is pairs check. He also notes that “by doing pairs check activity, course member may need some practices in thinking aloud.

Thinking aloud helps to make our thoughts more conscious. It also enables others to learn not just from our answers, but also from the process by which we arrive at those answers.” Therefore, pairs check 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 sometimes find difficulty in understanding the generic structure and lexicogrammatical features of analytical exposition. Therefore, the teacher needs to find a good method to teach analytical exposition. In this case, pairs check activity will be good to help students in creating an analytical exposition.

1.2 Reasons for Choosing the Topic

The reasons why I choose the topic are:

(1) Most students find difficulties to convey their idea in English written form.

They think hard about how to write something which can be understood by the readers. Pairs check activity will help them to avoid or at least decrease their incorrect writing.

(2) Pairs check activity brings up student to be mutual assistance to another student. It leads students to help each other because actually they themselves also need others’ help.

(3)

- (4) By working such an activity, students will be able to make connection with others so that they can overcome emotional feelings of separation and fear of failure. Moreover, it will let the students help each other omit inaccurate and subjective impression about their work.

1.3 Statements of the Problem

The problems that will be discussed in this study are:

- (1) How is pairs check activity applied in teaching written analytical exposition?
- (2) Is teaching analytical exposition using pairs check activity effective to improve students' writing skill?

1.4 Objectives of the Study

The main objectives of this research are:

- (1) to describe the application of pairs check activity in teaching written analytical exposition,
- (2) to investigate whether or not the use of pairs check activity in teaching analytical exposition is effective to improve students' writing skill.

1.5 Statements of Hypothesis

Based on the statements of the problem above, I would like to formulate the hypothesis as follows:

(1) Working Hypothesis (Ha)

Senior high school students who are taught by using pairs check activity gain significantly better mastery on English writing skill on analytical exposition than students who are taught without using pairs check activity.

(2) Null Hypothesis (Ho)

Senior high school students who are taught by using pairs check activity do not gain significantly better mastery of English writing skill on analytical exposition than students who are taught without using pairs check activity.

1.6 Significance of the Study

The results of this study are expected to be useful for students, teachers, and myself.

- (1) The study will help students develop their writing skill after being taught by doing pairs check activity which makes teaching and learning process more collaborative.
- (2) English teachers have a new method of teaching an essay in the form of analytical exposition. They might be inspired to develop other methods to help their students get better learning achievement.
- (3) The study will facilitate me with knowledge and experience about teaching writing analytical exposition text using pairs check activity. Therefore, it will be beneficial for me as a teacher would be.

1.7 Outline of the Study

This final project consists of five chapters.

Chapter I is the introduction. It contains the background of the study, reasons for choosing the topic, statements of problem, objectives of the study, statements of hypothesis, significance of the study, and outline of the study.

Chapter II gives some reviews of literature. It deals with review of the previous studies which presents the previous researches related to this research, review of theoretical studies found in the references used in this research, and framework of analysis.

Chapter III describes method of investigation which consists of the research design, subject of the study, variables of investigation, procedure of experiment, instrument for collecting the data, scoring system, and method of analyzing data.

Chapter IV presents result of the study dealing with results and discussion which consists of the analysis of treatment results to the students of SMA Negeri 1 Pematang.

Chapter V gives conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this Chapter, I will discuss about review of the previous studies which presents several researches that have been conducted by the previous researchers, review of theoretical studies found in the references used in this research, and framework of analysis.

2.1 Review of Previous Studies

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. To achieve the objectives of teaching English, teachers need to find various new and innovative teaching techniques. Based on that reason, many researchers have conducted studies about the use of techniques in the classroom. In this part, some previous researches which are relevant to this study will be discussed.

Budiani (2010) conducted a research on *The Use of “LEET” (Label, Explanation, Example, and Tie-Back) in Debate Argumentation to Improve the Students’ Ability in Writing Analytical Exposition to the Eleventh Year Students of SMA Negeri 1 Tengaran in the Academic Year 2009/2010*. This experimental study is about the use of “LEET” (Label, Explanation, Example, and Tie-Back) in Debate

Argumentation as the media in teaching written analytical exposition. Megayanti (2010) also conducted research on *Documentary Photograph as Media to Develop the Students' Ability in Writing Analytical Exposition Text to the Eleventh Year Students of SMA Negeri 1 Grobogan in the Academic Year 2009/2010*. Based on the two studies, the use of the media in teaching analytical exposition is effective to improve the students' skill in writing analytical exposition.

Besides the study about teaching written analytical exposition using media, there have been some researches about peer editing to improve students' writing skill. Peer editing is a technique which is actually similar with pairs check that will be investigated in this study. The first research I found is *Peer Editing as a Technique for English Writing Classes of the Eighth Year Students of SMP Negeri 2 Karangawen, Demak in the Academic Year 2009/2010* by Shofiyana (2009). Aini (2010) also conducted research on *The Use of Peer Editing Technique to Improve Students' Skill in Writing a Hortatory Exposition Text to the Eleventh Year Students of SMA Negeri 1 Cepiring in the Academic Year 2009/2010*. The result of the two studies show that peer editing can enhance the students' writing skill.

Considering all of the studies above, I assume that there are still many teaching techniques to improve students' writing skill especially in writing analytical exposition. Besides using media, a good and appropriate activity such as peer editing also can improve students' ability in writing. As stated on the previous studies above, it has been proven that peer editing gives good contribution in teaching writing, but it has not been used in teaching writing analytical exposition yet. Based on that reason,

the research about the application of pairs check activity in teaching written analytical exposition will be conducted.

2.2 Review of the Theoretical Studies

This subchapter reviews some theoretical studies which support this research. It discusses general concepts of writing , general concepts of method and types of texts. The discussions are as follows:

2.2.1 General Concepts 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 in written form. 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.” Hyland (2004:5) states that “writing is an attempt to communicate with readers - to better understand the ways that language patterns are used to accomplish coherent, purposeful prose.” He also adds that “writing is a sociocognitive activity that involves skills in planning and drafting, as well as knowledge of language, contexts, and audiences.” It means that in creating good writing, writers need to employ their thought. They also need knowledge about how to express their ideas in written form.

Based on the definitions, I conclude that writing is an activity to express something in written form in order to convey the message to the readers.

2.2.1.1 The Importance of Writing

Writing is beneficial in human's life. As a language skill, it helps people to express idea by writing the idea so that he/she can share his/her idea to other people. As a result, it plays as a 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. Hyland (2002:1) states that

“Writing has been a central topic in applied linguistics for over half a century and remains an area of lively intellectual research and debate..... Writing is central to our personal experience and social identities, and we are often evaluated by our control of it. The various purposes of writing, then, the increased complexity of its contexts of use and the diverse backgrounds and needs of those wishing to learn it, all push the study of writing into wider frameworks of analysis and understanding.”

2.2.1.2 Types of Writing

According to Finnochiaro (1974:86) writing falls into types, i.e.:

(1) Practical or factual writing

Practical or factual writing deals with a piece of writing related to facts.

(2) Creative or imaginative writing

This type of writing usually exists in literary work like novels, short stories, poems and so on.

While according to Brown (2004:220), writing falls into types. Those are:

(1) Imitative

Imitative writing includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in English spelling system. It is a level in which learners are trying to master the mechanics of writing. At this stage form is the

primarily if not exclusive focus, while context and meanings are of secondary concern.

(2) *Intensive*

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

2.2.1.3 Process Writing

The process writing falls into some steps. However, there are four basic writing stages, planning, drafting (writing), revising (redrafting) and editing. Richards and Renandya (2010: 316) suggest free variation of writing stages in writing class as follows:

(1) *Planning (Pre-writing)*

Pre-writing is any activity in the classroom that encourages students to write. The activities may be group brainstorming, clustering, rapid free writing and WH-questions.

(2) *Drafting*

At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

(3) *Responding*

Responding to student writing by the teacher (or by peers) has a central role in the successful implementation of process writing. In this study, I will apply pairs check activity as the responding stage in teaching writing.

(4) *Revising*

When students revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader.

(5) *Editing*

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like.

(6) Evaluating

In evaluating student writing, the teacher needs to decide the scoring system. In order to be effective, the criteria for evaluation should be made known to students in advance. Students may also be encouraged to evaluate their own and each other's texts once they have been properly taught how to do it.

(7) Post-writing

Post-writing constitutes any classroom activity that the teacher and students can do with the completed pieces of writing. This includes publishing, sharing, reading aloud, transforming texts for stage performances, or merely displaying texts on notice-boards.

2.2.1.4 Teaching Writing

Many students think that writing is the most difficult skill to master. The difficulty is not only in generating and organizing ideas, but also in translating the idea into readable text. In writing, they also need to consider the grammar, spelling, punctuation, word choice, and so on.

Almost all human beings grow up speaking their first language (and sometimes their second or third) as a matter of course, writing has to be learned and taught. Harmer (2004:3) states that “spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned.” Hyland (2002:78) adds:

“Fundamentally, writing is learned, rather than taught, and the teacher's best methods are flexibility and support. This means responding to the specific instructional context, particularly the age, first language and

experience of the students, their writing purposes, and their target writing communities, and providing extensive encouragement in the form of meaningful contexts, peer involvement, prior texts, useful feedback and guidance in the writing process.”

Harmer (2004:11) suggests that teachers need to concentrate on their students’ process of writing, and there are a number of strategies we need to consider:

(1)The way we get students to plan.

Before getting students to write we can encourage them to think about what they are going to write.

(2)The way we encourage them to draft, reflect, and revise.

One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair or group of students working together on a piece of writing can respond to each other’s ideas, making suggestions for changes, and so contributing to the success of the finished product.

(3)The way we respond to our students’ writing.

It is not just teachers who can respond to students’ writing. It is often useful to have students look at work done by their peers and respond in their own way. Such peer response may provide a welcome alternative to the teacher’s feedback, as well as offering a fresh perspective on the writing.

(4)The process trap

Teachers should consider the time allotment in teaching. One of the problems of process writing is that it takes time. Over-planning can take up too much time and, sometimes, restrict spontaneity and creativity.

Richards and Renandya (2010: 306) also suggests ten steps in planning a writing class. The first is ascertaining goals and institutional constraints. Secondly, teachers have to decide on theoretical principles. After that, teachers have to plan content and weighing the elements. The fifth is drawing up a syllabus. The next are selecting materials, preparing activities and roles, choosing types and methods of feedback, evaluating the course, and the last is reflecting the teaching experience.

2.2.1.5 Scoring Writing

In assessing writing, teachers need the scoring procedures. These can vary considerably but fall into three main categories: holistic, analytic, and primary trait (Hyland, 2004:162). A holistic scale is based on a single, integrated score of writing behavior. Primary trait scoring involves rating a piece of writing by just one feature critical to that task, such as appropriate text staging, effective argument, reference to sources, and so on. Analytic scoring, on the other hand, requires readers to judge a text against a set of criteria important to good writing and give a score for each category.

While, each scoring method has its advantages and disadvantages. Brown (2004: 243) says that “holistic scoring provides little washback into the writer’s further stages of learning.” He also explains that “primary trait offers some potential feedback, but no washback for any of the aspects of the written production that enhance the ultimate accomplishment of the purpose.” According to him, “classroom evaluation is best served through analytic scoring, in which as many as six major elements of writing are scored.”

The following is the scoring guidance from analytical scale for rating composition task of Brown and Bailey (1984: 39-41) as quoted by Brown (2004:244). There are five categories in marking the students' composition, namely organization; logical developments of idea (content); grammar; punctuation, spelling, and mechanics; and style and quality of expression. The scoring is rated from 1 till 20.

	20-18 Excellent to Good	17-15 Good to Adequate	14-12 Adequate to fair	11-6 Unacceptable -not	6-1 College- level work
1.Organization: Introduction, Body, and Conclusion.	Appropriate title, effective introductory paragraph, topic is stated and leads to body; transitional expression used; arrangement material shows plan (could be outlined by the reader); supporting evidence given for generalizations; Conclusion logical and complete.	Adequate title, introduction, body and conclusion of essay are acceptable but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transitional expressions may be absent or misused.	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given; problems of organization interfere.	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence, writer has not made any effort to organize the composition (could not be outlined by the reader).
2.Logical Development of Ideas: Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous materials; essay reflect thought.	Essay addresses the issues but misses some points; Ideas could be more fully developed; some extraneous	Development of ideas is not complete or essay is somewhat off the topic; paragraphs aren't	Ideas incomplete; essay doesn't reflect careful thinking or was hurried written; inadequate effort in the area of	Essay is completely inadequate and doesn't reflect college level work; no apparent effort to consider the

		material is present.	divided exactly right.	content.	topic carefully.
3.Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.	Advanced proficiency in English grammar; some grammar problems don't influence communication; no fragments or run-on sentences.	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments presents.	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some area 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.
4.Punctuation, spelling, and mechanics	Correct use of English writing conventions: left and right margins, all needed capitals, paragraphs intended, punctuation and spelling; very neat.	Some problems with writing conventions or punctuations; occasional spelling errors; left margin correct; paper is neat and legible.	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated reader.	Complete disregard for English conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems.
5.Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good.	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.	Some vocabulary misused; lack awareness of register; may be too wordy.	Poor expression of ideas; problems in vocabulary; lack variety of structure.	Inappropriate use of vocabulary; no concept of register or sentence variety.

This scoring has its advantages, but it is complicated to be applied because it is too detail, so it may be difficult for Senior High School students to fulfill the requirements in writing report text as stated on the criteria.

