



**THE USE OF CLUSTERING TECHNIQUE TO IMPROVE
STUDENTS' ABILITY IN WRITING ANALYTICAL
EXPOSITIONS FOR SENIOR HIGH SCHOOL**
(An Experimental Research at the Students of the State Senior High School 1
Weru Sukoharjo of the Eleventh Year)

A final project
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ABSTRACT

Afrilia Suheni. THE USE OF CLUSTERING TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN WRITING ANALYTICAL EXPOSITIONS FOR SENIOR HIGH SCHOOL (An Experimental Research at the Students of the State Senior High School 1 Weru Sukoharjo of the Eleventh Year in the academic year 2010/2011). A final project. English Department, Languages and Arts Faculty, Semarang State University. First Advisor: Widhiyanto, S.Pd, M.Pd. Second Advisor: Dr. Dwi Anggani L.B., M. Hum.

Key words: *clustering technique, analytical exposition.*

The topic of this study is "The Use of Clustering Technique to Improve Students' Ability in Writing Analytical Expositions for Senior High School" (An Experimental Research at the Students of the State Senior High School 1 Weru Sukoharjo of the Eleventh Year in the academic year 2010/2011). The purpose of this study is to find how effective clustering techniques can improve the students' ability in writing analytical expositions.

An experimental research was designed to gather the data and I also gave students questionnaire to support the data. I used some tests to gather the data. The test was writing tests. It can be shown by differences of student mark and the average of the scores in every test. The average of the pre-test was 54.4 and the post-test was 79.6. It can be inferred that the clustering technique was effective helping students to generate ideas in writing analytical texts.

Hopefully, the results of the research can be used as consideration for teachers to make improvement of the teaching writing technique especially analytical exposition genre in that school.

Referring to my experiences in conducting this study, I offered several pedagogical implications. The first is that teacher should find out different technique, style, or method in teaching the students. So, the students do not only understand the material well but also they can enlarge and enrich their knowledge. The second is that the teacher should create a comfort atmosphere in the class, and a good relationship between the teacher and the students or between the students themselves. Furthermore, it is also important that teacher uses time allotted effectively, so that the students can practice a lot and get more exercises without ignoring other material.

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MOTTO AND DEDICATION

MOTTO:

- ❖ Surely Allah does not change the condition of a people until they change their own condition (QS. Ar-Raʿdu:11)
- ❖ You who believe! If you help (the cause of) Allah, He will help you and make firm your feet (Muhammad: 7)
- ❖ Allah will exalt those of you who believe, and those who are given knowledge, in high degrees; and Allah is Aware of what you do. (Al-Mujaadilah: 11)

DEDICATION

This final project is dedicated to:

- ♥ My beloved mother, father, and sisters. Thanks for your continuous prayers.
- ♥ My beloved sisters in Maria Al-Qibthiya 2010.
- ♥ My family in Liqoʻat who always give me support.
- ♥ My family in TPAI, UKKI, LINGUA BASE, and OBSESI.

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CHAPTER I

INTRODUCTION

In this chapter I would like to discuss general background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, and outline of the study. The further discussion is as follows:

1.1 Background of the Study

English is considered as one of compulsory subjects at Junior and Senior high Schools. It is not only considered as the first foreign language but also have an important position in determining whether or not the students go on to the next level. Or even it also determines whether the students pass the final exam or not. The students have to master the materials based on the curriculum to pass their final exam. As the compulsory subject, it is taught from the first grade of junior high school up to third grade of senior high school. The students of junior and senior high school are required to have enough competence in English because it becomes a subject tested at nation final examination.

In learning English, students have to deal with four language skills (listening, speaking, reading, and writing) and this learning is supported by language components such as grammar, vocabulary, and spelling. Those four skills are related

to one another. Consequently, an English teacher has to consider these four skills in dealing with the English materials. The teacher may not leave one skill behind the others so the teaching of these four skills should be done in integrated way and comprehensive way.

Based on the School Based Curriculum, teaching of English in senior high school is expected to achieve *informational* level because the students are prepared to continue their study into the next level, in this case university. And in achieving that target, there are three competences should be reached by the students. First, a competence to understand and produce written or oral text, it involves four language skills (listening, speaking, reading, and writing). Second, a competence to understand and produce monologue, short functional texts, and essay. The last is an endorser competence including linguistic competence, socio-cultural competence, strategic competence, actional competence and discourse competence. Related to those competencies above, in writing, students should achieve a competence to understand and produce monologue, short functional text, and essay which are identical with composing a paragraph, text or such another written product. The genres that should be produced are procedure, descriptive, recount, narrative, report, news item, spoof, explanation, discussion, review, public speaking, hortatory exposition and analytical exposition. Of course it is quite difficult for the students to master well about writing all of those genres.

Moreover, one type of genre taught in senior high school is analytical exposition. Writing analytical exposition is placed in senior high school curriculum that delivered in second semester of eleven year. Students should understand and able to produce analytical exposition. This material is quite difficult for them. In many schools, the students always get difficulty to begin writing. Besides about the vocabulary, they are confused by the idea, topic or what content they should write. Even if they have decided the topic, it is still difficult for them to generate their ideas, from where they should generate the ideas they've got.

Thinking about that problem, I also heard from some students of a senior high school in my hometown which is the only one state senior high school in my village facing the same problem gets difficulty in producing analytical exposition. The school is SMAN 1 Weru Sukoharjo. Based on my previous observation about the students result in writing analytical exposition, I conclude that they still get a crucial difficulty in understanding the analytical exposition text or even producing a text. Realizing the case that analytical is quite difficult for the students; I try to find out a certain technique in make easier this material.

Teaching analytical exposition is not an easy case. As a teacher, we should try to find out the most appropriate way to teach well and make our students master well the material we've delivered to them. The students have to master well first about analytical exposition and then able to produce text. At least, they are able to

identify well the generic structure and the key words of each part. And it needs a deep understanding about this material.

Writing is a process, and it has to be done little by little, not instantly. Sometime, we are as a teacher still face a little bit difficult in starting writing. So, it is also still very difficult for our students as a beginner. Writing a paragraph or genre, we have to get the keywords or main idea first. And as we know that in the process of writing we have some stages or steps to produce final text. And one of them is through clustering technique. It is the first step to generate our ideas by making such cluster after we got our keywords for the paragraph.

In this study, I want to focus my research in finding out whether clustering technique is effective or not in improving students' ability in generating ideas for writing analytical expositions in Senior High School.

1.2 Reasons for Choosing the Topic

I chose this topic because of some reasons:

- 1) Writing analytical exposition without stimuli or warming up and generate it to the final analytical exposition text is still difficult for senior high school students.
- 2) Clustering technique in pre-writing process to find out and generate ideas is effective and useful for the students. As we know that writing is

a process and need such a pre-writing to find the complete idea. And clustering technique is one of the effective techniques.

- 3) I chose clustering technique because it is one of the pre-writing techniques that make easier to generate ideas in composing a passage or genre. When people want to compose genre, it needs a kind of stimuli to find out ideas and clustering technique is one effective way to achieve it.
- 4) I chose SMA N 1 Weru because the students' mastery of this material still poor and need a certain way to improve the students' mastery about composing analytical exposition.

1.3 Statements of the Problem

In this thesis, I limit the discussion by stating the following problem:

How effective is clustering techniques improve the students' ability in writing analytical expositions?

1.4 Objective of the Study

In this thesis, the objective of the study is to find out whether clustering technique is effective improve students' ability in writing analytical exposition or not.

1.5 Significance of the Study

Basically, there are three kinds of research significant: the theoretically significance, the practically significance, and the pedagogically significance.

The significances are as follows:

1) Theoretically significance.

The research findings will enrich the previous theories and research finding about language skills, especially writing and effective teaching of writing.

2) Practically significance.

The research finding will give some advantages to English teachers, the curriculum makers and the effort to develop the learning and teaching a language in school.

3) Pedagogically significance

The research finding would also give some advantages to the further research and development effort as a reference and empirical evidence.

Considering those three kinds of research significance, I conduct the study in order to give advantages for both the students and the English teacher:

a) For students

Knowing that it is still difficult for the senior high school students in composing analytical exposition text, I try to find out the appropriate way or technique in solving this problem. And the technique has to give contribution especially for the students. It will give an appropriate technique to generate ideas in developing their skill in writing analytical exposition

b) For English teachers

This research gives advantages not only for the students, but also for the teachers as a people who will give more contribution for the students' understanding and students' mastery. It will give an alternative technique to make easier and more effective in writing analytical exposition for their students. The teacher will get more way or technique in their teaching to be more effective and full of variation.

1.6 Outline of the Study

The outline of the study is as follows:

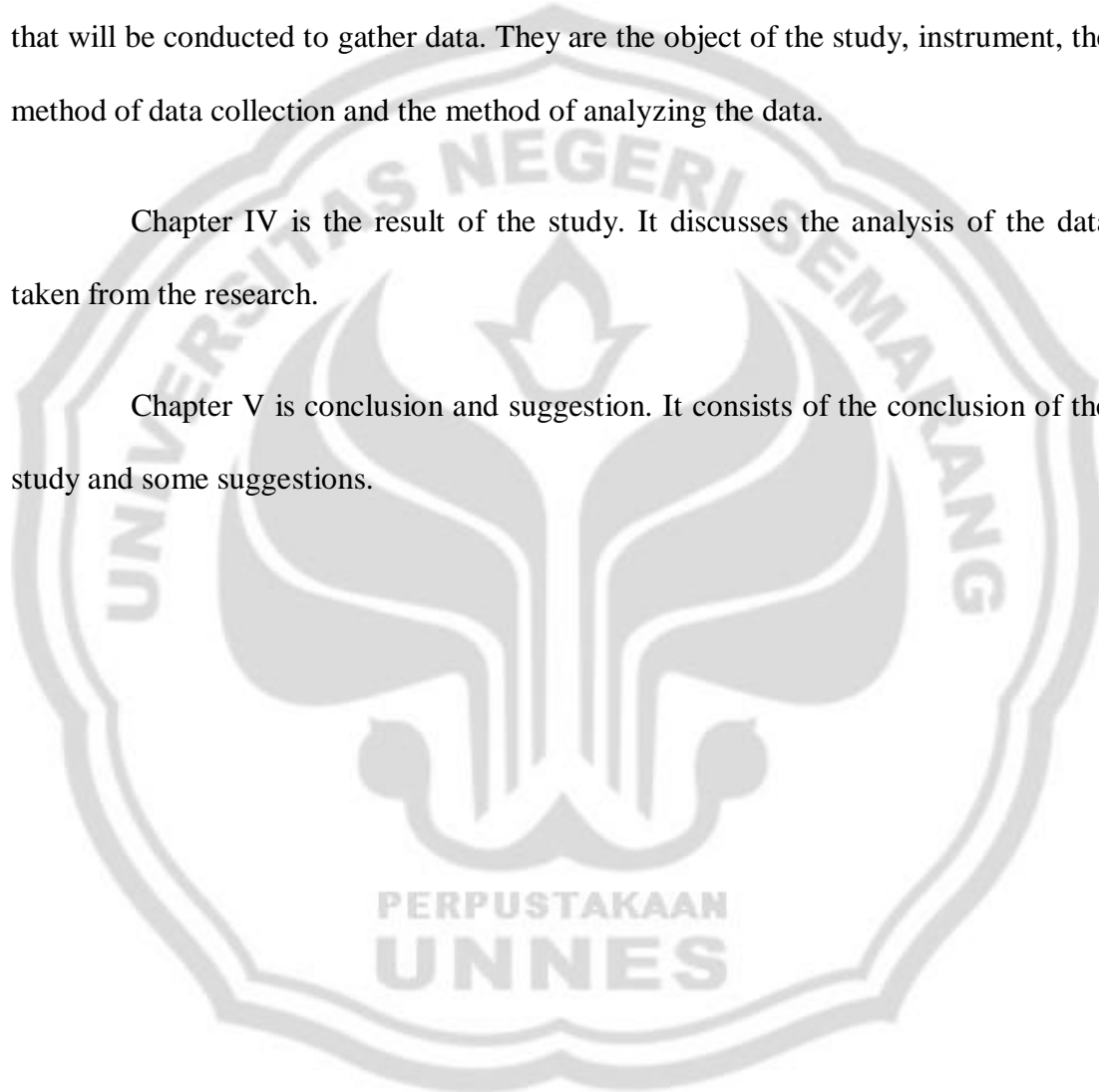
Chapter I is an introduction. It consists of general background of the study, the reasons for choosing the topic, the statement of the problem, the objective of the study, significance of the study, and outline of the study.

Chapter II is review to the related literature. It discusses the literature that relates to the topic of discussion.

Chapter III is method of investigation. It consists of the research method that will be conducted to gather data. They are the object of the study, instrument, the method of data collection and the method of analyzing the data.