In this study, I will use the scoring guidance taken from Boardman and Frydenberg. This guidance is simpler than the analytic scoring, but it can be used to score the students' writing in detail. Based on this guidance, teachers should score the students' composition on the aspect of content, organization, grammar, word choice, and mechanic. The following scheme of rating scale is the scoring guidance taken from Boardman and Frydenberg (2002: 180):

SCORING	ASPECTS OF GOOD WRITING	
Exceptional : 25-23	Content/ Ideas	
Very good : 22-20	<ul style="list-style-type: none"> ▪ Has excellent support 	
Average : 19-17	<ul style="list-style-type: none"> ▪ Is interesting to read 	
Needs work : 16-0	<ul style="list-style-type: none"> ▪ Has unity and completeness ▪ Adheres to assignment parameters 	
Score:		
Exceptional : 25-23	Organization	
Very good : 22-20	Paragraph	Essay
Average : 19-17	<ul style="list-style-type: none"> ▪ Has topic sentence with clear controlling idea ▪ Has supporting sentences ▪ Has concluding sentence ▪ Has coherence and cohesion 	<ul style="list-style-type: none"> ▪ Has introductory paragraph with clear thesis statement ▪ Has body paragraphs with good organization ▪ Has concluding
Needs work : 16-0		

Score:		<p>paragraph</p> <ul style="list-style-type: none"> ▪ Has coherence and cohesion
Exceptional : 25-23	Grammar/ Structure	
Very good : 22-20	<ul style="list-style-type: none"> ▪ Demonstrates control of basic grammar (e.g. tenses, verb forms, noun forms, preposition, articles) ▪ Shows sophistication of sentence structure with complex and compound sentences. 	
Average : 19-17		
Needs work : 16-0		
Score:		
Exceptional : 15-14	Word Choice/ Word Form	
Very good : 13-12	<ul style="list-style-type: none"> ▪ Demonstrates sophisticated choice of vocabulary items ▪ Has correct idiomatic use of vocabulary ▪ Has correct word forms 	
Average : 11-10		
Needs work : 9-0		
Score:		
Exceptional : 10	Mechanics	
Very good : 9-8	<ul style="list-style-type: none"> ▪ Has good paragraph format ▪ Demonstrates good control over use of capital letters, periods, commas, and semicolons ▪ Demonstrates control over spelling ▪ Doesn't have fragments, comma splices, or run-on sentences 	
Average : 7-6		
Needs work : 5-0		
Score:		
TOTAL SCORE:	Comments	

2.2.2 General Concepts of Method

Methods of language teaching have been changed from time to time. According to Richards (1986:1), changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need. In this study, I concern in Cooperative Language Learning (CLL) which is part of a more general instructional approach also known as Collaborative Learning (CL).

2.2.2.1 Cooperative Language 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. 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.

(<http://edtech.kennesaw.edu/intech/cooperativelearning.htm>)

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.

Research has shown that cooperative learning techniques:

- (1) promote students learning and academic achievement,
- (2) increase students retention,
- (3) enhance students satisfaction with their learning experience,
- (4) help students develop skills in oral communication,
- (5) develop students' social skills,

- (6) promote student self-esteem, and
- (7) help to promote positive race relations.

(<http://edtech.kennesaw.edu/intech/cooperativelearning.htm>)

Nunan (1992:1) adds that

“In language education, teachers, learners, researchers, and curriculum specialist can collaborate for a number of reasons. They may wish to experiment with alternative ways of organizing teaching and learning; they may be concerned with promoting a philosophy of cooperation rather than competition; they may wish to create an environment in which learners, teachers, and researchers are learning from each other in an equitable way.”

2.2.2.2 Pairs Check as One of Approaches of Cooperative Language Learning

There are so many techniques which are developed based on cooperative learning principle. According to Kagan in Jacobs (1995:105) one of techniques in cooperative language learning is “pairs check”. He notes that “by doing pairs check activity, course member may need some practice in thinking aloud. Thinking aloud helps making our thoughts more conscious. It also enables others to learn not just from our answers, but also from the process by which we arrive at those answers.” The procedures of pairs check activity include the following activities (Jacobs, 1995:105):

Step 1. Listing Problem

The class discusses practical problems which may arise.

Step 2. Grouping and Pairing

The class is divided into groups of four, and each foursome develops their own special group handshake. Each group then is subdivided into pairs.

Step 3. Pairs Check

- (1) One member of each pair develops and writes down solutions for the first problem on the list, thinking aloud as he or she does it.
- (2) The other member of the pair listens and watches, and then provides feedback on the other person's solution and the explanation behind them.
- (3) The observer praises the writer for good ideas and the thinking behind them.
- (4-6) Next, the two members of each pair reverse roles for the second problem.
- (7-8) When both pairs have completed the first two problems, they check their answers with each other. If they agree that each pair has developed sensible solutions with valid explanations (there may not be one correct answer), they give each other their special group handshake and then go back to work on #3 and #4 in the same manner.

If one pair finishes early, they can practice the collaborative skills of waiting patiently, while the other pair practice the skill of trying not to keep others waiting.

Step 4. Reporting to the Whole Class

Groups report to the whole class on their work.

2.2.3 Types of Texts

Anderson and Anderson (1997:1) state that “when words are put together to communicate a meaning, a piece of text is created. When you speak or write to communicate a message, you are constructing a text. It means that text can be both in spoken and written form.” Based on School-Based Curriculum (2006:36), there are many texts taught in senior high school. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking.

2.2.3.1 Analytical Exposition as One of Text Types

Gerot and Wignell (1994:197) explain that “the social function of analytical exposition is to persuade the reader or listener that something is the case.” Priyana (2008:59) adds that “analytical exposition proposes or suggests a certain topic which may only be pro or contra, not both.”

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

(1) Thesis

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

(2) Arguments

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

(3) Reiteration

Reiteration is to restate writer's position.

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

- (1) focus on generic human and non-human participants,
- (2) use of simple present tense,
- (3) use of relational processes,
- (4) use of internal conjunction to stage argument, and
- (5) reasoning through causal conjunction or nominalization.

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."

2.2.3.2 Teaching Analytical Exposition

Genre or also known as text types is the main material which is taught in senior high school. Analytical exposition becomes one of the text types which must be taught, besides report, narrative, hortatory exposition and spoof. The following are the standard competence and basic competence in teaching writing analytical exposition in senior high school based on KTSP 2006 for the eleventh grade:

Standard Competence	6. Expressing the meaning in essay texts in the form of report, narrative and analytical exposition in the context of daily life.
Basic Competence	6.1 Expressing the meaning of short functional text (such as banner, poster, pamphlet, etc.) either formal or non-formal which uses accurate, fluent and acceptable written language in daily life.
	6.2 Expressing the meaning and rhetorical steps in essay which use accurate, fluent and acceptable written language in the context of daily life of the text in the form of report, narrative, and analytical exposition .

(Depdiknas 2006)

Based on the standard above, it can be concluded that the aim of teaching writing analytical exposition is that the students should be able to express the meaning and rhetorical steps of an analytical exposition. It means that they should be able to create an analytical exposition and explain the main ideas, content of the text, generic structure, and the language features of an analytical exposition.

2.3 Framework of Analysis

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 element in order to be a good and reasonable writing. Thus, teacher must choose suitable technique for the

process of teaching and learning. Pairs check activity is assumed to have good contribution to improve students' ability in writing analytical exposition.

This study is an experimental research that compares two groups which are taught by using different treatments. 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 pretest, and then the experimental treatments will be given. The experimental group will be taught analytical exposition by using pairs check activity. On the other hand, the control group will be taught without using pairs check activity. After receiving the treatments, the test will be given to both groups as the post-test. Post-test is given to measure the condition after the treatment. The effectiveness of the treatment is shown by the differences between (pretest-posttest) in both groups. The steps will be discussed in the next chapter.

CHAPTER III

METHOD OF INVESTIGATION

This chapter discusses the method of investigation. It is divided into seven subsections. They are research design, subject of the study, variables of investigation, procedure of experiment, instrument for collecting the data, scoring system, and method of analyzing data.

3.1 The Research Design

Experimental research describes what will happen when certain variables are carefully controlled or manipulated. This study aims to investigate whether or not the use of pairs check activity in teaching analytical exposition is effective to improve students' writing skill. Therefore, pairs check activity was applied to teach analytical exposition as treatment to see what will happen to students' achievement after being taught by using pairs check activity. In this research, the design may be described as follows:

EXPERIMENTAL GROUP	Pre-Test	Treatment	Post-test
CONTROL GROUP	Pre-Test	No Treatment	Post-test

3.2 Subject of the Study

In a research, there must be an object (human, animals, things, etc.). In this study, it involves a group of students as the subject of investigation.

3.2.1 Population

Tuckman (1972:227) defines population as “group about which the researcher is interested in gaining information and drawing conclusion.” The population of this study was the eleventh grade students of SMA Negeri 1 Pemalang in the academic year of 2010/2011. The number of the students was 375 which were divided into 10 classes. They were five classes of Science Program (IPA), four classes of Social Program (IPS), and one Language Program Class.

3.2.2 Sample

After determining the population, the sample was chosen because the population was too big. Tuckman (1972: 200) defines sample as “representative group of the population to serve as respondent.” While according to Saleh (2001:33), “a sample is a group of people, things, or problems where data are selected which represent population.”

The sample was the students from the population who were chosen to participate in the study. In this study, I took two classes from the population. There were 74 students; they were 37 students as the experimental group and 37 students as the control group.

In taking the sample, nonprobability sampling technique was used; that is purposive sampling which targets a particular group of people. The two classes as the sample were selected by the English teacher of SMA Negeri 1 Pemalang. The

classes were XI PSIS 2 and XI PSIS 3 who had the same quality of English learning achievement. The XI PSIS 2 students were selected as the experimental group, while the XI PSIS 3 students were as the control group.

3.3 Variables of Investigation

According to Hartoyo (2010: 107), “variables can be considered as a construct, operationalized construct or particular property in which the researcher is interested.” He also mentions types of variable, the dependent variable and independent variable.

3.3.1 Independent Variable

This variable is selected to determine its effect or its relationship with the dependent variable. The independent variable of this study is the use of pairs check activity in teaching analytical exposition.

3.3.2 Dependent Variable

This variable is the one that is observed to determine what effect that may have on it. It is the variable that focuses on which other variables will act if there is any relationship. The dependent variable of this study is the students’ ability in writing an analytical exposition which is indicated by the score of written test.

3.4 Procedure of Experiment

Procedure of experiment is the guideline for conducting the experiment. The followings are the steps done in this study:

- (1) The first step was choosing the eleventh grade students of SMA Negeri 1 Pemalang as the population.
- (2) The second was taking two classes as the sample by asking the teacher which classes had the same quality of English learning achievement.
- (3) The next step was conducting real experiment. In this step, there were some activities done.
 - (a) Pre-test
The pre-test was given at the first meeting of the experiment. It was to know the students' skill in writing analytical exposition before they were given any treatment.
 - (b) Experiment
Both experimental and control groups were taught some materials about analytical exposition as written in my lesson plan (See Appendix 17 and 18). They were also asked to create analytical exposition text. The experimental group was taught by using pairs check activity, while the control group was taught without using pairs check activity.
 - (c) Post-test
The post-test was given at the end of the experiment.
- (4) The last step was analyzing the result.

3.5 Instrument

According to Saleh (2001:31) the word instrument refers to “research tools for data collecting. It is therefore, a fundamental thing to be well thought - out by a

researcher before she/he conducts an experiment.” Saleh (2001:31) suggests four types of instruments for gathering data. They are questionnaire, observation, interview, and test.

In this study, a test was used as the instrument. The test was composition test of writing. The students were asked to compose an essay of analytical exposition with the topic Facebook. The test was to measure the students’ ability in writing analytical exposition.

3.6 Scoring System

This subchapter discusses method of scoring and level of achievement which are used in this study. The discussions are as follows:

3.6.1 Method of Scoring

After conducting the test, I analyzed the students’ works and gave them score. In this study, rating scale was used to score the students’ achievement. By using the rating scale, a rank order of the results of the students’ work was made based on the given categories.

The following scheme of rating scale is the scoring guidance taken from Boardman and Frydenberg (2002: 180):

Table 3.1**Scoring Guidance Taken from Boardman and Frydenberg**

SCORING	ASPECTS OF GOOD WRITING	
Exceptional : 25-23	Content/ Ideas	
Very good : 22-20	<ul style="list-style-type: none"> ▪ Has excellent support 	
Average : 19-17	<ul style="list-style-type: none"> ▪ Is interesting to read 	
Needs work : 16-10	<ul style="list-style-type: none"> ▪ Has unity and completeness ▪ Adheres to assignment parameters 	
Score:		
Exceptional : 25-23	Organization	
Very good : 22-20	Paragraph	Essay
Average : 19-17	<ul style="list-style-type: none"> ▪ Has topic sentence with clear controlling idea ▪ Has supporting sentences ▪ Has concluding sentence ▪ Has coherence and cohesion 	<ul style="list-style-type: none"> ▪ Has introductory paragraph with clear thesis statement ▪ Has body paragraphs with good organization ▪ Has concluding paragraph ▪ Has coherence and cohesion
Needs work : 16-10		
Score:		
Exceptional : 25-23	Grammar/ Structure	
Very good : 22-20	<ul style="list-style-type: none"> ▪ Demonstrates control of basic grammar (e.g. tenses, verb forms, noun forms, preposition, articles) 	
Average : 19-17		
Needs work : 16-10	<ul style="list-style-type: none"> ▪ Shows sophistication of sentence structure with complex and compound sentences. 	
Score:		

Exceptional : 15-14	Word Choice/ Word Form
Very good : 13-12	<ul style="list-style-type: none"> ▪ Demonstrates sophisticated choice of vocabulary items ▪ Has correct idiomatic use of vocabulary ▪ Has correct word forms
Average : 11-10	
Needs work : 9-0	
Score:	
Exceptional : 10	Mechanics
Very good : 9-8	<ul style="list-style-type: none"> ▪ Has good paragraph format ▪ Demonstrates good control over use of capital letters, periods, commas, and semicolons ▪ Demonstrates control over spelling ▪ Doesn't have fragments, comma splices, or run-on sentences
Average : 7-6	
Needs work : 5-0	
Score:	
TOTAL SCORE:	Comments

The total score is the sum of score from each category, and the maximum total score is 100.