Chapter IV is the result of the study. It discusses the analysis of the data taken from the research.

Chapter V is conclusion and suggestion. It consists of the conclusion of the study and some suggestions.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter, I will discuss general concept of writing, general concept of analytical exposition, and clustering technique. All discussions in this chapter are as follows:

2.1 General Concept of Writing

Writing, as one of the four language skills, is considered as a difficult skill because the writers should consider some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way. Moreover, writing might be the most difficult skill for non-native speakers because they have to master all elements above in making a written product. Meyers (2005:1) states that:

“Writing is a way to produce language, which you do naturally when you speak. Writing isn’t much different, except that you take more time to think about your subject, the person or people you’ll be discussing it with, and the goal you hope to achieve in that discussion. And you also take more time to revise your work.”

The explanation above shows that writing is a process to produce language. It is like our conversation or dialogue we usually perform in our daily life. However we can have more time to correct and revise our statements after we reread the draft.

Writing is a process, which may refer to two activities: the inscribing characters on a medium, with the intention of forming words and other lingual constructs that represent language and recording information to be conveyed through written language. It means that the writers need a process to record something and write about it.

Written text is considered as a product of communication. Communication in writing tends to involve a thinking process. We need to think about what topic or idea we should choose, think and consider about our choice of words, vocabulary, content, and grammar. It is a thinking process to make unity all components to produce a written product.

2.1.1 The Notion of Writing

People have practiced writing since long time ago. Harmer (2004:3) says that:

“Long ago writing really started; it has remained for most of its history a minority occupation. This is in part because although almost human beings grow up speaking as a matter of course, writing has to be taught” .ö

From the statement above, it shows the importance of writing. In teaching writing, in this case for the senior high school, students are required to express the meaning by developing its rhetoric steps correctly in written text in the form of

descriptive, narrative anecdote, analysis exposition and simple hortatory exposition with emphasizing on ideational and textual meaning (Competence Based Curriculum 2004). Although it is a difficult skill to develop, it is very important to be taught.

Writing is actually nothing when it deals with a child who concentrates on shaping individual letters. However, it will be quite different when we watch a college student sitting quietly in front of his table and trying hard to express his ideas experiences, thought and feelings that may be purposeful in the form of written language.

In this case, as stated by Gere and quoted by Saraswati (1969:9) in Aryanti (2009) states that writing is a rule-governed behaviour. It means writing follows rules. Even making a very simple meaningful sentences like *õ He eatö* or *-He eatingö*, a sequence of rules is needed; e.g. the first letter of the word used as the beginning of a sentence should be in capital letter, the correlation of the inflection *õsö* in verb with a third singular person and singular subject such as he, she, it, Dinda, a doctor, an egg etc. the fact that there are a lot of students write *õ he eatö* or *õHe eatingö* instead of *õHe eats* and *õHe is eatingö* is an evidence that it is needed rules in writing.

Because of the differences between Indonesian and English languages, the students sometime make grammatically incomplete sentences though the content seems to be understandable. Then, writing is not simply drawing a range of

orthographic symbols but actually it involves a complex process where students have to use certain grammatical rules. It functions to make students' composition correctly, grammatically and meaningfully. Without knowing about theories in creating sentences, it is impossible for them to write and make composition correctly. Students will make mistakes in making sentences, but the students can face this problem by studying about the theories. To develop meaningful composition, the students should study and know about structure.

2.1.2 The Writing Skill

According to Heaton (1974:138), the writing skill are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into four main areas:

- 1) Grammatical skills: the ability to write correct sentences.

It's about how the writer arranges the words correctly, structurally, and orderly. The writer has to understand how to make sentence correctly based on its arrangement and obey the grammar and language rules. For example, when he/she wants to write "She read a book". This sentence grammatically wrong although from the content it's correct. The grammatically correct is "She reads a book".

- 2) Stylistic skills: the ability to manipulate sentences and use language effectively.

How the writer uses language effectively without using useless word or even repeating the same word or sentence which has the same meaning. He or she has to find out the suitable word to make sense the sentences. It's about the writer's ability to make the sentences easy understandable by the reader and do not make ambiguous meaning for them.

- 3) Mechanical skills: the ability to use correctly those conventions peculiar to the written language. e.g. punctuation spelling.

It's about the ability to use the rules or conventions in writing correctly, such as where the writer should place full-stop, coma, capital letter, etc (punctuation mark). He or she should place all punctuation marks correctly, so it will not make an ambiguous text for the readers and they will be easier in finding out the content and idea inside the text.

- 4) Judgment skills; the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

It relates with the writer's knowledge, concept of thinking, and perception. When the writer writes something, he or she should have certain purposes,

focus with the audience or reader, and state statements with relevant information and rational opinion. So, the reader or audience can receive the statements.

2.1.3 Types of Writing

Before discussing the types of writing, I quote Finocchiaro's opinion (1973:85), she says that:

“The type of writing system (alphabet, picture), which exists in the native language is an important factor in determining the ease or speed with which students learned to write.”

From the explanation above I concluded that it is not guaranteed that a native speaker is always able to write a good composition in his native language without having a creative power of anything beautiful or intrinsic value for the content of a composition. Yet, we can use this creative power as a sign that he knows how to write a foreign language. We should know the component of writing such as grammar, form, content, style, and mechanic in order to make a good composition.

According to Rivers (1968:242-243) writing falls into four types, i.e.:

1) Notation

“It is the simplest form of writing. It is an act of putting down in a conventional graphic form something that has been spoken.”

It just likes how the writer writes a symbol, letter, or even alphabet. So it's very easy and simple. The writer only writes down what he or she has heard from the speaker in form of conventional graphic or particular symbol. The writer doesn't need to think deeper because only transcribing everything he or she heard in form of simple symbol or graphic.

2) Spelling

öThis process is sometimes useful when specific sound-symbol conventions are under consideration, or when the student is being asked to discriminate among various sound. If recognizable units of the foreign language are involved, the process may be called spelling.ö

This type tells us about forming words with the correct letters in the correct order. How to spell each of a particular word, for example the word örabbitö, we spell it: r-a-b-b-i-t.

3) Writing Practice

öIt involves putting in a graphic form according to the system accepted by educated native speakersö combination of words that may be spoken to convey a certain meaning in a specific circumstance.ö

Here, it just about write down information or everything the speaker says. The writer doesn't need to be confused in finding out any idea or thinking about what he or she will write; but only need to pay attention, keep focus and concentration in hearing the

speaker talk, and write it down. It just like has a listening test and transcribes it into the written form.

4) Composition

It is the most highly developed form. The unlimited aim of a writer at this stage is to be able to express him in a polished literary form that requires the utilization of a special vocabulary and certain refinement of structure.

It is about how the writer composes a written product. It is difficult enough than others because we need to think about many things and considering some aspects in composing a written product itself. We should find out the topic or idea first, and then make a simple draft to guide us in our writing process until we finish our written product.

2.1.4 Steps in Writing

Meyer (2005:3-12) states that there are six steps to make a good writing, among others:

1) Exploring Ideas

Writing first involves discovering ideas. Before writing let our mind explore freely. Then record those thoughts by writing on whatever you can. As in speaking, you must have something to say a reason for saying it and someone to say it do.

a. Your Subject

Before writing, ask yourself, “what is the subject or the material they want to write about and what do I know about it?” Choose the subject that you care about and know about (or can find out about). Then you will have something interesting to say, and you will say it more clearly and confidently. You must select and then narrow your subject from the general to the particular. You will practice doing that in the exercise that follows.

b. Your Purpose

After deciding the subject, now ask yourself “What is the purpose?” Communicating always has a purpose to inform, to persuade, or to entertain or may be to do all there. You could inform, persuade or entertain your classmate with examples of odd incidents you have experienced at your job.

c. Your Audience

After deciding your subject and your purpose, ask yourself, “Who is the audience?” To answer that question requires one to determine what you say about your subject and what the purpose you hope to achieve. You may need to provide a lot of evidence to persuade reader who does not agree with your opinions, but provide fact less for someone who tends to agree with you.

2) Pre Writing

The second step of the writing process involves writing your thoughts on paper or on the computer. Don’t worry about making mistakes because you will

probably change your mind and your wording later anyway. This step is called pre writing. It is a time to relax, to write quickly and to begin organizing your thoughts.

a. Brainstorming

One way to capture your thought is by brainstorming or listing thoughts as they come to you. You might brainstorm a second or third time to generate more ideas.

b. Clustering

In clustering, you write your subject in the middle of the page and then circle it. You write related ideas around the circles as they occur to you. Then you circle the ideas and correct them to your subject circle. These related ideas are like branches.

This is the one that I intended to be my research. The further explanation about clustering is in the next chapter.

c. Free Writing

Another way to get started is free writing. You simply write about the subject without worrying about sentence, structure, spelling logic and grammar. Writing as you would speak so that you can get your ideas down fast.

3) Organizing

After you have put your ideas into words, you can begin to organize them. This process involves selecting, subtracting, and adding ideas, and then outlining them.

a. Selecting, Subtracting, and Adding

Think again about your purpose and audience. What goal do you want to accomplish to inform, persuade, or entertain? What point do you want to make? And what should you tell your readers so that you can accomplish those goals?

Return to your pre writing and do the following:

1. Underline or highlight the best ideas in your brainstorming list, putting related ideas together. Add to the list as more ideas occur to you and remove or ignore the parts that are not related to your choice.
2. Choose the part of the clustering diagram that has the best ideas. Do second diagrams explore those ideas in greater detail? Ignore the parts of the original diagram that are not related to your choice.
3. Create or highlight the best parts of your free writing. Do a second even a third free writing on them? Ignore the parts of each free writing that are not related to your choice. And focus specifically on your subject and add more details.

b. Outlining

After selecting, subtracting and adding, the writer can make an informal outline. Then the writer includes some supporting details under each category (Meyers, 2005:8-9).

4) Writing the First Draft

You have done some pre writing, selected your best ideas, expand on them and arranged them in some reasonable order. Now you can begin the first draft of your

paragraph. Don't worry about being perfect, so write fast as if were speaking to your readers.

Some steps for drafting can be stated follows;

- a. Say something about before you write it.
- b. Write fast by hand or by computer.
- c. Use only one side of the paper.
- d. Leave wide margins and double space to make room for changes.
- e. Save your work every time or ten minutes on the computer (Meyer, 2005:10)

5) Revising the Draft

Revising is among the most important steps in writing, especially for people who write in a second language. Revising means improving what you have already written, when you revise, you examine how well your first draft makes its point and achieves its purpose for its audience. That may require rearranging ideas, developing ideas further cut out ideas that do not support your point, and changing the wording of our sentences.

These are some tips for revising;

- a. Make notes in the margin or write new material or separate sheets of paper.
- b. Circle words you think you misspelled or will want to change later.
- c. Type or staple editing where you want them to go.

- d. On the computer use cut and paste or insert command to move things around.
- e. Print out a double space copy for revising, slow down and revise in pencil (Meyer, 2005:10).

6) Producing in the Final Copy

There are two steps in producing in the final copy, they are:

a. Editing

After you have revised your paragraph, you can edit your work, check it carefully. Focus on grammar, word choice, verbs form, punctuation and spelling. Read the paper more than one. This draft could be neat and should represent your best effort.

b. Proof reading

The final stage in revision process is proofreading. That means carefully reading your draft more than once to make correctly. (Meyer, 2005:11).

Writing develops through practice and reflection:

- 1) If writing becomes a habit for students - a place where they can explore ideas critically and creatively - their ability to write ó and think - well is likely to improve.
- 2) The ability of students to reflect on their writing and to judge its effectiveness can be helped by the use of some explicit teaching and models. As a simple example, students can be shown how to analyze any

essay title (whether it appears as a question or a proposition) into a series of claims that can form the basis for an argumentative answer.

2.1.5 Writing in the Second Language Classroom

The objective of teaching English in senior high school is the student should communicate spoken and written cycle by using the proper language variety correctly and fluently. In doing writing, students should understand the various meaning from a number of written text interaction and speak publicly especially for genre descriptive, narrative, spoof/recount, procedure, reports, news item, anecdote, analytical exposition, hortatory exposition, explanation, discussion, commentary and review.

According to a research done by Gumming upon the students of Senior High School that in Limbong (1997:27):

“Writing proficiency in L2 (second language) is influenced by the ability of the students in acquiring L2. Such being the case, it is clear then that writing ability can be learned like the mastering of a language that can be learned too.”

From the statement above, it shows that students’ writing ability can be achieved well if they can acquire well the second language (L2). It has a straight comparison between acquiring L2 (second language) and writing skill in L2. And it also can be learned like we can learn language.

Writing skill is complex and difficult to teach since in this case writing does not only mean putting down graphic form on a piece of paper. There are five components of writing (Harris, 1969:68-69):

- 1) Content: the substance of writing, the idea expressed.