3.6.2 Level of Achievement

After I got the students' score, the scores were categorized using the measurement of the students' achievement stated by Harris (1969: 134); it is interpreted as follows:

Table 3.2**Level of Achievement Taken from Harris**

Test Score	Level of Achievement
91 – 100	Excellent
81 - 90	Very Good
71- 80	Good
61 – 70	Fair
51 – 60	Poor
Less than 50	Very Poor

3.7 Method of Analyzing Data

In analyzing the data of the research, I did some procedures. First of all, I scored the students' essays based on the scoring guidance offered by Boardman and Frydenberg (2002: 180). After that, I arranged the scores into rank order.

After getting the scores, I counted the mean of each group. Then, I compared the mean of the experimental group and the mean of the control group. To find the mean, I used the following formula:

$$Mean (\bar{x}) = \frac{\sum X}{N}$$

Where;

$\sum X$: the sum of students' score

N : the number of students

After knowing the mean, I had not been able to conclude the effectiveness of pairs check activity to improve the students' skill in writing analytical

exposition text. I had to analyze it by using formula which was suitable with the characteristic of the collected data.

Therefore, the normality (χ^2) of the class should be analyzed. It was to decide the formula which should be used to know whether the difference between the two means was significant or not. In this study, for the pre-test scores of the experimental group, the pre-test scores of the control group, and the post-test scores of the control group, I found that χ^2_{value} was higher than χ^2_{table} , so it meant that the data was not normally distributed. However, the post-test scores of the experimental group were normally distributed. (See Appendix 3, 4, 9, and 10)

Besides the normality, the homogeneity (F) of the data was also analyzed. In this study, I found that F_{value} was lower than F_{table} , so it meant that the experimental and control groups had the same variance or homogeneity. (See Appendix 5 and 11)

After knowing the normality of the data, I analyzed the significant difference between the two groups' scores. I analyzed the pre-test, post-test, and pretest-posttest scores. Since the data was not normally distributed, I had to use non-parametric statistical to analyze the data. I used z-test (Mann-U Whitney formula). Here is the formula of the z-test:

$$z = \frac{U - \frac{n_1 x n_2}{2}}{\sqrt{\frac{(n_1)(n_2)(n_1 + n_2 + 1)}{12}}}$$

Where;

z : z -test

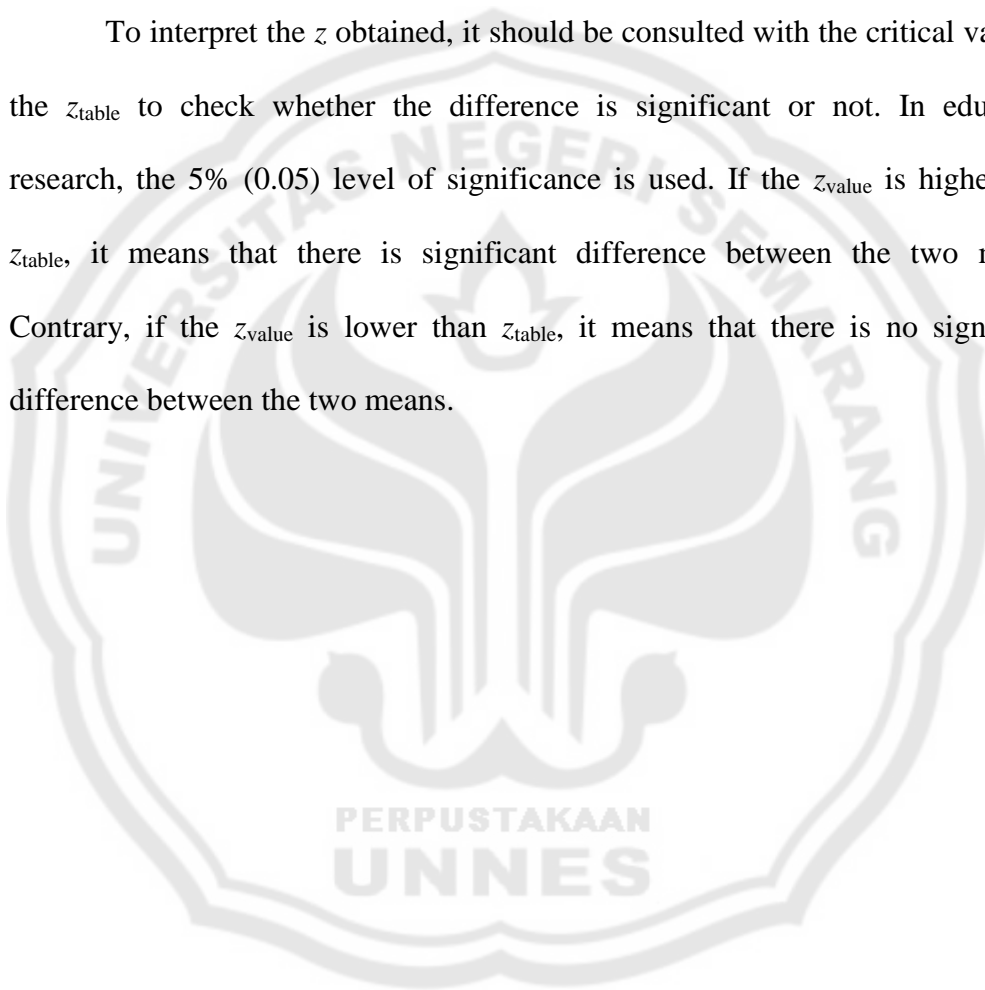
U : Statistic value

n_1 : Total number of subject of control group

n_2 : Total number of subject of experimental group

(Ghozali, 2006:117)

To interpret the z obtained, it should be consulted with the critical value of the z_{table} to check whether the difference is significant or not. In education research, the 5% (0.05) level of significance is used. If the z_{value} is higher than z_{table} , it means that there is significant difference between the two means. Contrary, if the z_{value} is lower than z_{table} , it means that there is no significant difference between the two means.



CHAPTER IV

RESULT OF THE STUDY

This chapter shows the result of the study, which presents the discussion of the experiment, the test result, and the discussion of the research findings.

4.1 Discussion of the Experiment

This subchapter discusses pre-test, treatment, and post-test of this study. The discussions are as follows:

4.1.1 Pre-Test

Both the experimental and control groups were given pre-test on 23 February 2011. They had the same instrument. Every student was asked to create an essay of analytical exposition with the theme given (Facebook). (See the instrument on Appendix 15)

4.1.2 Treatment

After conducting the pre-test, I gave treatments to both experimental and control groups in teaching analytical exposition text.

4.1.2.1 Treatment for the Experimental Group

In this study, the treatment given to the experimental group was the application of pairs check activity in making an analytical exposition text. The time allotment was 6 x 45 minutes which consisted of three meetings. The followings are the details of learning activities in giving the treatment to the experimental group:

(1) Meeting 1

On the first meeting, I taught the students about the general concept of analytical exposition text. I explained about the social function, generic structure, and the language features of analytical exposition. I also showed examples of analytical exposition text to them. Then, I asked them to do an exercise in pairs. The exercise was to analyze an imperfect analytical exposition text. After they finished doing the exercise, we discussed the result of their analysis to know how to make a good analytical exposition text. At the end of the lesson, I gave them a similar exercise as their homework.

(2) Meeting 2

On this meeting, I gave a brief review on the last materials. Then, the students and I discussed about their homework. After the homework had been discussed, I continued explaining the next material about sentence connectors.

Then, the students were asked to create an analytical exposition text in pairs. The topic was about “moving class” which has been used in the school since a year ago. I chose the topic because some students told me that they disagreed with this

program, while the rest of them agreed. Therefore, I thought that it would be a good topic to discuss.

After they finished creating the essay, I asked them to do pairs check activity. Firstly, I asked them to exchange their composition with other pair. Then, they had to check their friends' work. They tried to check the grammar, spelling, punctuation, etc. I asked them to give a mark on words, phrases, or sentences which were difficult to understand or had any mistake. After giving mark, they wrote their correction under the marks. Next, I asked them to return the composition back to the owner. Then, they had to rewrite their final composition/draft better than before. They might consider other pair's correction.

(3) Meeting 3

As usual, at the beginning of the lesson, I asked the students some questions in order to review the previous materials. Then, I gave feedback to their works of the previous meeting. I took some of their works and showed some mistakes which they mostly made by writing them on the whiteboard. I asked the students to correct them before I explained the corrections.

After that, I asked them to do the same activities like in the previous meeting. I asked them to create an analytical exposition text and do pairs check activity again. The topic was different. In this meeting they were asked to tell their opinion about "mobile phone". I thought that it would be an interesting topic because at school there is a rule that the students are not allowed to bring their mobile phone. After the students finished creating their composition and doing pairs check activity, I gave

feedback again to their works. I found that they wrote their composition better than in the previous meeting.

4.1.2.2 Treatment for the Control Group

Based on the table of the research design used in this study, control group gets no treatment. It means that this group was taught without using pairs check activity. Therefore, there was no special technique which was applied in this group. The detail activities are elaborated as follows:

(1) Meeting 1

Like in the experimental group, in the first meeting, I taught the students about the general concept of analytical exposition text. I explained about the social function, generic structure, and the language features of analytical exposition.

After giving explanation, I distributed an example of analytical exposition text to them. I asked some students to read aloud the text. Then, I read it again with the correct pronunciation. Next, I asked the students whether they found any difficult words. We discussed the difficult words they found in the text. Then, I asked some questions related to the text to check their understanding. I also explained about the content written in that text. After that, I asked them to do exercise on their textbook and later we discussed it.

(2) Meeting 2

As usual, in the beginning of the lesson, I asked the students some questions to brush up on the previous material. Then, I continued explaining the next material. I explained about sentence connectors. Next, they did exercise on their textbook and

we discussed it. While waiting for the next lesson, the students and I had discussion about “moving class”. I asked their opinion about it. Some of them agreed with it and the rest of them did not. We discussed it until the lesson ended. At the end of the lesson, the students were given homework to work in pairs. They had to create an analytical exposition text about the topic which had been discussed.

(3) Meeting 3

In the opening activity of meeting three, I gave a brief review on the last materials. After that, I reminded them about the topic we had discussed in the previous meeting (moving class). We discussed it again for a while. I also asked them whether they found any difficulties to create an analytical exposition text. Then, they handed in their composition.

Next, I asked some questions about the next topic (mobile phone). We discussed the topic for a while. Then, I asked them to write their opinion in the form of analytical exposition. Like the experimental group, they were also asked to do in pairs, but they were not asked to do pairs check activity. After they finished, I asked them some difficulties they found in creating their analytical exposition text.

4.1.3 Post-Test

The post-test was conducted after the treatment finished. It was held on 12 March 2011 for the experimental and control groups. The students were asked to do the same task as in the pre-test. They were asked to create an essay of analytical exposition with the topic “Facebook”. (See the instrument on Appendix 16)

4.2 Research Findings

As discussed in chapter III, after conducting the pre-test and post-test, I scored the students' essay to know their writing ability. The scores were obtained from five components of writing which consisted of content, organization, grammar, word choice, and mechanics. (See Appendix 1, 2, 7, 8, and 13)

After I got all of the scores, I calculated the mean of the pre-test and post-test of both groups. Then, I compared the mean of both groups by presenting them on tables and charts. Besides comparing the mean of the whole score, I also compared the mean of each aspect. Then, the significant difference between the means of the two groups in pre-test and post-test was analyzed. Besides that, I also analyzed the significant difference between the two means in pre-test and post-test.

4.2.1 Test Scores

The average score of the pre-test score of the experimental and control groups were almost the same; they were 68.46 for the experimental group and 68.19 for the control group. It indicated that the two groups had the same ability. However, the mean of the post-test score of both groups were different. The mean of the experimental group was 79.22. It was higher than the control group's which was only 75.73. The score indicated that the two groups got better achievement after the treatments were given. To make it easy, see the following table that shows the average scores of both groups.

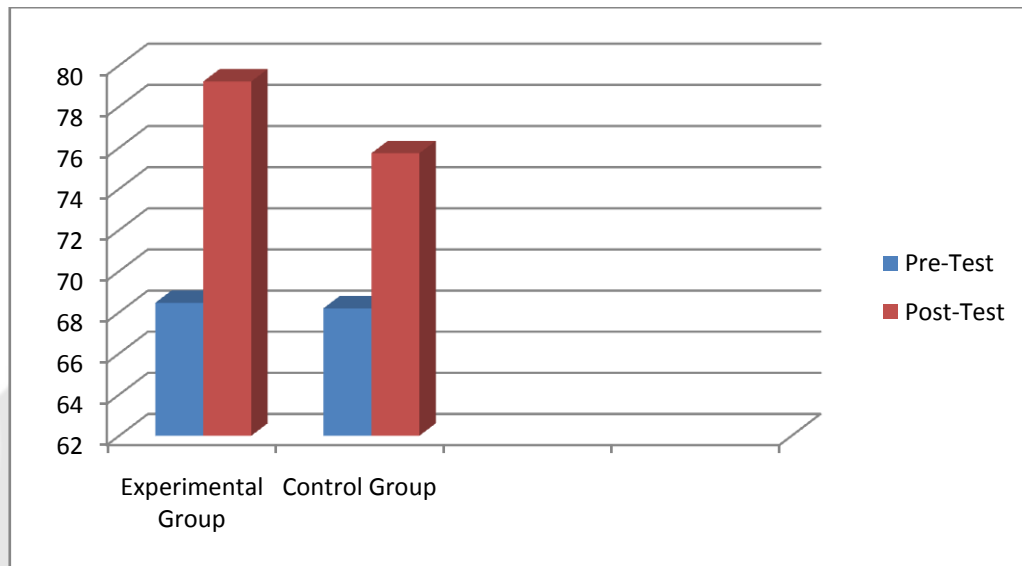
Table 4.1
The Average Scores of Pre-Test and Post-Test of
the Experimental and Control Groups

	Average Score of Pre-Test	Average Score of Post-Test	The Difference between Pre-Test and Post-Test
Experimental Group	68.46	79.22	10.76
Control Group	68.19	75.73	7.54
The Difference between the Experimental and Control Groups	0.27	3.49	

Based on the table above, it can be seen the difference of the average score between the pre-test of experimental group and control group is 0.27, while the difference of the average score of the post-test is 3.49. In addition, the difference between the pre-test and post-test of the experimental group is 10.75. It is higher than that of the control group which the difference is 7.54.

To make it easier to understand, I applied the average scores into the following chart:

Chart 4.1
The Average Score of Pre-Test and Post-Test between
the Experimental and Control Groups



From the chart, it is clear that the result of pre-test between the experimental group and control group was almost the same. However, the result of post-test was significantly different. The experimental group got higher achievement than the control group.

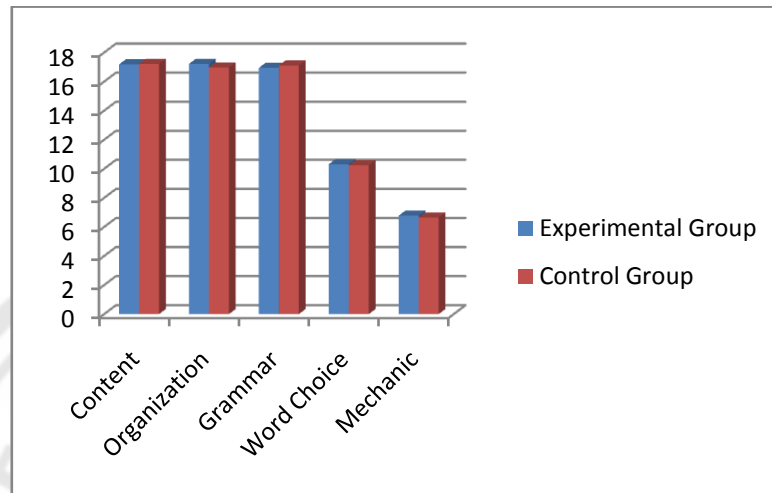
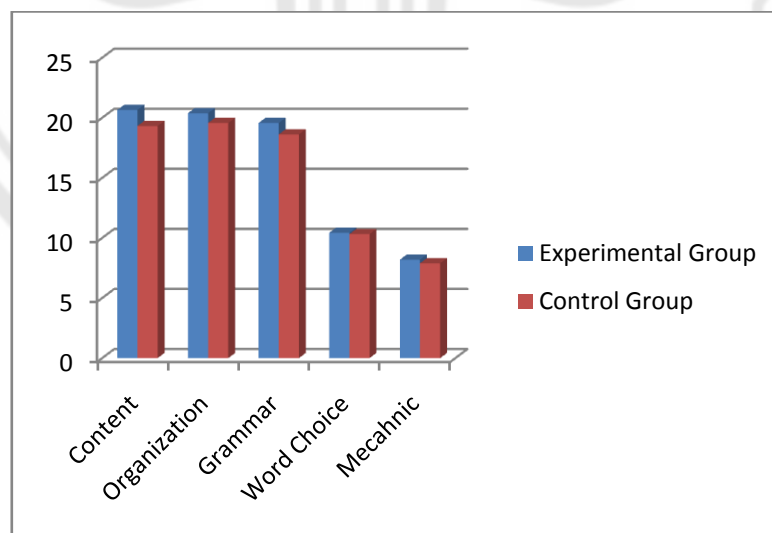
Besides comparing the average score, I also compared the average scores of each aspect in writing scoring. I found that the difference in each aspect after the treatment by using pairs check activity was better than without using pairs check activity. The difference is shown on the table as follows:

Table 4.2

**The Result of Pre-Test and Post-Test Average Scores of Each Writing Aspect
of the Experimental and Control Groups**

Writing Aspect	Group	The Average Score of Pre-Test	The Average Score of Post-Test
Content	Experimental	17.19	20.65
	Control	17.22	19.32
Organization	Experimental	17.22	20.38
	Control	16.97	19.57
Grammar	Experimental	16.95	19.57
	Control	17.11	18.62
Word Choice	Experimental	10.32	10.43
	Control	10.24	10.32
Mechanic	Experimental	6.78	8.19
	Control	6.65	7.89

Based on the table, it can be seen that the average scores of each aspect in the pre-test of both groups were almost similar. While the average scores of each aspect in the post-test were different. The following are the charts which represent the average scores of each aspect:

Chart 4.2**The Average Scores of Each Aspect of Pre-Test****Chart 4.3****The Average Scores of Each Aspect of Post-Test**

From the Chart 4.2, it can be seen that the average scores of each aspect were almost the same. While from the Chart 4.3 below, the average scores in the post-test were different on each aspect. The experimental group got higher scores.

Next, I categorized the students' scores based on Harris (169: 134) which has been discussed in chapter III. The following tables show the achievement based on the grade for both groups.

Table 4.3

The Percentage of the Experimental Group's Score

Test Score	Level of Achievement	Frequency		Percentage	
		Pre-Test	Post-Test	Pre-Test	Post-Test
91-100	Excellent	0	1	0	2.70
81-90	Very Good	0	11	0	29.73
71-80	Good	9	23	24.32	62.16
61-70	Fair	25	2	67.57	5.41
51-60	Poor	3	0	8.11	0
Less than 50	Very Poor	0	0	0	0
Total		37	37	100	100

Table 4.4
The Percentage of the Control Group's Score

Test Score	Level of Achievement	Frequency		Percentage	
		Pre-Test	Post-Test	Pre-Test	Post-Test
91-100	Excellent	0	0	0	0
81-90	Very Good	0	4	0	10.81
71-80	Good	6	29	16.22	78.38
61-70	Fair	28	4	75.67	10.81
51-60	Poor	3	0	8.11	0
Less than 50	Very Poor	0	0	0	0
Total		37	37	100	100

4.2.2 The Analysis of the Test Scores

As mentioned above, especially the result found on the Table 4.1, the mean of the control group was lower than the mean of the experimental group. Nevertheless, I could not infer that the difference between the two means was significant. Hence, to determine whether the difference between the two means was statistically significant, I applied z-test formula. I applied the z-test to pre-test, post-test, and pretest-posttest scores. Here is the formula:

$$z = \frac{U - \frac{n_1 \times n_2}{2}}{\sqrt{\frac{(n_1)(n_2)(n_1 + n_2 + 1)}{12}}}$$

Where:

z : z - test

U : Statistic value

n_1 : Total number of subject of control group

n_2 : Total number of subject of experimental group p

(Ghozali, 2006:117)

4.2.2.1 The Analysis of Pre-Test Scores

As explained before, the students' average score of the experimental group was 68.46 and that of the control group was 68.19. It showed that the students' achievement of the experimental group was quite better than the control group. However, the difference was only 0.27.

The scores were also analyzed by using z -test. The number of subjects from each group, experimental group (N_x) and control group (N_y), was 37, so the degree of freedom (df): $N_x + N_y - 2$ was 72. The z_{table} was 1.96 at the 5 % (0.05) alpha level of significance. After calculating the data, the finding of the result of z_{value} was 0.314, so the z_{value} was lower than z_{table} . It indicated that there was no significant difference between the two means of pre-test. The detail of computation can be seen in Appendix 6.

4.2.2.2 The Analysis of Post-Test Scores

The students' average score of the experimental group in post-test was 79.22 and that of the control group was 75.73. It showed that the students of the experimental group got higher achievement than those of the control group. The difference was 3.49.

After knowing the average score, the scores were analyzed by using z-test. As the number of subjects in the pre-test, the number of subjects from each group in post-test was 37, so the degree of freedom (df) : $N_x + N_y - 2$ was 72. The z_{table} was 1.96 at the 5 % (0.05) alpha level of significance. After calculating the data, the finding of the result of z_{value} was 5.378, so the z_{value} was higher than z_{table} . It indicated that there was significant difference between the two means of post-test. The detail of computation can be seen in Appendix 12.

4.2.2.3 The Analysis of Pretest-Posttest Scores

Besides applying the z-test to pre-test and post-test, I also applied it to the pretest-posttest score. The calculation was by comparing the difference score of each student from the experimental group and the control group, so at first I had to find the difference score of each student.

After calculating the data, the finding of the result of z_{value} was 2.832, so the z_{value} was higher than z_{table} . It indicated that there was significant difference between the two means. In other words, it reasonably argues that pairs check activity is effective to improve students' writing skill, especially in writing analytical exposition. The calculation can be seen in Appendix 14.

4.3 Interpretation of the Test Result

The aim of this study is to investigate whether or not the use of pairs check activity in teaching analytical exposition text is effective to improve students' writing skill. Based on the result of the calculation, it can be concluded that there is significant difference of the learning achievement between teaching writing analytical exposition text by using pairs check activity and without using pairs check activity to the eleventh grade students of SMA Negeri 1 Pematang.

The result of the pretest-posttest z-test was 2.832 and the critical value of the Z_{table} was 1.96. Since the Z_{value} is higher than the Z_{table} , there is significant difference between the two means. It indicates that after getting the treatment, the experimental group achieves better result than the control group.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After conducting every activity in this study, conclusions and suggestions could be drawn as follows:

5.1 Conclusions

This study is about the application of pairs check activity in teaching writing analytical exposition text. Before applying the activity, the students were taught the general concepts of analytical exposition text. Then, they were asked to analyze imperfect analytical exposition texts. After that, they created their analytical exposition text in pairs and then did pairs check activity. In doing pairs check activity, there were some steps. Firstly, after each pair finished writing the essay, they exchanged their composition with other pairs and had to check their friends' work. They gave a mark on words, phrases, or sentences which were difficult to understand or had any mistake. After giving mark, they wrote their correction under the marks. Next, they returned the composition back to the owner. Finally, they had to rewrite their final composition/draft better than before. They might consider other pair's correction.

After doing the treatment, I scored the students' compositions and analyzed the scores to investigate the effectiveness of the treatment. Based on the result

findings and discussion in the previous chapter, I can conclude that using pairs check activity is effective to improve students' writing skill, especially in writing analytical exposition text. It is more effective than teaching writing analytical exposition text without using pairs check activity. It could be drawn by comparing the average scores of the experimental and control groups in the pre-test and post-test. The average scores of the pre-test for the experimental and control groups were nearly the same; it was 68.46 for the experimental group, and 68.19 for the control group. After both groups were given treatment, the means of both groups increased in the post-test. The average scores of the post-test for the experimental group were 79.22, and 75.73 for the control group. The improvement of the experimental group was 10.76, and 7.54 for the control group. From this calculation, it can be seen that the gaining level of writing analytical exposition of the experimental group who was taught by using pairs check activity was higher than the control group who was taught without using pairs check activity.

After knowing the average score, I applied z-test to investigate the effectiveness of the treatment. As the computation explained in the previous chapter, it shows that the z-test obtained (2.832) was higher than z_{table} (1.96). It means that there is significant difference in writing analytical exposition ability between the students who were taught by using pairs check activity and those who were taught without using pairs check activity.

Based on the conclusion, pairs check activity could help the students to improve their writing skill, especially to write analytical exposition text. When the

students were doing pairs check activity, the students tried to think aloud and also critically which could help to make their thoughts more conscious. In addition, it is difficult to realize the students' own mistakes. They think that what they have written is the most correct, but they would consider the mistakes after their writing has been checked by other peer. Therefore, it is hoped that by applying pairs check activity in teaching writing, the students' writing skill will improve.

5.2 Suggestions

Pairs check is an alternative activity of teaching writing analytical exposition text. The use of pairs check activity can help the teacher in correcting the students' writing and let the students practice writing more. They can practice to check others' writing which can improve their reference to write.