It's about the content or meaning of the sentence. The reader will know the writer's intention, idea, or meaning by seeing the content itself. Whether all sentences support the topic and clear enough, it is occasionally be clearer but communication not impaired, or even its meaning is difficult to understand and make miss-communication.

- 2) Form: the organization of the content.

How the writer organizes the text orderly and correctly. It's about the composition of the text is made, whether the supporting sentences really support the main idea or not, about paragraph composition is made orderly with the content and idea or not, whether the conclusion is based on the arguments or not, about how should the writer writes a quotation, a theory from another book, references, etc.

- 3) Grammar : the employment of grammatical form and significance pattern.

It's about how the writer arranges the words correctly, structurally, and orderly. It includes the using of tenses, adverb, noun, adjective, and all about grammatical rules correctly. The writer has to understand how to make sentence correctly based on its arrangement and obey the grammar and language rules. For example: when the writer

wants to write *ōI studyingō*. By reading it, the reader will know the writer's intention, but actually it is grammatically wrong, the correct one is *ōI am studying or I studyō*.

4) Style: the choice of structures and lexical items to give.

How the writer uses language effectively without using useless word or even repeating the same word or sentence which has the same meaning. The writer has to find out the suitable word to make sense the sentences. It's about our ability to make the sentences easy understandable by the reader and do not make ambiguous meaning for them.

5) Mechanics: the use of the graphic convention of the language.

It's about how the writer uses the rules or conventions in writing correctly, such as where should place full-stop, coma, capital letter, etc (punctuation mark). The writer should place all punctuation marks correctly, so it will not make an ambiguous text for the readers and they will be easier in finding out the content and idea inside the text.

Related to the current curriculum, I took a theory from another book. It mentioned that there are five components of writing; they are organization, content, grammar, mechanics, and vocabulary (Brown, 2004: 244-245). The five components above are:

a) Organization

It consists of introduction, body, and conclusion. It's about how the writer makes a good relationship between the titles, introductory paragraph, and the topic, the body

of paragraph, generalisation, and conclusion. Its about whether all of the components above are support each other and composed orderly by the writer or not.

b) Content

Content here is about logical development of ideas. The ideas concrete and thoroughly developed or not, whether the essay addressed the issue or not, is there any extraneous material present or not in the text.

c) Grammar

It's about all the rules language application used by the writer. For example, native-like fluency English grammar, correctness of using relative clause, prepositions, modals, articles, verb forms and tense sequencing, etc.

d) Mechanics

It's about the punctuation, spelling, and all of the graphic convention of the language. It's about correctly using English writing conventions; all needed capitals, paragraph intended, using coma, full-stop, etc.

e) Vocabulary

It's about style and quality of expression. How the writer use precise vocabulary, parallel structures, word choosing, etc.

To encourage the students in their writing, an English teacher plays an important role in developing their ability. He or she should be patient and creative to support and help them improve their writing ability. If the students make mistakes in their writing composition, teachers help them to make the correctness of the mistakes.

Students are also given some reinforcements when they are writing mostly right and less mistakes. Reinforcements can help them to be confident and free to express their ideas into writing composition, so they can feel easy in improving their writing skills. He or She has to give them a lot of training and practicing how to express their idea into good sentences. So we can see the student's achievement in their writing composition.

2.1.6 Writing in the Current Curriculum.

In the current curriculum, writing is also very important for the students. They are intended to master well all this material and are able to produce some written products. In this case, students should achieve a competence to understand and produce monologue, short functional text, and essay. It means that they have to be able in composing paragraphs, text or such a written product that we called genre. The genres that should be produced are procedure, descriptive, recount, narrative, report, news item, spoof, explanation, discussion, review, public speaking, hortatory exposition and analytical exposition.

In teaching writing, we need to find out and apply a particular approach to achieve its purpose. An approach to curriculum design and program planning which is informed by a systemic-functional model of language and literacy are based on:

- 1) Theoretical understanding of language and literacy
- 2) Initial and ongoing assessment of learners

- 3) Analysis of learners' needs and goals
- 4) Analysis of demands of language content (Hammond, 1992 : 15)

Program planning draws on the above and involves making decisions about program aims, appropriate content and teaching methodology.

The assessment of learners' needs and of their progress in developing control over written language occurs at each stage in the planning and teaching of programs. Such assessment determines choices which are made in the selection and sequencing of content and preparation of appropriate classroom tasks and activities. The overall process of curriculum designs involves making decisions regarding learners' needs, program goals, selecting and sequencing of activities, assessment and evaluation.

In this approach of teaching writing, classroom programming is based on four stages in a teaching-learning cycle which are aimed at providing support for learners as they move from spoken to written texts. These four stages are:

- a. Building knowledge of the field (BKOF)

The stage of BKOF is extremely important for adult learners, especially ESL learners, as it is the point at which overall knowledge of the cultural, and social contexts of the topic is built and developed. It is important for all learners to have an understanding of the topic before being expected to write about it.

Classroom tasks and activities at this stage enable learners to:

- (1) Explore cultural similarities and differences related to the topic
- (2) Practice grammatical patterns relevant to the topic or text type
- (3) Build up and extend vocabulary relevant to the text type

b. Modelling of the text (MOT)

This stage involves introducing the learners to a model of the genre they will be reading or writing. Here, there is an explicit focus on analyzing the genre through a model text related to the course topic.

This involves preparing the learner for reading and writing by:

- (1) Focusing on the genre as a written object
- (2) Discussing the social function of the genre and the purpose intended by the reader or writer
- (3) Analyzing characteristics schematic structure and grammatical patterns.

c. Joint construction of the text (JCOT)

At this stage, the aim is for the teacher to work with the learners to construct a similar text. The teacher first needs to assess the extent of the learners' knowledge and understanding of the field. The emphasis at this stage is on the teacher providing guidance and support in order to convert and reshape language from the spoken to written mode. The teacher therefore provides explicit support to the learners through questions and elicitation and by modelling the writing process with the learners.

d. Independent construction of the text (ICOT)

Here, the focus is less on the providing explicit support than being available to consult with individual learners as they require assistance or feedback. The teachers' role is to provide constructive comments to the learners on what further development may be necessary. This means analyzing and identifying through whole class, group or individual work, where and why problem areas are occurring in the texts and whether they relate, for example, to overall schematic structure or to grammatical patterns, spelling or punctuation. (Hammond, 1992:17-23)

All of those explanations above are the curriculum guidance for the teacher in teaching English especially about writing or producing text. There are some genres should be delivered to the senior high school students, they are procedure, descriptive, recount, narrative, report, news item, spoof, explanation, discussion, review, public speaking, hortatory exposition and analytical exposition. It's quite difficult to make the students master all well, but by applying the curriculum appropriately, it will be manageable and achievable. Especially about analytical exposition, it's difficult enough for the students than the others. However, it will be easier for them if the teacher try hard to help and motivate them well.

2.2 General Concept of Analytical Exposition

An *exposition* is a rhetorical discourse that provides information about or an explanation of difficult materials. An analytical writing interprets subtle meanings, imagery, allegories, or other symbolism in a literary or artistic work. Exposition is a text that elaborates the writer's idea about the surrounding phenomenon. It also is a piece of text that presents one side of an issue. Its social function is to persuade the reader that the idea is an important matter.

1) Social function

It functions to persuade the reader or listener to take action on some matters. If we have ever tried to persuade someone to believe something or if you have argued with someone, then you have used the exposition text. The purpose of its text is to persuade the reader or listener by presenting one side of an argument.

2) Generic Structure of Analytical Exposition.

a. Thesis: Introducing the topic and indicating the writer's position.

It is an introductory statement that gives the author's point of view and previews the arguments that will follow. It introduces topics and indicates the writer's position or we can call it as an opening statement that indicates the writer's idea or point of view.

b. Argument 1: Explaining the argument to support the writer's position.

It consists of a point and elaboration sequence. The number of points may

vary, but each must be supported by discussion and evidence.

- c. Argument 2: Explaining other arguments to support the writer's position.

It just like the first argument, we can call it as another arguments to support the writer's idea. To strengthen and ensure the readers, the writer should give many opinions or arguments and evidences. It is a series of arguments that aim to convince the audiences or readers.

- d. Reiteration: Restating the writer's position.

It is a conclusion that sums up the arguments and reinforces the writer's point of view. It restates the position more forcefully in the light of the arguments presented.

3) Language Features of Analytical Exposition

- a. use of causal and additive connectives to construct the argument such as, however, on the other hand, therefore, thus, leads to, creates, consequently, firstly, secondly, another reason, moreover, in addition, finally, etc
- b. Use of verbs of being and having for example, it hasí ., it includesí ., it consist of, such así , for exampleí . This is to support our opinion and give evidence to the readers.
- c. Verbs of thinking and feeling predominantly in the thesis and summing-up stages such as, in my opinion, my opinion is, according to me (thesis); I feel í í , it needs í í
- d. Use of vocabulary items to indicate the writer's attitude

To convince the readers about the writer's opinion, he or she needs state words or vocabulary to indicate his/her position. For example: it has special power, it gives advantages, etc

e. Use of modality to indicate writer's attitude for example: you should consider about this, you mayí , you have to think about it, (Hammod,1992: 80)

f. Usually present tense Compound and complex sentences

For example: In Australia there are three levels of government í ... , First, the federal government is necessary for the big things..., etc.

2.3 Clustering technique

Clustering is a brainstorming activity that generates ideas, images and feelings around a topic or stimulus word.

Clustering technique is similar with brainstorming activity that we can use to generate ideas.

öIn clustering, you write your subject in the middle of the page and then circle it. You write related ideas around the circle as they occur to you. Then you circle the ideas and connect them to your subject circle. These related ideas are like branches. You can then add more branches to the subject circle or to the related ideas as they occur to you. (Meyer, 2005: 6-7).ö

Clustering technique here used to stimulate the students to think and write or even discuss more. It also as a method that maximizes activities participation,

affords immediate knowledge as to its understanding, and emphasizes critical thinking.

Writing is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a process, not a product. The writer has stated above that there are some stages in writing process: pre-writing, planning, writing and revised drafts, and writing the final copy to hand in.

2.3.1 Techniques in pre-writing

There are many different pre-writing techniques. Some of the most common are listed below (<http://en.wikipedia.org/clustering technique.>):

- a. Brainstorming (jotting down one idea after another)
- b. Free writing (writing quickly about the general topic; the idea is to keep writing rather than focusing on correctness or sense). One method of freewriting that works well for the overly conscientious sort is to turn off your computer monitor so that you are unable to see your errors.
- c. Using a journal (keeping a journal as a source of ideas)
- d. Reading (without resorting to "theft," reading the ideas of others can often generate your own ideas)

- e. Outlining (listing and organizing your ideas; a technique that works best when some "pre-thinking" has already taken place)
- f. Using prompts (sets of questions that help you think about your topic from different angles)

One pre-writing technique that is especially helpful for visual learners is called clustering. In a cluster diagram the central events or components of an essay are presented visually; more detailed events branch off the main events to provide a visual overview of the entire narrative or report. Although in this example the main events are numbered chronologically, it isn't necessary to do so and may, in fact, hamper the writer's ability to re-order these events to "fit" the thesis or to present the material more dramatically.