There are some suggestions for English teachers, students, and future researcher. They are as follows:

(1) For English Teachers

This study is expected to give pedagogical benefit to teachers. It can facilitate them knowledge about how to improve their students' writing skill. The teachers are suggested to use pairs check activity as an alternative way to improve their students' writing achievement. It is because pairs check activity lets the students think aloud and critically. Besides that, by applying pairs check activity, it will facilitate the students with more experience and reference in writing.

Furthermore, teachers should put more attention to their students' writing including the aspects of content, organization, grammar, word choice, and mechanic.

(2) For Students

Students are suggested to practice and improve their writing ability through pairs check activity. They should help each other to make their writing better.

(3) For Future Researchers

The result of this research is expected to give information for future researchers, such as for them who would like to improve students' writing achievement in analytical exposition text or do another research which focuses on the use of pairs check activity by using different research design. It is suggested for them to develop other activity to improve students' writing achievement such as using pairs check activity which is combined with other activity or technique.

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APPENDICES

Appendix 1

PRE-TEST SCORES OF THE EXPERIMENTAL GROUP

No.	Code	ASPECTS OF WRITING SCORING					TOTAL/ SCORE	CRITERIA
		C	O	G	W	M		
1	E-01	16	16	14	8	6	60	Poor
2	E-02	17	17	17	11	8	70	Fair
3	E-03	17	17	17	10	7	68	Fair
4	E-04	18	17	16	10	7	68	Fair
5	E-05	18	18	19	10	8	73	Good
6	E-06	17	17	17	11	7	69	Fair
7	E-07	17	16	17	10	6	66	Fair
8	E-08	17	17	17	11	7	69	Fair
9	E-09	17	17	17	10	7	68	Fair
10	E-10	17	17	17	11	7	69	Fair
11	E-11	19	20	20	12	8	79	Good
12	E-12	19	19	17	11	7	73	Good
13	E-13	19	18	19	11	8	75	Good
14	E-14	18	17	17	11	7	70	Fair
15	E-15	15	15	14	8	6	58	Poor
16	E-16	17	18	17	11	8	71	Good
17	E-17	17	17	17	11	7	69	Fair
18	E-18	18	17	18	11	7	71	Good
19	E-19	17	17	17	11	7	69	Fair
20	E-20	17	17	16	10	6	66	Fair
21	E-21	17	19	16	9	7	68	Fair
22	E-22	19	18	16	11	7	71	Good
23	E-23	17	18	17	11	7	70	Fair
24	E-24	17	17	16	10	6	66	Fair
25	E-25	17	16	17	10	7	67	Fair
26	E-26	17	17	17	10	6	67	Fair
27	E-27	17	17	17	10	6	67	Fair
28	E-28	17	17	17	10	6	67	Fair
29	E-29	18	19	19	11	8	75	Good
30	E-30	16	17	17	10	7	67	Fair
31	E-31	17	17	17	10	6	67	Fair
32	E-32	15	15	15	9	5	59	Poor
33	E-33	18	19	18	11	7	73	Good
34	E-34	17	17	17	10	6	67	Fair
35	E-35	17	17	17	11	7	69	Fair
36	E-36	16	16	17	10	6	65	Fair
37	E-37	17	17	17	10	6	67	Fair
SUM		636	637	627	382	251	2533	
MEAN		17.19	17.22	16.95	10.32	6.78	68.46	
PERCENTAGE		68.65%	60.54%	68.21%	69.18%	67.29%		

C: Content, O:Organization, G:Grammar, W: Word Choice/ Form, M: Mechanics

Appendix 2

PRE-TEST SCORES OF THE CONTROL GROUP

No.	Code	ASPECTS OF WRITING SCORING					TOTAL/ SCORE	CRITERIA
		C	O	G	W	M		
1	C-01	18	18	19	11	8	74	Good
2	C-02	17	17	18	10	7	69	Fair
3	C-03	14	14	14	9	6	57	Poor
4	C-04	17	17	17	10	7	68	Fair
5	C-05	17	17	17	11	7	69	Fair
6	C-06	19	18	17	11	7	72	Good
7	C-07	17	17	16	10	6	66	Fair
8	C-08	17	17	17	10	6	67	Fair
9	C-09	15	15	14	9	7	60	Poor
10	C-10	16	16	17	10	6	65	Fair
11	C-11	17	17	17	10	7	68	Fair
12	C-12	17	17	17	11	7	69	Fair
13	C-13	17	17	17	10	7	68	Fair
14	C-14	17	17	17	11	7	69	Fair
15	C-15	17	17	18	11	7	70	Fair
16	C-16	17	16	17	10	7	67	Fair
17	C-17	16	15	15	8	6	60	Poor
18	C-18	18	17	18	11	6	70	Fair
19	C-19	20	20	20	11	7	78	Good
20	C-20	17	17	17	10	6	67	Fair
21	C-21	16	17	17	9	6	65	Fair
22	C-22	18	17	18	10	7	70	Fair
23	C-23	18	17	18	10	7	70	Fair
24	C-24	17	17	17	10	6	67	Fair
25	C-25	17	16	17	11	6	67	Fair
26	C-26	20	20	18	11	7	76	Good
27	C-27	17	18	18	10	7	70	Fair
28	C-28	19	18	18	10	8	73	Good
29	C-29	17	17	18	11	6	69	Fair
30	C-30	17	17	17	11	6	68	Fair
31	C-31	17	17	17	10	6	67	Fair
32	C-32	17	17	17	10	6	67	Fair
33	C-33	17	17	16	10	6	66	Fair
34	C-34	17	17	17	10	7	68	Fair
35	C-35	18	17	16	11	7	69	Fair
36	C-36	17	16	17	10	6	66	Fair
37	C-37	18	17	18	11	8	72	Good
Appendix 3		637	628	633	379	246	2523	
MEAN		17.22	16.97	17.11	10.24	6.65	68.19	
PERCENTAGE		68.65%	60.54%	68.21%	69.18%	67.29%		

C: Content, O:Organization, G:Grammar, W: Word Choice/ Form, M: Mechanics

NORMALITY TEST FOR PRE TEST OF THE EXPERIMENTAL GROUP

Hypothesis

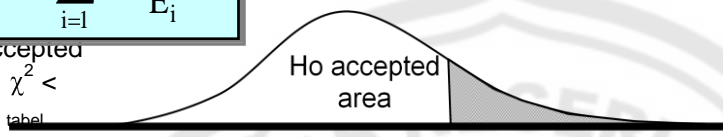
- Ho : The data is distributed normally
- Ha : The data is not distributed normally

The Calculation

Formula :

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

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



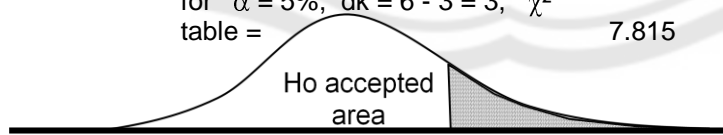
$$\chi^2_{(\alpha)(k-3)}$$

- Maximum score = 79.00 Class Interval = 3.5
- Minimum Score = 58.00 Mean (X) = 68.5
- Range = 21.00 S =
- Class with = 6.0 N = 37

Class Interval	x	pz	p	z	Ei	Oi	(Oi - Ei) ² Ei
58.00 - 61.00	57.50	2.67	0.4962	0.0411	1.519	3	1.444
62.00 - 65.00	61.50	1.70	0.4552	0.1904	7.045	1	5.187
66.00 - 69.00	65.50	0.72	0.2648	0.3650	13.504	21	4.162
70.00 - 73.00	69.50	0.25	0.1002	0.2904	10.743	9	0.283
74.00 - 77.00	73.50	1.23	0.3905	0.0957	3.542	2	0.672
78.00 - 81.00	77.50	2.20	0.4863	0.0130	0.481	1	0.561
	81.50	3.18	0.4993			37	

$$\chi^2 = 12.308$$

for $\alpha = 5\%$, $dk = 6 - 3 = 3$, $\chi^2_{table} = 7.815$



$$7.81 \quad 12.308$$

Because $\chi^2 > 7,81$ then the post test is said not to be normally distributed.

Appendix 4

NORMALITY TEST FOR PRE TEST OF THE CONTROL GROUP

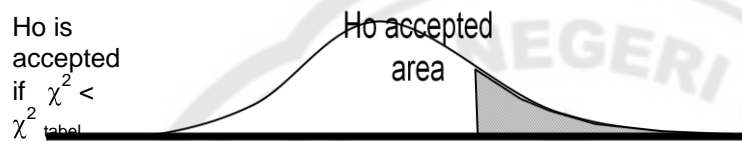
Hypothesis

Ho : The data is distributed normally
Ha : The data is not distributed normally

The Calculation

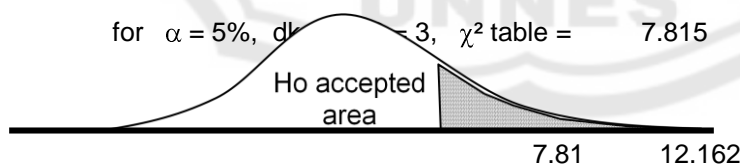
Formula :

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



Maximum score	=	78.00	Class Interval	=	3.5
Minimum Score	=	57.00	Mean (X)	=	68.2
Range	=	21.00	S	=	4.0
Class with	=	6.0	N	=	37

Class Interval	x	pz	p	z	Ei	Oi	(Oi - Ei) ² Ei
57.00 - 60.00	56.50	-2.94	0.4984	0.0248	0.917	3	4.729
61.00 - 64.00	60.50	-1.94	0.4736	0.1500	5.551	0	5.551
65.00 - 68.00	64.50	-0.93	0.3236	0.3548	13.126	17	1.143
69.00 - 72.00	68.50	0.08	0.0312	0.3300	12.209	13	0.051
73.00 - 76.00	72.50	1.09	0.3612	0.1207	4.464	3	0.480
77.00 - 80.00	76.50	2.09	0.4818	0.0172	0.637	1	0.207
	80.50	3.10	0.4990			37	
$\chi^2 =$							12.162



Because $\chi^2 > 7,81$ then the post test is said not to be normally distributed.

Appendix 5

HOMOGENITY OF PRE-TEST DATA (LEVENE'S TEST)

Hypothesis

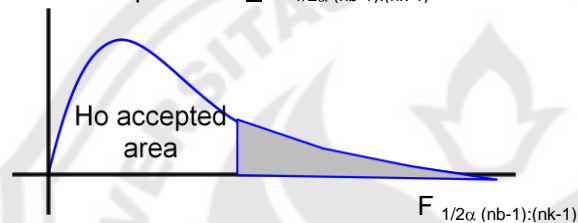
$$\begin{aligned} H_0 &: \sigma_1^2 = \sigma_2^2 \\ H_a &: \sigma_1^2 \neq \sigma_2^2 \end{aligned}$$

The Calculation

Formula :

$$F = \frac{V_b}{V_K}$$

H_0 is accepted if $F \leq F_{1/2\alpha (nb-1):(nk-1)}$



	Experimental Group	Control Group
Sum	2533	2523
n	37	37
\bar{x}	68.46	68.19
Variance (s^2)	16.8108	15.7688
Standart deviation (s)	4.10	3.97

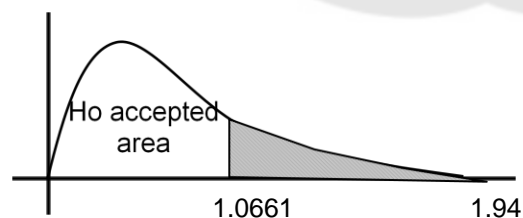
$$F = \frac{16.81}{15.77} = 1.0661$$

For $\alpha = 5\%$ with:

$$df1 = n1 - 1 = 37 - 1 = 36$$

$$df2 = n2 - 1 = 37 - 1 = 36$$

$$F_{(0.025)(36:36)} = 1.94$$



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

Appendix 6

Z-TEST OF PRE-TEST

NO	CODE	SCORE	RANK	TOTAL OF RANK	NUMBER OF STUDENTS
1	C-01	74.00	69.0	1360	37
2	C-02	69.00	45.5		
3	C-03	57.00	1.0		
4	C-04	68.00	35.0		
5	C-05	69.00	45.5		
6	C-06	72.00	63.5		
7	C-07	66.00	12.5		
8	C-08	67.00	23.0		
9	C-09	60.00	5.0		
10	C-10	65.00	8.0		
11	C-11	68.00	35.0		
12	C-12	69.00	45.5		
13	C-13	68.00	35.0		
14	C-14	69.00	45.5		
15	C-15	70.00	55.5		
16	C-16	67.00	23.0		
17	C-17	60.00	5.0		
18	C-18	70.00	55.5		
19	C-19	78.00	74.0		
20	C-20	67.00	23.0		
21	C-21	65.00	8.0		
22	C-22	70.00	55.5		
23	C-23	70.00	55.5		
24	C-24	67.00	23.0		
25	C-25	67.00	23.0		
26	C-26	76.00	72.0		
27	C-27	70.00	55.5		
28	C-28	73.00	66.5		
29	C-29	69.00	45.5		
30	C-30	68.00	35.0		
31	C-31	67.00	23.0		
32	C-32	67.00	23.0		
33	C-33	66.00	12.5		
34	C-34	68.00	35.0		
35	C-35	69.00	45.5		
36	C-36	66.00	12.5		
37	C-37	72.00	63.5		
38	E-01	60.00	5.0	1417	37
39	E-02	70.00	55.5		
40	E-03	68.00	35.0		
41	E-04	68.00	35.0		
42	E-05	73.00	66.5		
43	E-06	69.00	45.5		
44	E-07	66.00	12.5		
45	E-08	69.00	45.5		
46	E-09	68.00	35.0		
47	E-10	69.00	45.5		
48	E-11	79.00	74.0		
49	E-12	73.00	66.5		
50	E-13	75.00	70.5		
51	E-14	70.00	55.5		