2.3.2 Method of clustering technique

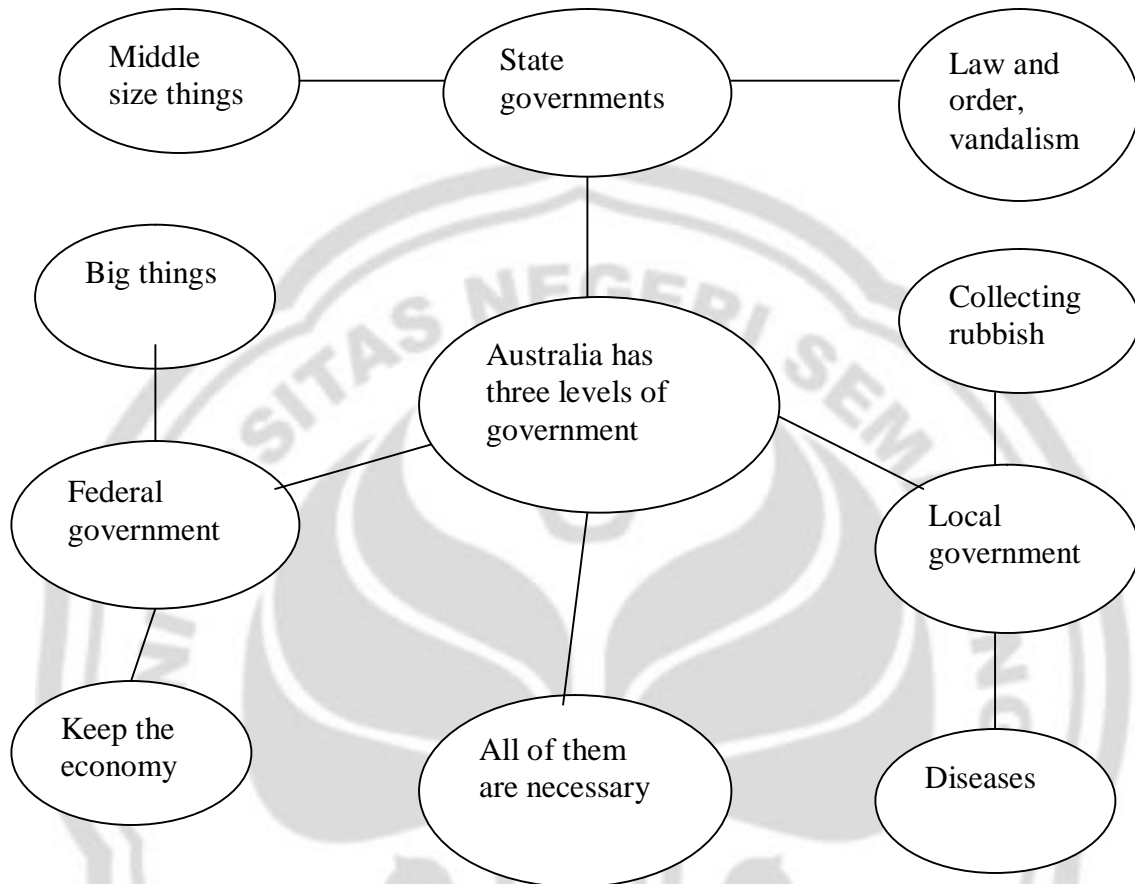
In addition from various resources, clustering technique is method which has following characteristics:

- a. It involves writing down a central idea, and radiating related ideas out from the centre. In this case, the students are mapping knowledge in a manner that will help them understand and remember new information by focusing on key ideas and then looking for branches out and connections between the ideas.

- b. By personalizing the map with their own symbols and designs the students will be constructing visual and meaningful relationships between ideas that will assist in their recall and comprehension
- c. Many students find it useful to turn their page on the side and do a mind map in "landscape" style. With the main idea or topic in the middle of the page, this gives the maximum space for other ideas to radiate out from the centre.
- d. Some of the most useful clustering are those that are added to over a period of time. After the initial drawing of the cluster I may wish to highlight things, add information or add questions up until exam time.

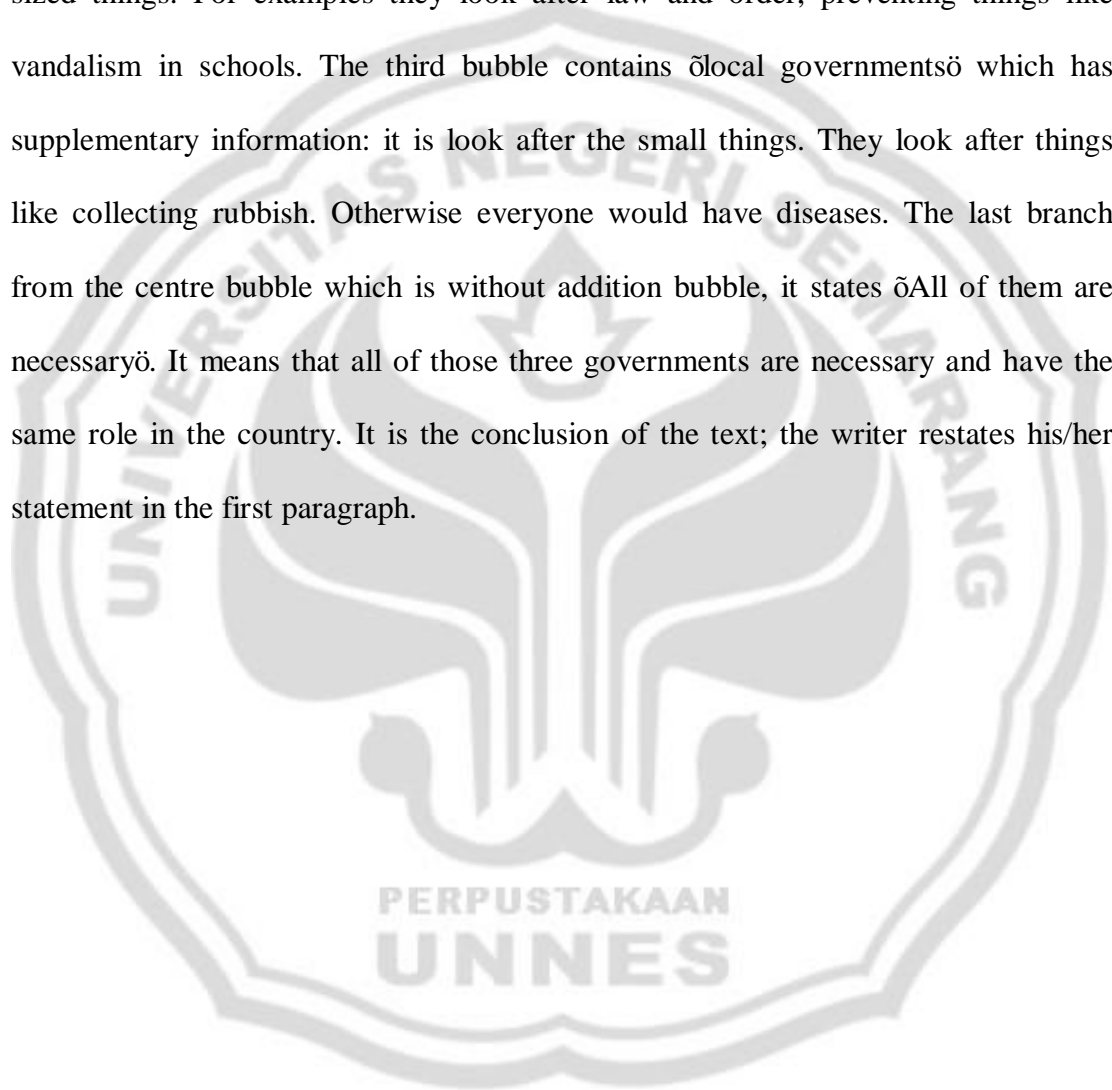
In clustering technique, students wrote the main topic in a form of noun phrase into a bubble. Students put the main topic as the core of brainwave in the center of schema. Students described the main topic into small elements or in detail sections. They drew it inside the bubble that connected with the lines to the center of the schema. When doing this method, they explored their ideas by putting down the related vocabularies. The clustering technique helped the students when they got difficulties to search the new words. They become more active and creative to explore their ideas. They made a line that connected the main topic and the key words. They can write down many words as far as their achievement about the subject. For the detailed, it is illustrated by the diagram of clustering technique below: (taken from analytical exposition text entitled "Australia").

Diagram 1. Model of Clustering Technique



We can see the diagram above, this is an analytical exposition text entitled "Australia". The title or topic of this text is "Australia", we can see from the diagram, in the centre of the bubble is "Australia has three levels of government". It is the main opinion or idea of the text. And then, it is connected with another bubbles using line. Those three bubbles take part as the arguments: "State governments, local government, and federal government. Each of the argument also has its own branch in form of bubble which is connected by line too. It takes part as supplementary

information of the main idea. For example, federal government has characteristics: it is necessary for the big things and they keep the economy in order and look after things like defence. The next branch, the state government looks after the middle sized things. For examples they look after law and order, preventing things like vandalism in schools. The third bubble contains local governments which has supplementary information: it is look after the small things. They look after things like collecting rubbish. Otherwise everyone would have diseases. The last branch from the centre bubble which is without addition bubble, it states "All of them are necessary". It means that all of those three governments are necessary and have the same role in the country. It is the conclusion of the text; the writer restates his/her statement in the first paragraph.



CHAPTER III

METHODE OF INVESTIGATION

In this chapter, I will discuss more about how I conducted the research. It consists of research design, subject of study, data collection and method of analyzing the data.

3.1) Research Design

Research method in this study is experimental research. The experiment is the most powerful quantitative research method for establishing cause-and-effect relationship between two or more variables. Many experiments done by educational researchers have the purpose of testing the effects of various practices (teaching techniques, organization of curriculum, content, instructional programs, etc) on important outcomes such as student academic achievement and school climate. Therefore, experimental findings about effectiveness of educational practices sometimes have an impact on the opinions and decisions of policy makers, educators, and other groups (Gall, 2003:366)

3.1.1 Experimental Research

Experiments are designed to collect data in such a way that threats to the reliability and validity of the research are ministered (Nunan, 1993: 47).

Experimental researchers are particularly concerned with the issue of external validity and the formal experiment is specifically designed to enable the researcher to extrapolate the outcomes of the research from the sample to the broader population.

Basically, the strategies and the steps in conducting experimental research are similar to the steps in conducting research in general. The steps are:

- 1) reading literature sources to get the problems of the research
- 2) identifying and stating the problems
- 3) determining the limitation of terms and variable, hypothesis and supports theory
- 4) designing the experiment
- 5) conducting the experiment
- 6) choosing the appropriate data that can represent the experimental group and the control group
- 7) finding out the significant relation to get the result of the experimental using the appropriate technique

(Arikunto, 2003: 275-276)

3.1.2 Population

According to Arikunto (2003:115), population is defined a set (or collection) of all elements possessing one or more attributes of interest.

Quantitative researchers attempt to discover something about large group individuals by studying a much smaller group. The larger group that they wish to learn about is called a population (Gall, 2003:167)

The population to which I would like to generalize the result was the eleven year students of senior high school in SMA 1 Weru Sukoharjo in the academic year 2010/2011. The subject of research is the exact program students in 11th grade.

3.1.3 Sample

Based on Arikunto (2003:109), Sample is a part that can represent all the population observed. It is called sample research when we want to generalize the sample research result.

And the smaller group they actually study is called a sample. In quantitative research, sampling refers to this process of selecting a sample from a defined population with the intent that the sample accurately represents that population (Gall, 2003:167).

I chose XI IPA 3 (science program) as the sample of my research, it consists of 34 students. I chose XI IPA 3 as my sample research because the English teacher in this school, as my observer, asked me to do my research there. He chose that class because of some reasons:

- 1) The students in that class have fewer differentiations in their capability and achievement than another class, so it will more help achieving my research target.

- 2) The students in that class have better average than another class and easier to adapt with new people or teacher.
- 3) At that time, the class was able to have a research than another class because there was daily examination in another class.

3.1.4 Research Variables

Kerlinger as cited by Arikunto (2003:102) states that:

“All experiments have one fundamental idea behind them: to test effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variable in an experiment)“.

In the simplest terms, a variable is something that may vary, or differ. For instance, a person's proficiency in Spanish as a foreign language may differ over time as the person learns more and more Spanish (Brown, 1988:7).

A variable is a quantitative expression of a construct. Variables usually are measured in terms of scores on an instrument such as an achievement test or an attitude scale or in terms of categories of a construct (Gall, 2003:167)

There are two variables in this experimental activity. They are:

- a. The independent variable

Independent variable is the variable that experimenter changes within a defined range. It is the variable in whose effect the experimenter is interested. Based

on the definition, the independent variable is the methods of teaching writing for the object; here I use the clustering technique in teaching analytical exposition text.

b. The dependent variable

Dependent variable is the variable that measures the influence of the independent variable. Based on the definition, the dependent variable of this study is the students' achievement manifested in the test score.

3.2) Subject of Study

The method of investigation is held through qualitative and quantitative research. Nunan (1992: 5) stated that qualitative research advocates the use of qualitative methods, concerned with the understanding of human behavior from the actor's own frame of reference explanatory, descriptive, and process oriented.

It is also supported by Norman K Denzin (1994: 1) that qualitative research is field of inquiry in its own right. He also gives some descriptions for qualitative research. First, the word qualitative implies an emphasis on processes and meanings that are not rigorously examined or measured. It shows that in qualitative approach, the emphasis is on process of the research/ study. It is not emphasized on examining or measuring, like in quantitative approach. It is emphasized on describing or explaining. Second, qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. Multimethod means that qualitative approach uses more than one method to do a research. Third, qualitative researchers stress on the socially constructed nature of reality. The intimate

relationship between the researcher and what is studied and the situational constraint that shape inquiry. It means that in qualitative approach, the research is done naturally.

From the definition above, it is clear that qualitative research is a kind of research to describe and explain certain phenomena which occur within community. It means that qualitative approach implies and emphasize on processes that are not rigorously examined or measured.

Quantitative research is widely used in both the natural sciences and social sciences, from physics and biology to sociology and journalism. It is also used as a way to research different aspects of education. The term quantitative research is most often used in the social sciences in contrast to qualitative research

In this case, I collected the data by doing research in SMA N 1 Weru Sukoharjo. The analysis was about how the teacher applied clustering technique to improve the students' ability in writing analytical exposition. In this case, I serve as a data collector, data organizer or classifier and data analyzer.

3.3) The instrument

According to Arikunto (2003: 136), research instrument is a device used by the researcher while collecting data to make his work become easier and to get better result, complete and systematic in order to make the data easy to process. In this research the writer uses a test method as the instrument. Test is a set of questions or other practice or device used to measure the skill, intelligence, ability and talent of an

individual or a group. The type of test used here is achievement test. Achievement tests attempt to measure what individual has learned his or her present level of performance.

To support and manage a teaching writing process, teachers should take time to ensure that students understand how the classroom structure and instructional activities work together. It is important to create an atmosphere that allows and encourages students to feel safe taking risks in order to develop a community or writers who support each other and share with each other and the teacher is a part of this community (Sutanto:2008).

The teacher should be sure that:

- (1) Desks are arranged in clusters or tables are used to accommodate four to six students.
- (2) Resources which will assist students as they write (e.g., dictionaries, language study texts, literature as models, and samples of student writing) are provided.
- (3) The writing process information is displayed on bulletin boards and whiteboard.
- (4) The areas designated for specific activities (e.g., peer conferences, writing and publishing tasks) are set in the classroom.

Of course, the teacher plays an interactive role builds scaffold as needed. He or she should model the various writing formats and conversations of the writing process, and provide the needed help as each student in writing. As a member of the

class, the teacher also writes and shares his/her writing with the students. For instance, while the students are engaged in pre-writing, the teacher also does her/his writing on a chart for the students to observe. This models the process, as well as the specific format or conventions being used.

3.4) Data Collection

This action research needs the data to support the investigation, so collecting data is one of the most important steps when doing a research. Data collection has four ways, depending on the necessity and kind of information needed. There are some techniques of data collecting used.

1) Tests

In this step, the teacher asks the students to write an analytical exposition paragraph and then assess the work. The writer conducted an achievement test because it will measure the extent of students' achievement of the instructional goals. This is in line with Heaton's statement (1974:163) "all public tests which are intended to show mastery of a particular syllabus are also achievement tests. These tests are based on what the student is presumed to have learnt". It is supported by Harris (1969:3) that achievement tests are used to indicate group or individual progress toward the instructional objectives of a specific study or training program. Examples are progress tests and final examination in a course study. The tests in this research are divided into two sessions. They are pre-test and post-test.

2) Questionnaire

Questionnaire deals with a number of relevant questions that should be answered by the students. According to Arikunto (2003:140), a questionnaire is set of written questions to find out information from respondents about the respondent's condition or something that they know. The researcher uses two questionnaires, the first questionnaire is to measure the students' difficulty in analytical exposition. And the second questionnaire is to measure how far this method is useful for them.

3.5) Method of Analyzing the Data

First, the writer gives score to the students' writing. In giving score, the writer is going to use the scoring guidance taken from Heaton (1974: 109-111) in Aryanti (2009), grades and categories in five areas, but she only takes three of them. They are grammar, vocabulary and content. The scoring is rated from 1 till 5. Here is the explanation about them:

Table 3.1 Aspect of Scoring

Components	Score	Characteristics
Grammar	5	Mastery of grammar taught on course only one and two minor mistakes
	4	A few minor mistakes only (preposition, articles, etc)
	3	Only one major mistake but a few minor mistakes
	2	Major mistakes that lead to difficulty in understanding-lack mastery of sentences

		construction
	1	Sentence construction almost unintelligible
Vocabulary	5	Use of wide range of vocabulary taught previously
	4	Good use of new words acquired fairly appropriate synonyms, circumstance
	3	Attempts to use words acquired-fairly appropriate vocabulary on the whole but sometimes restricted has resort to use synonyms, circumlocution, etc on a few occasion
	2	Restricted vocabulary. Use synonym (but not always appropriate)
	1	Very restricted vocabulary-inappropriate use of synonyms, seriously hinders communication
Content	5	All sentences support the topic highly organized-clear progression of ideas-well linked like educated native speakers
	4	Occasionally be clearer but communication not impaired
	3	Some lacks of organization-re reading required for classification of ideas
	2	Little or no attempt at connectivity taught readers can be device some organization-individualsø ideas may be clearer but very difficult to deduce connection between them
	1	Lack of organization-serve that communication is made very difficult

(Heaton, 1974:109)

From the table above, there were five items and each score is 5, then the maximum score was 15. To get the mark of each student, the scoring considered the three components above. The students' mark get from the students' score divided by the maximum score (15) and multiplied with 100.

Related to this current curriculum, I also took a scoring technique of writing assessment by Brown (2004:244-245).

Table 3.2 Analytic Scale for Rating Composition Tasks

Components	Score	Characteristics
Organization : Introduction, body and conclusion	18-20	<ul style="list-style-type: none"> - Appropriate title, effective introductory paragraph, topic is stated, leads to body - Transitional expression used - Arrangement of material shows plan (could be outlined by reader) - Supporting evidence given for generalizations - Conclusion logical and complete
	15-17	<ul style="list-style-type: none"> - Adequate title, introduction, and conclusion - Body of recount essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed - Sequence is logical but transitional expressions may be absent or misused
	12-14	<ul style="list-style-type: none"> - Mediocre or scant introduction or conclusion - Problems with order of ideas in body - The generalizations may not be fully supported by the evidence given - Problems of organization interfere
	6-11	<ul style="list-style-type: none"> - Shaky or minimally recognizable - Organization can barely be seen - Severe problems with ordering of ideas - Lack supporting evidence - Conclusion weak or illogical - Inadequate effort at organization

	1-5	<ul style="list-style-type: none"> - 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)
Content : Logical development of ideas	18-20	<ul style="list-style-type: none"> - Recount essay addresses the assigned topic - The ideas are concrete and thoroughly developed - No extraneous material - Recount essay reflects thought
	15-17	<ul style="list-style-type: none"> - Recount essay addressess the issues but misses some points - Ideas could be more fully developed - Some extraneous materials present
	12-14	<ul style="list-style-type: none"> - Development of ideas not complete or recount essay is somewhat off the topics - Paragraphs aren't divided exactly right
	6-11	<ul style="list-style-type: none"> - Ideas incomplete - Recount essay does not reflect careful thinking or was written - Inadequate effort in area of content
	1-5	<ul style="list-style-type: none"> - Recount essay is completely inadequate and does not reflect college-level work - No apparent effort to consider the topic carefully
Grammar	18-20	<ul style="list-style-type: none"> - Native-like fluency in English grammar - Correct use of relative clause, prepositions, modals, articles, verb forms and tense sequencing - No fragments or run-on sentences
	15-17	<ul style="list-style-type: none"> - Advance proficiency in English grammar - Some grammar problems don't influence communication, although the reader is aware of them - No fragment or run-on sentences
	12-14	<ul style="list-style-type: none"> - Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication - Run-on sentences or fragments present

	6-11	<ul style="list-style-type: none"> - Numerous serious grammar problems interfere with communication of the writer's ideas - Grammar review of some area clearly needed - Difficult to read sentences
	1-5	<ul style="list-style-type: none"> - Severe grammar problems interfere greatly with the message - Reader can't understand what the writer was trying to say - Unintelligible sentence structure
Punctuation, spelling, and mechanics	18-20	<ul style="list-style-type: none"> - Correct use of English writing conventions - Left and right margins, all needed capitals, paragraphs indented, punctuation and spelling - Very neat
	15-17	<ul style="list-style-type: none"> - Some problems with writing conventions or punctuations - Occasional spelling errors - Left margin correct - Paper is neat and legible
	12-14	<ul style="list-style-type: none"> - Uses general writing conventions but has errors - Spelling problems distract reader - Punctuation errors interfere with ideas
	6-11	<ul style="list-style-type: none"> - Serious problems with format of paper - Parts of essay not legible - Errors in sentence punctuation and final punctuation - Unacceptable to educated readers
	1-5	<ul style="list-style-type: none"> - Complete disregard for English conventions - Paper illegible - Obvious capital missing, no margins, severe spelling problems
Style and quality of expression : Vocabulary	18-20	<ul style="list-style-type: none"> - Precise vocabulary usage - Use of parallel structures - Concise - Register good - Attempts variety - Good vocabulary

	15-17	<ul style="list-style-type: none"> - Not wordy - Register OK - Style fairly concise
	12-14	<ul style="list-style-type: none"> - Some vocabulary misused - Lack awareness of register - May be too wordy
	6-11	<ul style="list-style-type: none"> - Poor expression of ideas - Problems in vocabulary - Lacks variety of structure
	1-5	<ul style="list-style-type: none"> - Inappropriate use of vocabulary - No concept of register or sentence variety

(Brown, 2004:244-245)

From the table above, there were five items and the maximum score is 20 for each item. If the students got maximum score, they got 100. To get the mark of each student, the scoring considered the five components above. The students' mark gets from the amount of the students score based on the table above.

Then the writer classifies the score of the students to a category as the table below to make it easier to be understood. The classification of students' achievement is as stated by Harris in Turasih (2008:41).

Table 3.3 Classification of Students' Score

No.	Score	Categories
1	91-100	Excellent
2	81-90	Very Good
3	71-80	Good
4	61-70	Fair

5	51-60	Poor
6	Less than 50	Very Poor

To find the degree of the students' achievement in each activity; pre-test, first and second activity, post-test, the score of average students is counted individually by using following formula:

$$\text{The average of students' test result} = \frac{\text{the total of students' mark}}{\text{the number of students}}$$

This research uses simple formula to analyze the result of the students' achievement in writing analytical exposition.

Second, besides that formula to find the degree of the students' achievements, the writer uses her own analyses based on observation to support the real score. She tries to describe the score through a qualitative way. So it will be clear to understand about the students' development in writing analytical exposition text. The writer analyzed and made a conclusion about the students' pre-test, post-test and questionnaires.

CHAPTER IV

THE RESULT OF THE STUDY

In this chapter, after I conducted the research, I analyzed the data into seven parts. They are analysis of the pre-test, analysis of the first treatment, analysis of the second treatment, analysis of post-test, discussion of the result of the test, analysis of questionnaire, and discussion of the result of the questionnaire. Here, I report the result of the field research in detail.

4.1 The Analysis of the Pre-Test

Before giving treatment, I wanted to know the students mastery of analytical exposition first by using pre-test. In pre-test here, I did not give any treatment to them. It's purely their own ability they got from their own teacher. Here, I would like to present the students' result in pre-test. I used scoring technique from Heaton and Brown to strengthen my research result. The explanation below is the students' result based on Heaton theories.

4.1.1 Analysis based on Heaton

Before giving treatment, I conducted pre-test. But, before giving pre-test, I gave them first questionnaire to know their perception about analytical itself and about the teaching learning process they got from their own teacher. It's only to know the difficulty they got from analytical exposition in their mind. The questionnaire sheet can be seen in appendix 9.

That activity was conducted on 29 November 2010. The purpose of the pre-test was to check the students' ability in writing English analytical exposition text. I wanted to know whether yes or not the students could produce an analytical exposition text by paying attention to the generic structure of the text well. This stage was intended to know the students' weakness before having some treatments.

In this test, the students were asked to write an analytical exposition text based on their own ability without any treatment but I only review explaining the analytical exposition briefly. I took XI A 3 as my sample which consist of 34 students, but at that time there were 32 students following the test because two students were sick and could not attend the class. The list of the students can be seen in appendix 5. And the students who participated in my research or the list of respondent can be seen in appendix 6.

In the pre-test, the ability of the students in writing analytical exposition text was very low. The students faced many difficulties in writing analytical exposition. As we know, analytical exposition is kind of difficult genre to senior high school students. The result of pre-test can be seen in appendix 1.

Table 4.1 The Result of Pre-Test based on Heaton

No	Categories	Score	Frequency	The Total of Score	Percentage
1	Excellent	91-100			
2	Very Good	81-90			
3	Good	71-80	3	219	9.375%

4	Fair	61-70	4	268	12.5%
5	Poor	51-60	13	738	40.625%
6	Very Poor	> 50	12	516	37.5%
Total			32	1741	100%

The average of students' test result = $\frac{\text{the total of students' mark}}{\text{the number of students}}$

$$= \frac{1741}{32}$$

$$= 54.4$$

The average of the students result in the pre-test was 54.4. The result was lower than the criterion that has been stipulated by the English teacher of SMA 1 Weru. I concluded that the students had not understood yet about analytical exposition that would be discussed in this research. Thus, treatments in each activity were important to improve students' result.