52	E-15	58.00	2.0
53	E-16	71.00	61.0
54	E-17	69.00	45.5
55	E-18	71.00	61.0
56	E-19	69.00	45.5
57	E-20	66.00	12.5
58	E-21	68.00	35.0
59	E-22	71.00	61.0
60	E-23	70.00	55.5
61	E-24	66.00	12.5
62	E-25	67.00	23.0
63	E-26	67.00	23.0
64	E-27	67.00	23.0
65	E-28	67.00	23.0
66	E-29	75.00	70.5
67	E-30	67.00	23.0
68	E-31	67.00	23.0
69	E-32	59.00	3.0
70	E-33	73.00	66.5
71	E-34	67.00	23.0
72	E-35	69.00	45.5
73	E-36	65.00	8.0
74	E-37	67.00	23.0

Hypothesis Ho = There is no significant difference between experimental and control groups.
Ha = There is significant difference between experimental and control groups.

$$\text{Formula: } U = n_1 n_2 + \frac{n_1 (n_2 + 1)}{2} - R_1$$

or

$$U = n_1 n_2 + \frac{n_2 (n_1 + 1)}{2} - R_2$$

$$U = 37 \cdot 37 + \frac{37 (37 + 1)}{2} - 1360 = 2072 - 1360$$

$$U = 37 \cdot 37 + \frac{37 (37 + 1)}{2} - 1417 = 2072 - 1417$$

$$Z_{\text{value}} = \frac{U - \frac{n_1 \times n_2}{2}}{\sqrt{\frac{(n_1)(n_2)(n_1 + n_2 + 1)}{12}}} = \frac{0 - \frac{37 \times 37}{2}}{\sqrt{\frac{102675}{12}}} =$$

$$\text{For } \alpha = 5\%, Z_{\text{table}} = \pm 1.96$$

$$-0.314$$

$$1.96$$

Because Z_{value} is in the accepted area H_0 , so there is no significant difference between experimental and control groups in the pre-test.

Appendix 7

POST-TEST SCORES OF THE EXPERIMENTAL GROUP

No.	Code	ASPECTS OF WRITING SCORING					TOTAL/ SCORE	CRITERIA
		C	O	G	W	M		
1	E-01	20	20	20	10	8	78	Good
2	E-02	20	20	21	10	7	78	Good
3	E-03	17	16	16	9	7	65	Fair
4	E-04	20	20	20	11	9	80	Good
5	E-05	21	21	20	10	8	80	Good
6	E-06	21	21	19	10	9	80	Good
7	E-07	21	20	20	10	9	80	Good
8	E-08	20	19	18	10	8	75	Good
9	E-09	20	20	20	10	8	78	Good
10	E-10	23	22	20	12	9	86	Very Good
11	E-11	24	23	23	12	9	91	Excellent
12	E-12	20	20	20	11	8	79	Good
13	E-13	20	21	20	10	8	79	Good
14	E-14	20	20	20	10	7	77	Good
15	E-15	22	20	21	11	9	83	Very Good
16	E-16	18	18	18	9	7	70	Fair
17	E-17	20	19	19	10	7	75	Good
18	E-18	22	22	19	11	8	82	Very Good
19	E-19	20	21	19	10	9	79	Good
20	E-20	21	21	19	12	8	81	Very Good
21	E-21	19	20	19	11	8	77	Good
22	E-22	22	21	19	11	9	82	Very Good
23	E-23	21	20	21	10	7	79	Good
24	E-24	20	20	18	10	7	75	Good
25	E-25	20	21	20	10	8	79	Good
26	E-26	20	19	18	9	8	74	Good
27	E-27	23	23	20	12	9	87	Very Good
28	E-28	21	21	20	10	9	81	Very Good
29	E-29	20	20	20	11	8	79	Good
30	E-30	20	20	19	11	8	78	Good
31	E-31	23	22	19	12	9	85	Very Good
32	E-32	20	19	19	10	8	76	Good
33	E-33	23	22	23	10	9	87	Very Good
34	E-34	20	20	19	10	9	78	Good
35	E-35	21	21	20	11	8	81	Very Good
36	E-36	19	20	18	9	8	74	Good
37	E-37	22	21	20	11	9	83	Very Good
SUM		764	754	724	386	303	2931	
MEAN		20.65	20.38	19.57	10.43	8.19	79.22	
PERCENTAGE		81.20%	81.64%	79.44%	70.06%	81.40%	79.22%	

C: Content, O:Organization, G:Grammar, W: Word Choice/ Form, M: Mechanics

Appendix 8

POST-TEST SCORES OF THE CONTROL GROUP

No.	Code	ASPECTS OF WRITING SCORING					TOTAL/ SCORE	CRITERIA
		C	O	G	W	M		
1	C-01	19	20	19	10	8	76	Good
2	C-02	21	21	18	10	8	78	Good
3	C-03	15	15	16	9	6	61	Fair
4	C-04	20	20	18	10	8	76	Good
5	C-05	19	17	19	10	8	73	Good
6	C-06	21	22	20	10	8	81	Very Good
7	C-07	21	20	20	11	9	81	Very Good
8	C-08	20	20	19	11	8	78	Good
9	C-09	19	20	19	10	8	76	Good
10	C-10	19	20	18	10	7	74	Good
11	C-11	20	20	19	10	9	78	Good
12	C-12	17	17	17	11	7	69	Fair
13	C-13	17	16	16	9	7	65	Fair
14	C-14	17	17	17	11	7	69	Fair
15	C-15	21	21	20	10	9	81	Very Good
16	C-16	19	17	21	10	8	75	Good
17	C-17	19	19	17	10	7	72	Good
18	C-18	19	20	19	10	7	75	Good
19	C-19	21	21	21	11	9	83	Very Good
20	C-20	20	20	18	11	9	78	Good
21	C-21	20	20	19	10	8	77	Good
22	C-22	20	20	19	11	8	78	Good
23	C-23	20	20	18	10	9	77	Good
24	C-24	20	20	18	11	8	77	Good
25	C-25	19	20	18	10	9	76	Good
26	C-26	20	21	19	10	8	78	Good
27	C-27	20	21	20	10	8	79	Good
28	C-28	19	20	19	10	8	76	Good
29	C-29	19	20	18	12	8	77	Good
30	C-30	19	20	19	11	8	77	Good
31	C-31	19	19	19	10	8	75	Good
32	C-32	19	20	19	10	7	75	Good
33	C-33	19	20	20	11	7	77	Good
34	C-34	19	20	18	10	7	74	Good
35	C-35	20	20	18	10	8	76	Good
36	C-36	19	20	18	11	7	75	Good
37	C-37	20	20	19	11	9	79	Good
SUM		715	724	689	382	292	2802	
MEAN		19.32	19.57	18.62	10.32	7.89	75.73	
PERCENTAGE		77.08%	78.36%	74.60%	69.00%	78.60%	75.73%	

C: Content, O:Organization, G:Grammar, W: Word Choice/ Form, M: Mechanics

Appendix 9

NORMALITY TEST FOR POST-TEST OF THE EXPERIMENTAL GROUP

Hypothesis

- Ho : The data is distributed normally
 Ha : The data is not distributed normally

The Calculation

Formula :

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

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

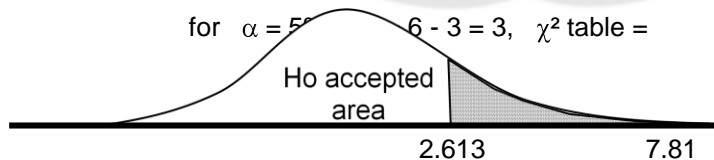


$$\chi^2_{(\alpha)(k-3)}$$

Maximum score	=	91.00	Class Interval	=	4.3
Minimum Score	=	65.00	Mean (X)	=	79.2
Range	=	26.00	S	=	4.8
Class with	=	6.0	N	=	37

Class Interval	x	pz	p	z	Ei	Oi	(Oi-Ei) ² Ei
65.00 - 69.00	64.50	-3.09	0.4990	0.0198	0.731	1	0.099
70.00 - 74.00	69.50	-2.04	0.4792	0.1405	5.198	3	0.930
75.00 - 79.00	74.50	-0.99	0.3387	0.3625	13.411	17	0.961
80.00 - 84.00	79.50	0.06	0.0237	0.3424	12.669	11	0.220
85.00 - 89.00	84.50	1.11	0.3661	0.1184	4.380	4	0.033
90.00 - 94.00	89.50	2.16	0.4845	0.0148	0.549	1	0.371
	94.50	3.21	0.4993			37	
χ^2 □ =							2.613

for $\alpha = 5\%$ $6 - 3 = 3$, χ^2 table = 7.815



Because $\chi^2 < 7,81$ then the post test is said to be normally distributed.

Appendix 10

**NORMALITY TEST
FOR POST-TEST OF THE CONTROL GROUP**

Hypothesis

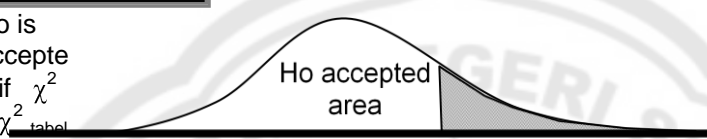
Ho : The data is distributed normally
Ha : The data is not distributed normally

The Calculation

Formula :

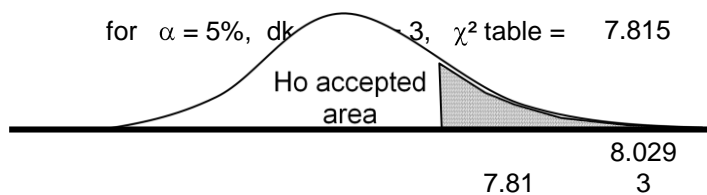
$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

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



Maximum score = 83.00 Class Interval = 3.
Minimum Score = 61.00 Mean (X) = 75.7
Range = 22.00 S = 4.3
Class with = 6.0 N = 37

Class Interval	x	pz	p	z	Ei	Oi	(Oi - Ei) ² Ei	
61.00 - 64.0	60.5	-3.58	0.4998	0.0040	0.147	1	4.95	
64.0 - 68.0	64.5	-2.64	0.4959	0.0404	1.497	1	0.16	
68.0 - 72.0	68.5	-1.70	0.4554	0.1792	6.632	3	1.98	
72.0 - 76.0	72.5	-0.76	0.2762	0.3480	12.87	14	0.09	
76.0 - 80.0	76.5	0.18	0.0719	0.2971	10.99	14	0.82	
80.0 - 84.0	80.5	1.12	0.3690	0.1114	4.123	4	0.00	
84.0 - 84.5	84.5	2.06	0.4804			37	4	
							$\chi^2 =$	8.029



Because $\chi^2 > 7,81$ then the post test is said not to be normally distributed.

Appendix 11

HOMOGENITY OF POST-TEST DATA (LEVENE'S TEST)

Hypothesis

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

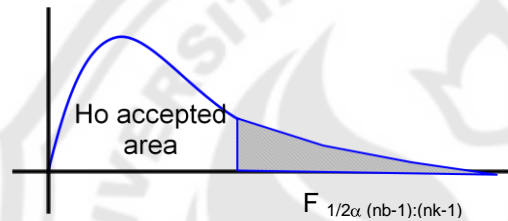
$$H_a : \sigma_1^2 \neq \sigma_2^2$$

The Calculation

Formula :

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

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



	Experimental	Control
Sum	2931	2802
n	37	37
\bar{x}	79.22	75.73
Variance (s^2)	22.7297	18.0916
Standart deviation (s)	4.77	4.25

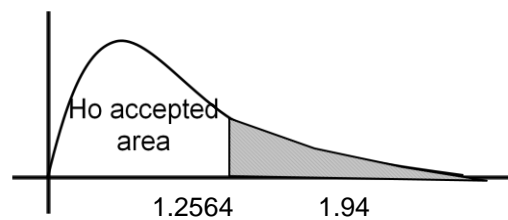
$$F = \frac{22.73}{18.09} = 1.2564$$

For $\alpha = 5\%$ with:

$$df1 = \begin{matrix} n & & 3 & & 3 \\ 1 & - & 1 & = & 7 & - & 1 & = & 6 \end{matrix}$$

$$df2 = \begin{matrix} n & & 3 & & 3 \\ 2 & - & 1 & = & 7 & - & 1 & = & 6 \end{matrix}$$

$$F_{(0.025)(36:36)} = 1.94$$



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

Appendix 12

Z-TEST OF POST-TEST

NO	CODE	SCORE	RANK	TOTAL OF RANK	NUMBER OF STUDENTS
1	C-01	74.00	38.0	761	37
2	C-02	69.00	24.5		
3	C-03	57.00	1.0		
4	C-04	68.00	19.0		
5	C-05	69.00	24.5		
6	C-06	72.00	34.5		
7	C-07	66.00	6.5		
8	C-08	67.00	13.0		
9	C-09	60.00	2.5		
10	C-10	65.00	6.5		
11	C-11	68.00	19.0		
12	C-12	69.00	24.5		
13	C-13	68.00	19.0		
14	C-14	69.00	24.5		
15	C-15	70.00	30.5		
16	C-16	67.00	13.0		
17	C-17	60.00	2.5		
18	C-18	70.00	30.5		
19	C-19	78.00	49.5		
20	C-20	67.00	13.0		
21	C-21	65.00	6.5		
22	C-22	70.00	30.5		
23	C-23	70.00	30.5		
24	C-24	67.00	13.0		
25	C-25	67.00	13.0		
26	C-26	76.00	44.0		
27	C-27	70.00	30.5		
28	C-28	73.00	36.0		
29	C-29	69.00	24.5		
30	C-30	68.00	19.0		
31	C-31	67.00	13.0		
32	C-32	67.00	13.0		
33	C-33	66.00	6.5		
34	C-34	68.00	19.0		
35	C-35	69.00	24.5		
36	C-36	66.00	6.5		
37	C-37	72.00	34.5		
38	E-01	78.00	49.5	1885	37
39	E-02	78.00	49.5		
40	E-03	65.00	6.5		
41	E-04	80.00	60.5		
42	E-05	80.00	60.5		
43	E-06	80.00	60.5		
44	E-07	80.00	60.5		
45	E-08	75.00	41.0		
46	E-09	78.00	49.5		
47	E-10	86.00	71.0		
48	E-11	91.00	74.0		
49	E-12	79.00	55.5		
50	E-13	79.00	55.5		
51	E-14	77.00	45.5		

52	E-15	83.00	68.5
53	E-16	70.00	30.5
54	E-17	75.00	41.0
55	E-18	82.00	66.5
56	E-19	79.00	55.5
57	E-20	81.00	64.0
58	E-21	77.00	45.5
59	E-22	82.00	66.5
60	E-23	79.00	55.5
61	E-24	75.00	41.0
62	E-25	79.00	55.5
63	E-26	74.00	38.0
64	E-27	87.00	7.3
65	E-28	81.00	64.0
66	E-29	79.00	55.5
67	E-30	78.00	49.5
68	E-31	85.00	70.0
69	E-32	76.00	44.0
70	E-33	87.00	7.3
71	E-34	78.00	49.5
72	E-35	81.00	64.0
73	E-36	74.00	38.0
74	E-37	83.00	68.5

Hypothesis Ho = There is no significant difference between experimental and control groups.
Ha = There is significant difference between experimental and control groups.

Formula:
$$U = n_1 n_2 + \frac{n_1 (n_2 + 1) - R_1}{2}$$

or

$$U = n_1 n_2 + \frac{n_2 (n_1 + 1) - R_2}{2}$$

$$U = 37 \cdot 37 + \frac{37 (37 + 1) - 761}{2} = 2072 - 761 = 1311$$

$$U = 37 \cdot 37 + \frac{37 (37 + 1) - 1885}{2} = 2072 - 1885 = 187$$

$$Z_{\text{value}} = \frac{U - \frac{n_1 \times n_2}{2}}{\sqrt{\frac{(n_1) (n_2)}{(n_1 + n_2 + 1)}}} = \frac{0 - \frac{37 \times 37}{2}}{\sqrt{\frac{102675}{12}}} = 5.378$$

For $\alpha = 5\%$, $Z_{\text{table}} = \pm 1.96$

-1.96

1.96

5.378

Since $z_{\text{value}} > z_{\text{table}}$, it means there is significant difference between experimental and control groups in the post-test

Appendix 14

PRE-TEST AND POST-TEST SCORES

No	Code	Experimental Group		No	Code	Control Group	
		Pre-Test	Post-Test			Pre-Test	Post-Test
1	E-01	60	78	1	C-01	74	76
2	E-02	70	78	2	C-02	69	78
3	E-03	68	65	3	C-03	57	61
4	E-04	68	80	4	C-04	68	76
5	E-05	73	80	5	C-05	69	73
6	E-06	69	80	6	C-06	72	81
7	E-07	66	80	7	C-07	66	81
8	E-08	69	75	8	C-08	67	78
9	E-09	68	78	9	C-09	60	76
10	E-10	69	86	10	C-10	65	74
11	E-11	79	91	11	C-11	68	78
12	E-12	73	79	12	C-12	69	69
13	E-13	75	79	13	C-13	68	65
14	E-14	70	77	14	C-14	69	69
15	E-15	58	83	15	C-15	70	81
16	E-16	71	70	16	C-16	67	75
17	E-17	69	75	17	C-17	60	72
18	E-18	71	82	18	C-18	70	75
19	E-19	69	79	19	C-19	78	83
20	E-20	66	81	20	C-20	67	78
21	E-21	68	77	21	C-21	65	77
22	E-22	71	82	22	C-22	70	78
23	E-23	70	79	23	C-23	70	77
24	E-24	66	75	24	C-24	67	77
25	E-25	67	79	25	C-25	67	76
26	E-26	67	74	26	C-26	76	78
27	E-27	67	87	27	C-27	70	79
28	E-28	67	81	28	C-28	73	76
29	E-29	75	79	29	C-29	69	77
30	E-30	67	78	30	C-30	68	77
31	E-31	67	85	31	C-31	67	75
32	E-32	59	76	32	C-32	67	75
33	E-33	73	87	33	C-33	66	77
34	E-34	67	78	34	C-34	68	74
35	E-35	69	81	35	C-35	69	76
36	E-36	65	74	36	C-36	66	75
37	E-37	67	83	37	C-37	72	79
Sum		2533	2931	Sum		2523	2802
Average		68.46	79.22	Average		68.19	75.73

Appendix 15

Z-TEST OF PRETEST-POSTTEST

NO	CODE	SCORE	RANK	TOTAL OF RANK	NUMBER OF STUDENTS
1	C-01	2.00	5.5	1134	37
2	C-02	9.00	37.0		
3	C-03	4.00	10.5		
4	C-04	8.00	28.0		
5	C-05	4.00	10.5		
6	C-06	9.00	37.0		
7	C-07	15.00	65.5		
8	C-08	11.00	51.0		
9	C-09	16.00	67.5		
10	C-10	9.00	37.0		
11	C-11	10.00	44.5		
12	C-12	0.00	4.5		
13	C-13	-3.00	1.5		
14	C-14	0.00	4.5		
15	C-15	11.00	51.0		
16	C-16	8.00	28.0		
17	C-17	12.00	58.5		
18	C-18	5.00	15.5		
19	C-19	5.00	15.5		
20	C-20	11.00	51.0		
21	C-21	12.00	58.5		
22	C-22	8.00	28.0		
23	C-23	7.00	21.0		
24	C-24	10.00	44.5		
25	C-25	9.00	37.0		
26	C-26	2.00	5.5		
27	C-27	9.00	37.0		
28	C-28	3.00	8.0		
29	C-29	8.00	28.0		
30	C-30	9.00	37.0		
31	C-31	8.00	28.0		
32	C-32	8.00	28.0		
33	C-33	11.00	51.0		
34	C-34	6.00	19.0		
35	C-35	7.00	21.0		
36	C-36	9.00	37.0		
37	C-37	7.00	21.0		
38	E-01	18.00	71.5	1650	37
39	E-02	8.00	28.0		
40	E-03	-3.00	1.5		
41	E-04	12.00	58.5		
42	E-05	7.00	21.0		
43	E-06	11.00	51.0		
44	E-07	14.00	63.0		
45	E-08	6.00	19.0		
46	E-09	10.00	44.5		
47	E-10	17.00	69.0		
48	E-11	12.00	58.5		
49	E-12	6.00	19.0		
50	E-13	4.00	10.5		
51	E-14	7.00	21.0		

52	E-15	25.00	74.0
53	E-16	-1.00	3.0
54	E-17	6.00	19.0
55	E-18	11.00	51.0
56	E-19	10.00	44.5
57	E-20	15.00	65.5
58	E-21	9.00	37.0
59	E-22	11.00	51.0
60	E-23	9.00	37.0
61	E-24	9.00	37.0
62	E-25	12.00	58.5
63	E-26	7.00	21.0
64	E-27	20.00	73.0
65	E-28	14.00	63.0
66	E-29	4.00	10.5
67	E-30	11.00	51.0
68	E-31	18.00	71.5
69	E-32	17.00	69.0
70	E-33	14.00	63.0
71	E-34	11.00	51.0
72	E-35	12.00	58.5
73	E-36	9.00	37.0
74	E-37	16.00	67.5

Hypothesis Ho = There is no significant difference between experimental and control groups.

Ha = There is significant difference between experimental and control groups.

Formula:

$$U = n_1 n_2 + \frac{n_1 (n_2 + 1) - R_1}{2}$$

or

$$U = n_1 n_2 + \frac{n_2 (n_1 + 1) - R_2}{2}$$

$$U = 37 \cdot 37 + \frac{37 (37 + 1) - 1134}{2} = 2072 - 1134 = 939$$

$$U = 37 \cdot 37 + \frac{37 (37 + 1) - 1650}{2} = 2072 - 1650 = 423$$

$$Z \text{ value} = \sqrt{\frac{U - \frac{n_1 \times n_2}{2}}{\frac{(n_1)(n_2)(n_1 + n_2 + 1)}{12}}} = \sqrt{\frac{422.5 - \frac{37 \times 37}{2}}{\frac{102675}{12}}} = 2.832$$

For $\alpha = 5\%$, $Z_{\text{table}} = \pm 1.96$

-1.96

1.96

2.832

Because Z_{value} is not in the accepted area H_0 , so there is significant difference between the experimental and control groups in the pretest-posttest.

Appendix 16**INSTRUMENT OF PRETEST**

Genre : Analytical Exposition

Time Allotment : 60 minutes

Instruction:

1. Write your student number and class on the top right hand corner of your answer sheet.
2. Write an analytical exposition by developing the topic “Facebook”. Tell the readers your opinion about it. Persuade them that your opinion is right by giving arguments.
 - Be sure to include transitions and connectives to make coherent paragraphs.
 - Don't forget to use the topic sentence in each paragraph.
 - Elaborate your supporting sentence(s) by giving data examples, statistics, etc.
 - Be sure that there are not any errors in spelling, capitalization or pronoun reference.

INSTRUMENT OF POSTTEST

Genre : Analytical Exposition

Time Allotment : 60 minutes

Instruction:

3. Write your student number and class on the top right hand corner of your answer sheet.
4. Write an analytical exposition by developing the topic “Facebook”. Tell the readers your opinion about it. Persuade them that your opinion is right by giving arguments.
 - Be sure to include transitions and connectives to make coherent paragraphs.
 - Don't forget to use the topic sentence in each paragraph.
 - Elaborate your supporting sentence(s) by giving data examples, statistics, etc.
 - Be sure that there are not any errors in spelling, capitalization or pronoun reference.

Appendix 17**LESSON PLAN****(EXPERIMENTAL GROUP)**

The identity : SMA Negeri 1 Pemalang

Subject : English

Class Semester : XI/2

Time Allotment : 6 x 45' (3 meetings)

Standard Competence : **6.Menulis**

Mengungkapkan makna dalam teks fungsional pendek dan esai yang berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari.

Basic Competence : 6.2 Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *analytical exposition*.

I. TEXT TYPE

Essay text of analytical exposition

II. LEARNING OBJECTIVES

In the end of the meeting 75 % of students are able to:

- a. Identify information found in analytical exposition texts.
- b. Analyze the generic structure of analytical exposition text.
- c. Arrange an imperfect text into a good paragraph of analytical exposition.
- d. Write an essay in the form of analytical exposition.

III. MATERIAL

1. Written text of analytical exposition, for example:

THE IMPORTANCE OF ENGLISH

I personally think that English is the world's most important language.
Why do I say that?

Firstly, English is an international language. It is spoken by many people all over the world, either as a first or second language.

Secondly, English is also a key to open doors to scientific and technical knowledge which is needed for the economic and politics development of many countries in the world.

Thirdly, English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favourable than those who don't.

From the facts above, it is obvious that everybody needs to learn English to greet the global era.

2. The generic structure of analytical exposition
 - Statement of the position (Thesis)
 - Arguments
 - Reinforcement of the statement of position (Reiteration)
3. Language features of analytical exposition
 - Emotive words
 - Words that qualify statement
 - Words that link arguments
 - Usually present tense
4. Sentence connectors
 - Ordering and evaluating (firstly, secondly, after, then, finally, furthermore, the most important, most of all)
 - Contrast (although, however, whereas, on the other hand, yet, unlike)
 - Comparison (also, in addition, as well as, neither, similarly)
 - Explaining (because, since, therefore, thus, hence, consequently)
5. Vocabulary
6. Punctuation and spelling
7. Grammar

IV. METHOD

1. Question and Answer
2. Explanation
3. Discussion
4. Exercises
5. Cooperative Learning (Pairs Check)

V. LEARNING ACTIVITIES

1. OPENING (Meeting I, II, and III)

- The teacher greets the students.
- The teacher checks the attendance list

2. MAIN ACTIVITIES

Meeting I

(1) Elaboration

- Students answer warming up question related to the topic.
- Students give their opinion about the topic.

(2) Exploration

- Students look at the example of analytical exposition.
- Students are asked to read the text individually.
- Students find the meaning of some difficult vocabulary related to the text.
- Students are asked to find the social function/ the goal of analytical exposition.
- Students comprehend the social function/ the goal of analytical exposition.

- Students pay attention to the teacher's explanation about how to organize analytical exposition.
- Students find the generic structure of analytical exposition.
- Students pay attention to the teacher's explanation about the generic structure of analytical exposition.
- Students find the language features. Those are the use of simple present tense, emotive words, words that qualify statements, and words that link arguments.
- Teacher asks some comprehensive questions related to the text in order to check the students' understanding about the text.
- Students do exercise to rewrite an imperfect analytical exposition.