As we know from the table above, there are only 3 students got good level, 4 students got fair level, 11 students got very poor level, and most of them got poor level in pre-test, it is 14 students. Based on the students' result, I concluded that the students' score is very low. Their average score is 54.4, and it included poor level.

The table above is about the students' result in pre-test. Now, I will try to separate their mark based on its components. And the table below is the result:

Table 4.2 The Result of Pre-Test Based on the Components

No.	Scoring Components	Average score
1	Grammar	2.6
2	Vocabulary	2.9
3	Content	2.6
Total of Average		8.1

From the table above, I analyzed that the students' grammar was bad, no one who get 4, most of them got 3 and the others got 2, so the average is only 2.6. They arranged their sentences with a lot of mistakes of grammar. I think they ignored the grammar and they only focused how to produce text. They wrote everything that they remembered and got difficulty to use good grammar. As we know analytical exposition use simple present tense to express argument, but sometimes they used simple past to express their argument. There are some of them using simple present to rewrite the past activities. So, I think there are so many misperceptions to use the right grammar for writing analytical exposition.

About their vocabulary, in this pre-test, the average score is 2.9. I found that they lost vocabulary or might be they did not know the vocabulary that they had to use to express their argument. Sometimes, they used inappropriate vocabulary and it made wrong meaning. They did not know correct vocabulary to support their idea or opinion. So, sometimes I found misunderstanding in their writing.

From the table above, the average score of content is the same as the grammar score. The average is only 2.6. I analyzed that the content of their text is some lacks of organization-re reading required for classification of ideas. They got difficulties to organize their idea in a good and communicative text. I think their text is little or no relevance to its connectivity. Some organization-individualsø ideas may be clearer but the coherence between them is very difficult to deduce.

From the total of average score, they only got 8.1, whereas the maximum score is 15. So, I concluded that their score is still low.

4.1.2 Analysis based on Brown

We have seen the result of the pre-test based on Heaton, now I will analyse the studentsø pre-test result based on Brownø theory. In the result above, the ability of the students in writing analytical exposition text was very low with the average score is 54.4 and it includes poor level. Now, we will see and compare the studentsø result in pre-test based on Brownø theory. In the table below is the studentsø pre-test result based on Brownø theory. The result of pre-test can be seen in appendix 3.

Table 4.3 The Result of Pre-Test based on Brown

No	Categories	Score	Frequency	The Total of Score	Percentage
1	Excellent	91-100			
2	Very Good	81-90			
3	Good	71-80	3	223	9.375%

4	Fair	61-70	9	573	28.125%
5	Poor	51-60	6	334	18.75%
6	Very Poor	> 50	14	638	43.75%
Total			32	1768	100%

The average of students' test result = $\frac{\text{the total of students' mark}}{\text{the number of students}}$

$$= \frac{1768}{32}$$

$$= 55.25$$

As we know from the table above, there are only 3 students got good level, 9 students got fair level, 6 students got poor level and most of them got very poor level in pre-test, it consists of 14 students. Their average score is 55.25 and it also includes in Poor level. It has the same conclusion with pre-test result from Heaton's theory that the students' result in pre-test is still low.

Comparing with Heaton theory, I have the same conclusion. To make it clearer, I will try to separate their mark based on its components. And the table below is the result:

Table 4.4 The Result of Pre-Test Based on the Components

No.	Scoring Components	Total	Average score
1	Content	382	11.94
2	Organization	340	10.62

3	Mechanics	304	9.5
4	Grammar	354	11.06
5	Vocabulary	390	12.19
Total of Average		1768	55.91

From the total of average score, they only got 55.91, whereas the maximum score is 100. So, I concluded that their score is still low and if I compare with the classification, it still Poor too. And once again, the result is still the same. It still poor and need an improvement.

4.2 The Analysis of the First Treatment

The focus of the treatment was to eliminate the students' difficulties in implementing the structure of analytical exposition in their writing. The process of teaching and learning during the treatment was represented in the teaching and learning stages. The stages of the treatment were: Building Knowledge of the Field (BKOF), Modelling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT).

1) Building Knowledge of the Field

In this stage, I explained about analytical exposition text briefly, its social purpose, generic structure, schematic features and the tense that is used. After being sure that the students have understood about analytical exposition text, I made the preparation for the next stage.

2) Modelling of the Text

In this stage, I asked 2 students to write 2 sentences of their opinion. After that, the students and the teacher discussed the grammatical patterns of the sentences. This was done to make them get fluent in writing opinion or argument, so they would be ready to join the next stage.

After that, I showed them the example of analytical exposition text. And I asked them to analyze the text based on their generic structure and grammatical features. I also explained about clustering technique including its model as clear as possible.

3) Joint Construction of the Text

In this stage, the student worked in group consisting of 4-5 students. I gave them analytical exposition text entitled "Smoking in a restaurant". I asked them to analyze this text based on its structure. Then I asked them to identify the keywords of each paragraph and put the words into the bubbles. It has a purpose to deepen their understanding about analytical exposition structure and clustering technique. By finding out the keywords and putting it on the bubbles, they have done clustering. And it will make them easier in guiding them in their pre-writing.

4) Independent Construction of the Text

In this stage, I asked each student to write an analytical text with the brand topic about technology. I determined and limited the topic only on the technology because this topic is near and familiar with them and also to make easier the researcher to analyze the students' mark.

In every step there were some interactions between the students and I that ran well. I tried to make an effective atmosphere in the class for them so they can feel enjoy during teaching-learning process.

After the first treatment, the students are hoped to be more understand about analytical exposition. In this stage, I tried to enrich their vocabulary. I showed difficult words related to the text I've given.

In the next treatment, I emphasized to improve their grammar and how to express idea communicatively.

4.3 The Analysis of the Second Treatment

In general, the procedure of teaching and learning in this treatment was the same as the previous treatment. The main focus of the treatment was to eliminate students' difficulties in constructing sentences in good grammar and also their difficulties in generating their ideas. I took time in MOT to discuss more about the grammatical feature, simple present and generic structure. In this second treatment, clustering technique in writing also is introduced and emphasized. After all, in the independent construction of the text, I asked them to write draft about their idea.

In every step there were some interactions between the students and I as the researcher. From the interaction, I knew that they were very interesting in their own discussion.

4.4 The Analysis of Post-Test

After knowing the result of the second treatment, I tried to analyse the students result in post-test. Here, I used a scoring technique from Heaton and Brown. I used both of those theories to strengthen my research result. Both of them are almost gave the same result. Firstly, I will explain the result based on Heaton.

4.4.1 Analysis based on Heaton

In this activity, the students did a post-test. The post-test was conducted to know the students' ability in producing analytical paragraph after the treatment. I asked each student to write an analytical text with the brand topic about technology. I determined and limited the topic only on the technology because this topic is near and familiar with them and also to make easier the researcher and the observer in analyzing the students' mark. During the post-test activity, the students did their test well and actively. Now we will check their result.

The result of post-test can be seen in appendix 2.

Table 4.5 The Result of Post-Test based on heaton

No	Categories	Score	Frequency	The Total of Score	Percentage
1	Excellent	91-100	6	558	18.75
2	Very Good	81-90	4	348	12.5
3	Good	71-80	20	1509	62.5
4	Fair	61-70	2	134	6.25
5	Poor	51-60			

6	Very Poor	> 50			
Total			32	2549	100

The average of students' test result = $\frac{\text{the total of students' mark}}{\text{the number of students}}$

$$= \frac{2523}{32}$$

$$= 79.6$$

The average was 79.6. It can be concluded that the post test was successful. From the table above there are many students who got good level, it is 62.5 %. The others, excellent got 18.75%, very good level got 12.5 % and only 6.25% got Fair level.

We can see from their score, from pre-test, they only got 54.4. It proved that the students' skill in writing analytical paragraph was lower. But, it changed after I gave treatments and they could reach 79.6 in the post-test. It proved that their mark increase significantly compared with their pre-test.

After seeing the students' result overall, now I will analyse the score based on its component.

Table 4.6 The Result of Post-Test Based on the Components

No.	Scoring Components	Average score
1	Grammar	3.4 of 5

2	Vocabulary	4.2/5
3	Content	4.3/5
Total of Average		11.9/15

From table 4.6, I analyzed that their grammar was better. They knew how to use the simple present correctly to express their arguments although the average of grammar is the lowest than others. So, I think their grammar was a few minor mistakes only (preposition, articles, etc). There are some students got 4, and most of them got score 3 in their grammar.

Besides, their vocabulary improved well. They could use variant vocabulary to express their arguments. I think they used new words acquired fairly appropriately.

Finally, about the content of their writing, I think it occasionally is clearer but communication not impaired. So, the reader can understand their arguments well, because their writing more is communicative than before. They knew the way to connect one sentence and another well.

The total of average is 11.9. I think it is good because the maximum score is 15, so I concluded that their score is better and it improves significantly because from the pre-test they only got 8.1.

4.4.2 Analysis based on Brown

We have seen the result of the post-test based on Heaton, now I will analyse the students' post-test result based on Brown. In the result above, the ability of the students in writing analytical exposition text increased significantly. I will show the students' result based on Brown's theory. In the table below is the students' post-test result based on Brown. The result of post-test can be seen in appendix 4.

Table 4.7 The Result of Post-Test based on Brown

No	Categories	Score	Frequency	The Total of Score	Percentage
1	Excellent	91-100	1	91	3.125%
2	Very Good	81-90	11	937	34.375%
3	Good	71-80	18	1359	56.25%
4	Fair	61-70	2	136	6.25%
5	Poor	51-60			
6	Very Poor	> 50			
Total			32	2523	100%

The average of students' test result = $\frac{\text{the total of students' mark}}{\text{the number of students}}$

$$= \frac{2523}{32}$$

$$= 78.84$$

The average was 78.84. It can be concluded that the post test was successful. From the table above there are many students who got good level that is 56.25 %. Very good level got 34.375%, fair level got 6.25% and there are only 3.125% got excellent level.

I compare the result from Brown's theory with the result from Heaton's theory. By using Heaton's theory, the average is 79.6. And by Brown's theory, it is 78.84. It almost same and has the same level, good level. The post-test is increase significantly too.

Then, I will show the result of the students'score based on its component.

Table 4.8 The Result of Post-Test Based on the Components

No.	Scoring Components	Total	Average score
1	Content	576	18
2	Organization	495	15.47
3	Mechanics	445	13.91
4	Grammar	462	14.44
5	Vocabulary	546	17.06
Total of Average		2523	78.84

From the table above, we can see too that the students'sresult is 78.84, it includes good level. We also can conclude that it improves well and better.

Both of those theories show us the result. It produces same result whether we used Heaton or Brownsø theory. The studentsø result in post-test is better and increases significantly compared with the pre-test.

In general, I said that the studentsø skill was developed in writing analytical exposition and we can see their developing from the degree of their score from pre-test to post-test.

4.5 Discussion of the result of the test

From the result above we can see that there is a significant improvement in the average of studentsø result. In pre-test we know that the average is 54.4 and in post-test, the average increases become 79.6 (Heaton theory). Beside that, by using Brown theory the pre-test result is 55.25 and the post-test is 78.84. It proves that the treatment was successful in improving studentsø achievement in producing analytical exposition.

Here, I want to discuss more about the studentsø achievement in post test compare with their pre test.

4.5.1 Analysis based on Heaton

From appendix 1 we can see the results of the studentsø achievement in pre-test. There are four category based on their result:

- (1) Good

There are three students who got score including this category in pre-test. Their total score is 219 with each of them got 73. They are S-9, S-15, and S-23. Here,

S-9 got same score between pre-test and post-test. There is no change in his/her mark, even he or she got same score in grammar, vocabulary, and contents. It means that this technique didn't give her/him a significant improvement. He/she had understood enough about analytical exposition first, and he/she had his/her own way in producing this text which is different with clustering technique but gave the same result for her/him.

S-15 got 73 in pre-test, but she got 87 in post-test. Her category improved from good level to very good level with exactly different in the score. She succeeded in improving her score by using clustering technique. She could improve her mark especially in vocabulary and content, but she still got the same mark in her grammar. In vocabulary, there were more many variation words she used in her post-test than pre-test. And for the content, she could make her text easier understandable and better in organization.

S-23 got 73 in pre-test and 80 in post-test. From her result, it gave an improvement too although it was not as significant as S-15. It showed us that clustering technique gave an improvement for her in producing analytical exposition. Here, she got same score in grammar and vocabulary, but with an improvement in content. It also made her writing was easier understandable and better in organization than pre-test.

(2) Fair

There are 4 students who got score including this category in pre-test. Their total score is 268 with the same mark 67, they are S-1, S-13, S-16, and S- 21. They

made improvement score from 67 to 87, 73, 73, and 87. S-13 and S-16 improved from 67 to 73, it increased from fair to good level. They got better in content only; in another hand they had same in grammar and vocabulary. Clustering technique here improve their mark especially in content because it functions like a guideline for them to generate their ideas in producing analytical exposition text. So, there is no significant improvement in grammar and vocabulary.