(3) Confirmation

- Students and teacher discuss about the exercise.
- Students pay attention to the teacher's explanation about the right text.
- Students are given reinforcement.

Meeting II

(1) Elaboration

- Students review what they have learned in the last meeting.
- Students are asked some questions related to the topic (moving class) in order to collect vocabulary.

(2) Exploration

- Students work in pair; create an analytical exposition about moving class.
- After they finish, they exchange their work with other pair.
- Students check their peers' work.
- Students write their final draft.

(3) Confirmation

- Teacher makes comment and corrects the students' writing in the aspects of organization of the text; content, grammar, punctuation, spelling and mechanic, and style and quality of expression.

Meeting III

(1) Elaboration

- Students review what they have learned in the last meeting.
- Students are asked some questions related to the topic (mobile phone) in order to collect vocabulary.

(2) Exploration

- Students work in pair; create analytical exposition about mobile phone.
- After they finish, they exchange their work with other pair.
- Students check their peers' work.
- Students write the final draft.

(4) Confirmation

- Teacher makes comment and corrects the students' writing in the aspects of organization of the text; content; grammar; punctuation, spelling and mechanic; and style and quality of expression.

3. **CLOSING (Meeting I, II, and III)**

- Teacher gives summary and conclusion about what they have learned.
- Students give comments about the lesson.
- Teacher gives the reinforcement to the students.
- Teacher says goodbye.

VI. SOURCE OF MEDIA

1. "LOOK AHEAD 2 For Senior High School Students"
2. Power Point Presentation
3. Dictionary

VII. ASSIGNMENTS

1. Meeting I

Students are asked to rewrite an imperfect analytical exposition.

2. Meeting II

Students are asked to create analytical exposition about moving class.

3. Meeting III

Students are asked to create analytical exposition about mobile phone.

VIII. INSTRUMENT

1. Meeting I

Do in pair.

Put the correct punctuation and capitalization to the following text.

Correct the grammar if needed.

Separate parts of the text into its text structure.

Provide its title and conclusion.

pop stars today enjoy a style of living which once belonged to rich people only once they are famous they may enjoy the lives of million-aires in the first place wherever they go people will greet them cheerfully the crowd go wild trying to catch a brief glimpse of their smiling colorfully dressed idols second the stars are driven in rolls Royce private helicopters or executive aeroplanes they cannot enjoy the freedom of going aloe anymore furthermore they are surrounded by managers body guards and press agents photograph of them appear regularly in newspapers magazines and tvs and all their comings goings and doings are reported it is obvious that the lives of pop stars

2. Meeting II

Genre : Analytical Exposition

Time Allotment : 70 minutes

Instruction:

- (1) Work in pair.
- (2) Write an analytical exposition about moving class. Tell the readers your opinion about moving class. Persuade them that your opinion is right by giving arguments.
- (3) After you finish writing your draft, exchange your work with other pair.
- (4) Read your friends' draft.
- (5) Underline words, phrases or expressions that are not correct or that are difficult to understand.
- (6) Check your friends' draft in the aspects of grammar, spelling, and punctuation.
- (7) Return your friend's draft after you finish checking it.
- (8) After you get your own draft, consider the points from other pair's comment; add them to your rough draft. Then write the final draft of your composition.
- (9) You may use your dictionary.

3. Meeting III

Genre : Report

Time Allotment : 70 minutes

Instruction:

- (1) Work in pair.
- (2) Write an analytical exposition about mobile phone. Tell the readers your opinion whether or not students are allowed to bring mobile phone to school. Persuade them that your opinion is right by giving arguments.
- (3) After you finish writing your draft, exchange your work with other pair.
- (4) Read your friends' draft.

- (5) Underline words, phrases or expressions that are not correct or that are difficult to understand.
- (6) Check your friends' draft in the aspects of grammar, spelling, and punctuation.
- (7) Return your friend's draft after you finish checking it.
- (8) After you get your own draft, consider the points from other pair's comment; add them to your rough draft. Then write the final draft of your composition.
- (9) You may use your dictionary.

IX. RUBRIC

The students' writing will be scored based on the scoring guidance taken from Boardman and Frydenberg (2002: 180).

Pemalang, Februari 2011

Mengetahui,
Guru Pendamping,

Mahasiswa Praktikan,

Dra. Ely Miliasari

Nirna Nirmala

NIP 19640408 198803 2 010

NIM 2201407073

Appendix 18**LESSON PLAN****(CONTROL GROUP)**

The identity : SMA Negeri 1 Pemalang

Subject : English

Class Semester : XI/2

Time Allotment: 6 x 45' (3 meetings)

Standard Competence : **6.Menulis**

Mengungkapkan makna dalam teks fungsional pendek dan esai yang berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari.

Basic Competence : 6.2 Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *analytical exposition*.

X. TEXT TYPE

Essay text of analytical exposition

XI. LEARNING OBJECTIVES

In the end of the meeting 75 % of students are able to:

- e. Identify information found in analytical exposition texts.
- f. Analyze the generic structure of analytical exposition texts.
- g. Write an essay in the form of analytical exposition

XII. MATERIAL

1. Written text of analytical exposition, for example:

THE IMPORTANCE OF ENGLISH

I personally think that English is the world's most important language. Why do I say that?

Firstly, English is an international language. It is spoken by many people all over the world, either as a first or second language.

Secondly, English is also a key to open doors to scientific and technical knowledge which is needed for the economic and politics development of many countries in the world.

Thirdly, English is a top requirement of those seeking jobs. Applicants who master either active or passive English are more favourable than those who don't.

From the facts above, it is obvious that everybody needs to learn English to greet the global era.

2. The generic structure of analytical exposition
 - Statement of the position (Thesis)
 - Arguments
 - Reinforcement of the statement of position (Reiteration)
3. Language features of analytical exposition
 - Emotive words
 - Words that qualify statement
 - Words that link arguments
 - Usually present tense
4. Sentence connectors
 - Ordering and evaluating (firstly, secondly, after, then, finally, furthermore, the most important, most of all)
 - Contrast (although, however, whereas, on the other hand, yet, unlike)
 - Comparison (also, in addition, as well as, neither, similarly)
 - Explaining (because, since, therefore, thus, hence, consequently)
5. Vocabulary
6. Punctuation and spelling
7. Grammar

XIII. METHOD

1. Question and Answer
2. Explanation
3. Discussion
4. Exercises

XIV. LEARNING ACTIVITIES

1. OPENING (Meeting I, II, and III)

- The teacher greets the students.
- The teacher checks the attendance list

2. MAIN ACTIVITIES

Meeting I

(2) Elaboration

- Students answer warming up question related to the lesson.

(2) Exploration

- Students look at the example of analytical exposition.
- Students are asked to read the text individually.
- Students find the meaning of some difficult vocabulary related to the text.
- Students are asked to find the social function/ the goal of analytical exposition.
- Students comprehend the social function/ the goal of analytical exposition.
- Students find the generic structure of analytical exposition.
- Students find the language features. Those are the use of simple present tense, emotive words, words that qualify statements, and words that link arguments.
- Teacher asks some comprehensive questions related to the text in order to check the students' understanding about the text.
- Students do exercise on the textbook.

(3) Confirmation

- Students and teacher discuss about the exercise.
- Students are given reinforcement.

Meeting II

(5) Elaboration

- Students review what they have learned in the last meeting.

(6) Exploration

- Students do exercise on the textbook.

- Students and the teacher have discussion about moving class.

(7) Confirmation

- Students and teacher discuss the exercise.

Meeting III

(3) Elaboration

- Students review what they have learned in the last meeting.

(4) Exploration

- Students are asked to write their opinion about moving class which has been discussed in the previous meeting in the form of analytical exposition.

(5) Confirmation

- Students and teacher discuss the exercise.

3. CLOSING (Meeting I, II, and III)

- Teacher gives summary and conclusion about what they have learned.
- Students give comments about the lesson.
- Teacher gives the reinforcement to the students.
- Teacher says goodbye.

XV. SOURCE OF MEDIA

1. "LOOK AHEAD 2 For Senior High School Students"
2. Power Point Presentation
3. Dictionary

XVI. ASSIGNMENTS / INSTRUMENTS

1. Meeting I

Students are asked to rewrite an analytical exposition and separate the text into its parts. (*Look Ahead 2 for Senior High School*, page 121)

2. Meeting II

Students are asked to rearrange cues in proper word order to make complete sentences and then arrange the sentences into a paragraph. (*Look Ahead 2 for Senior High School*, page 122)

3. Meeting III

Students are asked to make an analytical exposition about moving class.

XVII. RUBRIC

The students' writing will be scored based on the scoring guidance taken from Boardman and Frydenberg (2002: 180).

Pemalang, Februari 2011

Mengetahui,
Guru Pendamping,

Mahasiswa Praktikan,

Dra. Ely Miliasari

Nirna Nirmala

NIP 19640408 198803 2 010

NIM 2201407073

PERPUSTAKAAN
UNNES

Appendix 19

**LIST OF THE STUDENTS OF XI PSIS 2
(EXPERIMENTAL GROUP)**

NO	NAME	SEX	CODE
1	ALIEF RIZKY RAHARJO	L	E-01
2	AMIRUL ARIEF FATONY	L	E-02
3	ANAK CHAKTI BAGASKARA	L	E-03
4	ANI SUCINIASIH	P	E-04
5	ARY LISTYANI	P	E-05
6	ASRI ANDARINI	P	E-06
7	ASYFARO AINUN FATMALA	P	E-07
8	ATHIA RAKHMA	P	E-08
9	CINDY FARAH N. D.	P	E-09
10	DANTY ISMI HARVA F.	P	E-10
11	DESITA NURWIGATI	P	E-11
12	FARIZ HADYANTO	L	E-12
13	IBNU IKHSANUDIN BAHTIAR	L	E-13
14	IQLIMA KAUTSAR S.	P	E-14
15	IRFA KHOIRUDDIN	L	E-15
16	KARTIKA WULANDARI	P	E-16
17	KRIS AMALIA	P	E-17
18	KUSWINDI ASTUTI NUR	P	E-18
19	LAKSMI WAHYU KURNIASIH	P	E-19
20	MAHARANI DIAN P.	P	E-20
21	MARTIN YOGA PRATAMA	L	E-21
22	MOHAMMAD IQROM AFRA	L	E-22
23	MUNA FUADAN	L	E-23
24	NOVI DWI HANDAYANI	P	E-24
25	RIELA LARING LANU	P	E-25
26	RISKY FITRI ANINDYA	P	E-26
27	RISNA PUTRI YULIANTI	P	E-27
28	RIZKA AFRIDITA	P	E-28
29	RIZQI DHARMAWAN	L	E-29
30	SABRINA ZAKI	P	E-30
31	SHEILLA ISFAH HANI	P	E-31
32	SINGGIH KASAIID	L	E-32
33	SOFFATUL FUADDIYAH	P	E-33
34	SURYA RAMADHAN	L	E-34
35	VICKY FAWZAH	P	E-35
36	YAYAN KURNIA PUTRA	L	E-36
37	YUNI KARTIKA SARI	P	E-37

Appendix 20

**LIST OF THE STUDENTS OF XI PSIS 3
(CONTROL GROUP)**

NO	NAME	SEX	CODE
1	AGUNG PRASETYO	L	C-01
2	AHMAD HAFIZ	L	C-02
3	ANDHIKA NOVANDA TRY	L	C-03
4	ANINDYA PUTRI RALIEZA	P	C-04
5	ARYA WAHYU WIBAWA	L	C-05
6	BUDI BAYU AJI PRASTIO	L	C-06
7	CLAUDIA OKTAVIYANTI	P	C-07
8	DE AJENG ALIYAH	P	C-08
9	DEMAS BAGUS KUNCORO	L	C-09
10	DENI SETYANINGRUM	P	C-10
11	DEWI RATRI WULANDARI	P	C-11
12	DIAN AWALINA R	P	C-12
13	DIAN TITI WIDIARSIH	P	C-13
14	DITA FATMA A.	P	C-14
15	EVI SUGIARTI	P	C-15
16	FAISAL DANY ARTA	L	C-16
17	FITRININDYA FARRADINA T.	P	C-17
18	FITROTUN NISA	P	C-18
19	HAFIZH FURQONUL AMRULLAH	L	C-19
20	ISTIQOMAH FAJARYANTI	P	C-20
21	JONED HUTOMO PRIBADI	L	C-21
22	KARTIKA PANDU L.	P	C-22
23	KUNTUM PINESTHIANA	P	C-23
24	LINA MUZA YANNAH SABILA	P	C-24
25	MELISA AJIZAH DAHTINA	P	C-25
26	NABILA ASKAR	P	C-26
27	NANDA ROFIQ	L	C-27
28	OKI ARDIANSYAH	L	C-28
29	OVA MAERAKACA RAYIATMJA	P	C-29
30	R. ACHMAD BAYU WICAKSONO	L	C-30
31	RENDI HERMAWAN	L	C-31
32	RISKI PUTRI	P	C-32
33	SALIS HUDA FADHILLA	P	C-33
34	SELLY HERDIATI	P	C-34
35	SEPTIANA MAEHZA	P	C-35
36	SONY WAHYU OCTAVIAN	P	C-36
37	YEMIMA KRIST D	L	C-37