S-1 and S-21 improved from 67 to 87, it means that they improved from fair level to very good level. It increased significantly and higher than S-13 and S-16. Their mark had the same improvement between pre-test and post-test with increasing in the same category too. They had significant improvement in vocabulary and content but the same score in grammar. Their content could achieve up to 5 point, and it is the maximum point. Their previous content got 4 point, and they can achieve 5 point. It means they succeed in organize and explore their idea well. In vocabulary, they achieved good improvement too. So, they do not only better in their content but also their vocabulary more variation and used wide range of vocabulary.

(3) Poor

It is the most percentage of the pre-test result. There are 13 students who got score including this category in pre-test with the total score 738 and distribution score 53 and 60. There are 6 students got 53 with improvement become 73, 80, and 87. In this category, most of them got 60 with improvement become 73, 80, and even 93. Most of them increase in all aspects, grammar, vocabulary, and content. Their post-test result was better enough than pre-test.

There are 3 students who got very significant improvement between pre-test and post-test. In pre-test, they only got score 60, but they could achieve score up to 93 in post-test. They could increase not only the vocabulary and content, but also the grammar. In their pre-test, their grammar still had one major mistake but a few minor mistakes. In their post-test, they could increase their grammar become a few minor mistakes only (preposition, articles, etc), for example they made phrase "for study", it should be "to study or for studying." From the content, it increased because all sentences support the topic, it's also better in sentences organization and good in link the idea with the sentences for the senior high school level. Their post-test results were exactly satisfy and had very significant improvement than their pre-test. It proves that they understand clearly about analytical exposition and clustering technique. They also could apply clustering technique well before their writing as a guideline to generate their ideas. It made them easier in producing analytical exposition based on the draft or cluster.

Many of their improvement in this category were standard from poor into very good but there are three students increased from poor into excellent. All of these had proved that their post-test score were better than their pre-test. They succeed in improving their ability in producing analytical exposition by using clustering technique.

(4) Very poor

There are 12 students who got score in this level. In pre-test, they got score 27, 40, and 47. They could increase their mark up to 67, 73, 80, and even 93 in

post-test. But, there is one student who increased highest than others. He could increase from 47 to 93; it means he started from very poor level to excellent level. There are still many students who got much better than him but he could do it well.

There is one student too who can improve his mark from very poor level to good level (27 become 73). In his pre-test, he only got score 27 whereas the grammar got 2, vocabulary and content only got 1. His analytical exposition text in pre-test extremely didn't have meaning. It's only mention the idea only without more explanation. Even he did not understand enough about the generic structure of the text. In his post-test, he got score 73. It's much better from his pre-test. He made analytical exposition more grammatically with correct generic structure although it still had some mistakes in using word improperly and some inappropriate in using article, particle, verb, etc.

There are two students who increase up to 93 in post-test. Their post-test really advance than their pre-test. Their post-test become easier understandable, better in organization, and grammatically good enough compare with their post test.

By analyzing their improvement between pre-test and post-test, we can see that they made a big changing and improvement compare with his pre-test. Once again, it showed that he made much improvement in producing analytical exposition by applying clustering technique. He could generate his ideas easier through his cluster or pre-writing process as his guidance.

4.5.2 Analysis based on Brown

Based on Brown theory, it almost same with Heaton's. I will try to explain the discussion briefly because it almost same with Heaton's. From appendix 3 we can see the results of the students' achievement in pre-test. There are four category based on their result:

(1) Good

There are three students got good level in pre-test with distribution score 74 and 75 and total score 223. Their mark increased into 76, 76, and 82. This improvement is not as significant as the previous, but it proved that their score in post-test better and higher than their pre-test.

(2) Fair

There are nine students got fair level by distribution mark is 61, 62, 63, 64, 65, and 70. Their marks increased become 74, 76, 78, 83, 84 and 87. Starting from fair level, they can achieve good and very good level. In this assessment, there are two addition components, mechanics and organization. Most of the students can increase grammar, vocabulary, and content higher than their mechanics and organization. Many of them still ignore the way they produce text without paying attention about the tidiness, organization, etc. They only focus on their idea, grammar, and words in English. But, their post-test is exactly better than their pre-test.

(3) Poor

There are six students got poor level by distribution mark is 51, 54, 55 and 60 in pre-test. In post-test, they could achieve score 71, 73, 74, 82, 84 and 85. It means that they improved from poor level into good level and very good level.

(4) Very Poor

There are 14 students got this level, and it's the most. They can improve their mark into fair level, good, very good, and even excellent level. There are big improvement and variation in this level. There is one student got 91 in post-test whereas he or she only got 45 in pre-test. All of the components increased highly, even in the content and vocabulary he or she achieve maximum score.

From the discussion above, we can see that almost all of the students have an improvement in their post-test. Meanwhile, there is still one student who got the same score between pre-test and post-test. By analyzing this result, we concluded that clustering technique is very useful for the students to improve their ability in writing analytical exposition. By clustering the keywords of the draft, the students can easier generate their ideas in making analytical exposition text. The cluster they made functioned as their writing guidance in producing text so their writing will be more organize.

4.6 Analysis of Questionnaire

The students who had finished the post-test would get a questionnaire sheet. As stated in the previous chapter, in this activity, the questionnaire was given to the students. The purpose of giving questionnaire is to answer the problem of the study. I gave the 8 items to be answered. The questionnaire sheet can be seen in appendix 10.

There are certain techniques to analyze the questionnaire items. They are discussed in the following sections.

1) Grading the items of questionnaire

The questionnaire consisted of 8 questions. Each of which had three options namely, A, B, and C. Each option is given score that shows the quality of each indicator. The score that range from 1 to 3 is explained below:

- If the students choose A, the score is 3
- If the students choose B, the score is 2
- If the students choose C, the score is 1

2) Tabulating the Data of Questionnaire

I tabulated the questionnaire data to make the result of grading clearer and readable. The table consists of these columns: name, score per items, total score, and the mean of each item.

3) Finding the mean

The formula used for comparing the mean is as follows:

$$M : \frac{\sum x}{N}$$

Where,

M : mean

x : the sum of items score, and

N : the number of the students

4) Determining the grade score

The result of the questionnaire data analysis of each issue can be classified into a range of mean below:

Table 4.9 Classification of Grade Score

Range of mean	Studentsø Interest	The advantage	Studentsø Achievement	The Relevancy	Sustain Ability
0.00-1.00	Low	Not Helpful	Low	Not Relevant	Not Necessary
1.01-2.00	Medium	Helpful	Medium	Relevant	Necessary
2.01-3.00	High	Very Helpful	High	Very Relevant	Very Necessary

(Arikunto, 2003:76)

The result of questionnaire can be seen in appendix 7 and 8.

5) Matching the mean to a criterion

To get the additional information about the studentsø response in having the action research program, the mean issues was then watched to a criterion. Based

on the range of mean above, the result of the data of the questionnaire can be analyzed by referring it to the criterion below:

Table 4.10 Category of the Criterion

Issue	Mean	Category
Studentsøinterest	2.39	High
The advantage	2.39	Very Helpful
Studentsøachievement	2.39	High
The relevancy	2.39	Very relevant
Sustainability	2.39	Very Necessary

6) Concluding the questionnaire

Based on the result, it can be concluded that:

- a. The studentsøachievement was high.
- b. Using clustering technique in writing analytical exposition is very helpful.
- c. The technique is very necessary to the students.

The result of questionnaire (the calculation can be seen in appendix 7) showed that clustering technique could improve studentsøwriting skill.

4.7 Discussion of the result of the questionnaire

In the questionnaire sheet, there are 8 items which each item has three choices to be chosen by the students. This questionnaire has function to answer their problem about the material, to know their perception after treatment, and also to

know whether this treatment is effective enough for them or not. These are the items of the questionnaire:

1. Apakah anda suka pembahasan tentang analytical exposition?
 - a. ya
 - b. Tidak
 - c. Biasa saja

From the first item above, 19 of the students answer a, 12 of them answer c and only one of them who answer b. It means that most of them like analytical exposition by percentage 59.375%. Most of the students like analytical exposition, it means that although this material quite difficult, they still have a desire to understand well it because they like this material. Only one student who feels that analytical is only usual material. And it isn't a big problem for her or him to study this material.

2. Apakah anda banyak mengalami kesulitan dalam memahami materi analytical exposition?
 - a. ya
 - b. Tidak
 - c. Biasa saja

By seeing this second item of the questionnaire, we know that 17 of the students answer a, 6 of them answer b, and 10 of them answer c. it means that most of them found difficulties in understanding analytical exposition by percentage 53.125%. We know that although they like analytical exposition, they still find difficulties in understanding well this material. So, we need more alternatives technique to make them easier in understanding this material.

This fifth item, there are 28 students who answer a, 2 students answer b, and 2 students answer c. It means that most of the students think that pre-writing can make easier for them in producing analytical exposition by percentage 87.5%. They need pre-writing first before making analytical exposition text.

6. Apakah teknik menulis analytical exposition dengan clustering cukup membantu anda?
- a. Sangat setuju b. Setuju c. Tidak setuju

This item, there are 8 students who answer a, 24 students answer b, and no student answers c. From this data, we know that most of the students agree that clustering technique help enough for them in making analytical exposition text by percentage 75%, and even 25 % of them very agree with the effectiveness of using clustering technique in writing analytical exposition text. No one of them who didn't agree that clustering technique is quite help them in writing analytical exposition text.

7. Apakah dengan clustering technique mempermudah anda mengembangkan ide dan tulisan anda?
- a. Sangat setuju b. Setuju c. Tidak setuju

This item shows us that there are 11 students who answer a, 21 students answer b, and no student answers c. It means that most of the students agree that clustering technique can make them easier to generate their ideas in writing analytical

exposition text by percentage 65.625%. More over, there are 34.375% of the students thought that they really agree about it, and no one of them didn't agree.

8. Apakah dengan clustering technique tulisan anda lebih tersistematis dan mudah?
- a. Sangat setuju b. Setuju c. Tidak setuju

This item shows us that there are 11 students who answer a, 21 students answer b, and no student answers c. Here, we concluded that most of them stated their writing is easier, more systematic and more organize well by using clustering technique by percentage 65.625%. In addition, 34.375% of them very agree about it.

This questionnaire is more strengthen my research that clustering technique is very effective for senior high school students in writing analytical exposition text. Most of them stated that they became easier using this technique to generate their ideas in producing analytical exposition text. And the result is their post-test writing is better organizing, more understandable, and more systematic than their pre-test.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, I make conclusions and give suggestions based on the research. I hope that the research will be useful for many people to teach writing especially in analytical exposition.

5.1 Conclusion

Based on the data analysis and the discussion about the use of clustering technique for Senior High School students especially for eleventh grade students with references to the teaching of English at SMA N 1 Weru, I draw two conclusions:

- 1) Pre-writing before making written product is very effective for the students to enlarge their ideas and guide them to continue their written draft into final analytical exposition text.
- 2) Clustering technique is one effective way in pre-writing for the students to generate their ideas and guide them to make a final analytical exposition text.

5.2 Suggestion

Based on the result of the study, I offer some suggestions to be considered to improve the teaching of writing, especially for analytical exposition genre. These are as follows :

1) For the teacher

The teacher should try to find out and use interesting method and technique to teach writing. Asking the students to make a group discussion to discuss and analyze about the text is very useful for them in deepen their understanding. Here, a teacher, guide their discussion and help them whenever they face difficulty. A teacher also has to motivate the students that they can master it well, they can be better if they want to try hard.

2) For Students

Students should learn more writing materials especially analytical exposition text. They should try to find out new topic by more reading and more practices in order to enlarge their arguments. They should also study more about grammar since it is very important to understand the text. Beside that, they also have to enrich their vocabulary by reading more any text, especially about analytical exposition text.

Students also should civilize discussing everything about the material to deepen their understanding and they have to ask to the teacher if they find out difficulty.

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APPENDICES

PERPUSTAKAAN
UNNES

Appendix 1

Table 1. The Results of the Students' Achievement in Pre-Test (Heaton Theory)

No.	Code of Respondent	Score per item			Sum	Total Score	Criteria
		Grammar	Vocab	Content			
1.	S-1	3	3	4	10	67	Fair
2.	S-2	3	3	2	8	53	Poor
3.	S-3	2	3	2	7	47	Very poor
4.	S-4	3	3	3	9	60	Poor
5.	S-5	3	2	2	7	47	Very poor
6.	S-6	2	3	2	7	47	Very Poor
7.	S-7	2	3	2	7	47	Very Poor
8.	S-8	2	1	1	4	27	Very poor
9.	S-9	3	4	4	11	73	Good
10.	S-10	3	3	3	9	60	Poor
11.	S-11	2	3	2	7	47	Very Poor
12.	S-12	2	2	2	6	40	Very Poor
13.	S-13	3	4	3	10	67	Fair
14.	S-14	3	3	3	9	60	Poor
15.	S-15	3	4	4	11	73	Good
16.	S-16	3	4	3	10	67	Fair
17.	S-17	3	3	2	8	53	Poor
18.	S-18	3	2	3	8	53	Poor
19.	S-19	3	3	3	9	60	Poor
20.	S-20	2	2	2	6	40	Very Poor
21.	S-21	3	3	4	10	67	Fair
22.	S-22	3	3	3	9	60	Poor
23.	S-23	3	4	4	11	73	Good
24.	S-24	3	3	3	9	60	Poor
25.	S-25	3	3	2	8	53	Poor
26.	S-26	2	3	2	7	47	Very poor
27.	S-27	3	3	3	9	60	Poor
28.	S-28	2	2	2	6	53	Poor
29.	S-29	2	3	2	7	47	Very poor
30.	S-30	2	2	2	6	40	Very poor
31.	S-31	2	3	3	8	53	Poor
32.	S-32	2	2	2	6	40	Very poor
TOTAL		83	92	84	259	1741	
AVERAGE		2.6	2.9	2.6	8.1	54.4	Poor

Appendix 2

Table 2. The Results of the Students' Achievement in Post-Test (Heaton Theory)

No.	Code of Respondent	Score per item			Sum	Total Score	Criteria
		Grammar	Vocab	Content			
1.	S-1	3	5	5	13	87	Very good
2.	S-2	3	4	4	11	73	Good
3.	S-3	4	4	5	13	93	Excellent
4.	S-4	4	5	5	14	93	Excellent
5.	S-5	3	3	4	10	67	Fair
6.	S-6	3	4	4	11	73	Good
7.	S-7	3	4	4	11	73	Good
8.	S-8	3	4	4	11	73	Good
9.	S-9	3	4	4	11	73	Good
10.	S-10	4	4	4	12	80	Good
11.	S-11	3	4	4	11	73	Good
12.	S-12	4	5	5	14	93	Excellent
13.	S-13	3	4	4	11	73	Good
14.	S-14	3	4	4	11	73	Good
15.	S-15	3	5	5	13	87	Very good
16.	S-16	3	4	4	11	73	Good
17.	S-17	3	4	4	11	73	Good
18.	S-18	4	4	4	12	80	Good
19.	S-19	4	5	5	14	93	Excellent
20.	S-20	3	4	5	12	80	Good
21.	S-21	3	5	5	13	87	Very good
22.	S-22	3	4	4	11	73	Good
23.	S-23	3	4	5	12	80	Good
24.	S-24	4	5	5	14	93	Excellent
25.	S-25	4	4	5	13	87	Very good
26.	S-26	4	5	5	14	93	Excellent
27.	S-27	4	4	4	12	80	Good
28.	S-28	3	4	4	11	73	Good
29.	S-29	4	4	4	12	80	Good
30.	S-30	4	4	4	12	80	Good
31.	S-31	3	4	4	11	73	Good
32.	S-32	3	4	3	10	67	Fair
TOTAL		108	135	139	382	2549	
AVERAGE		3.4	4.2	4.3	11.9	79.6	Good

Appendix 3

Table 3. The Results of the Students' Achievement in Pre-Test (Brown Theory)

No	Code of Respondent	Score per item					Total	Criteria
		C	O	M	G	V		
1.	S-1	15	15	10	12	11	63	Fair
2.	S-2	10	10	8	12	10	50	Very poor
3.	S-3	10	8	8	10	12	48	Very poor
4.	S-4	10	8	8	12	12	50	Very poor
5.	S-5	8	8	8	13	10	47	Very poor
6.	S-6	12	9	8	10	12	51	Poor
7.	S-7	10	8	8	10	13	49	Very poor
8.	S-8	5	8	8	10	5	36	Very poor
9.	S-9	16	15	15	12	16	74	Good
10.	S-10	15	12	11	12	14	64	Fair
11.	S-11	10	9	8	10	13	50	Very poor
12.	S-12	9	9	8	10	10	46	Very poor
13.	S-13	17	13	12	13	15	70	Fair
14.	S-14	14	12	11	12	12	61	Fair
15.	S-15	17	14	14	13	16	74	Good
16.	S-16	13	12	10	12	15	62	Fair
17.	S-17	10	10	9	12	13	54	Poor
18.	S-18	10	11	9	12	13	55	Poor
19.	S-19	15	12	10	12	13	60	Poor
20.	S-20	10	9	8	10	10	47	Very poor
21.	S-21	17	13	10	12	13	65	Fair
22.	S-22	14	13	11	12	14	64	Fair
23.	S-23	18	14	13	13	17	75	Good
24.	S-24	13	12	10	12	14	61	Fair
25.	S-25	12	9	8	12	13	54	Poor
26.	S-26	10	8	8	9	10	45	Very poor
27.	S-27	14	12	10	13	14	63	Fair
28.	S-28	8	8	9	8	9	42	Very poor
29.	S-29	8	8	8	8	10	42	Very poor
30.	S-30	9	9	8	8	10	44	Very poor
31.	S-31	15	13	10	10	12	60	Poor
32.	S-32	8	9	8	8	9	42	Very poor
TOTAL		382	340	304	354	390	1768	
AVERAGE		11.94	10.62	9.5	11.06	12.19	55.25	Poor

Appendix 4

Table 4. The Results of the Students' Achievement in Post-Test (Brown Theory)

No	Code of Respondent	Score per item					Total Score	Criteria
		C	O	M	G	V		
1.	S-1	18	17	15	15	18	83	Very good
2.	S-2	17	14	12	14	16	73	Good
3.	S-3	18	17	16	17	18	86	Very good
4.	S-4	19	18	17	18	19	90	Very good
5.	S-5	16	12	10	14	15	67	Fair
6.	S-6	18	13	12	13	17	73	Good
7.	S-7	18	13	12	13	15	71	Good
8.	S-8	18	14	13	13	17	75	Good
9.	S-9	18	14	13	15	16	76	Good
10.	S-10	18	15	12	14	17	76	Good
11.	S-11	18	15	14	13	16	76	Good
12.	S-12	18	17	14	17	19	85	Very good
13.	S-13	18	15	14	14	17	78	Good
14.	S-14	18	14	16	14	16	78	Good
15.	S-15	19	18	17	16	19	89	Very good
16.	S-16	18	16	16	12	16	78	Good
17.	S-17	17	15	13	13	16	74	Good
18.	S-18	18	17	15	15	17	82	Very good
19.	S-19	18	17	17	15	17	84	Very good
20.	S-20	18	16	15	12	17	78	Good
21.	S-21	19	17	16	16	19	87	Very good
22.	S-22	18	14	10	14	18	74	Good
23.	S-23	19	16	15	14	18	82	Very good
24.	S-24	19	17	13	16	19	84	Very good
25.	S-25	19	17	15	16	18	85	Very good
26.	S-26	20	18	17	16	20	91	Excellent
27.	S-27	18	15	13	16	16	78	Good
28.	S-28	17	15	14	13	16	75	Good
29.	S-29	18	15	15	15	17	80	Good
30.	S-30	17	15	12	15	16	75	Good
31.	S-31	18	15	10	12	16	71	Good
32.	S-32	16	14	12	12	15	69	Fair
	TOTAL	576	495	445	462	546	2523	
	AVERAGE	18	15.47	13.91	14.44	17.06	78.84	Good

Appendix 5

Table 5. List of StudentsøName

No.	Registered Number	Name	Sex
1	3802	Abi sofyan risdiyantara	M
2	3677	Amin warih	M
3	3804	Andi nurdiansyah	M
4	3637	Arief kurniawan	M
5	3679	Arlina nur endah permitasari	F
6	3601	Desy ernawati	F
7	3765	Diyah Armenia muwardi	F
8	3603	Dwi bejo susilo	M
9	3768	Dwi eka wati	F
10	3649	Eka rahmawati	F
11	3606	Fidha andryan	F
12	3813	Fika kusuma wardani	F
13	3815	Fitriana mustanti	F
14	3816	Gakuh ajeng putri asyuri	F
15	3695	Gremi carnindo	F
16	3697	Iin sri sundari	F
17	3612	Iis sulistyowati	F
18	3657	Ika yulita armis	F
19	3659	Intan lavia oktavia	F
20	3739	Maøruf amaludin	M
21	3743	Nia martiyaningrum	F
22	3786	Niken widya purmita	F
23	3744	Nita sari	F
24	3787	Nurhidayati	F
25	3788	Nurul windy astute	F
26	3666	Renita dewi rukmalaningrum	F
27	3833	Rizki adi cahyono	M
28	3669	Sulis tyaningsih	F
29	3752	Sulistyanto tri nugroho	M
30	3628	Susi ningsih	F
31	3629	Susi susanti	F
32	3630	Thoriq fathurrohman mudzani	M
33	3670	Titik widayanti	F
34	3759	Yussrun utomo	M

Appendix 6
Table 6. List of Respondents

No	Code of respondent	Student number	Name
1	S-1	3649	Eka Rahmawati
2	S-2	3813	Fika Kusuma W
3	S-3	3666	Renita Dewi R
4	S-4	3816	Galuh Ajeng P
5	S-5	3739	Maøruf Amaludin
6	S-6	3804	Andi Nurdiansyah
7	S-7	3759	Yusrun
8	S-8	3752	Sulistyanto Tri Nugroho
9	S-9	3768	Dwi Eka W
10	S-10	3744	Nita Sari
11	S-11	3695	Gremi
12	S-12	3802	Abi Sofyan R
13	S-13	3670	Titik Widayanti
14	S-14	3815	Fitriana
15	S-15	3612	Iis Sulistyowati
16	S-16	3601	Desy Ernawati
17	S-17	3628	Susi Ningsih
18	S-18	3629	Susi Susanti
19	S-19	3657	Ika Yulita Armis
20	S-20	3679	Arlina Nur
21	S-21	3659	Intan L.O
22	S-22	3669	Sulistyaningsih
23	S-23	3788	Nurul Windi A
24	S-24	3787	Nur Hidayati
25	S-25	3697	Iin Sri Sundari
26	S-26	3786	Niken Widya
27	S-27	3743	Nia Martiyaningrum
28	S-28	3765	Diyah Armenia M
29	S-29	3606	Fidha Andryan
30	S-30	3677	Amien W
31	S-31	3637	Arief Kurniawan
32	S-32	3603	Dwi Bejo S

Appendix 8

Table 7. Results of Questionnaire

No	Code of Respondent	Score per item								Sum	Final Score
		1	2	3	4	5	6	7	8		
1	S-1	3	1	1	2	3	3	3	3	19	2.375
2	S-2	3	1	1	3	2	3	2	3	18	2.25
3	S-3	3	3	3	3	3	2	2	2	21	2.625
4	S-4	3	1	3	2	3	3	2	2	19	2.375
5	S-5	1	3	3	2	3	2	3	3	20	2.5
6	S-6	3	3	3	1	2	2	2	2	18	2.25
7	S-7	1	3	1	3	1	2	2	2	15	1.875
8	S-8	3	3	3	2	3	2	2	2	20	2.5
9	S-9	1	3	3	2	3	2	2	3	19	2.375
10	S-10	1	3	3	2	3	2	2	3	19	2.375
11	S-11	1	3	1	3	3	2	3	2	18	2.25
12	S-12	2	1	3	3	1	2	2	2	16	2
13	S-13	1	3	2	3	3	3	3	3	21	2.625
14	S-14	3	2	3	3	3	3	3	2	22	2.75
15	S-15	3	1	3	2	3	3	3	3	21	2.625
16	S-16	3	1	3	3	3	2	2	3	20	2.5
17	S-17	3	1	1	3	3	2	2	2	17	2.125
18	S-18	1	3	3	2	3	2	3	3	20	2.5
19	S-19	3	2	3	3	3	3	2	2	21	2.625
20	S-20	3	2	3	3	3	2	2	2	20	2.5
21	S-21	1	3	1	3	3	2	3	2	18	2.25
22	S-22	3	2	3	2	3	2	3	2	20	2.5
23	S-23	1	3	1	2	3	2	2	2	16	2
24	S-24	1	3	1	3	3	2	2	2	17	2.125
25	S-25	3	1	3	3	3	2	2	3	20	2.5
26	S-26	3	1	3	3	3	2	2	2	19	2.375
27	S-27	3	3	2	2	3	2	2	2	19	2.375
28	S-28	1	3	3	3	3	2	2	2	19	2.375
29	S-29	3	3	3	2	3	2	2	2	20	2.5
30	S-30	3	2	3	2	3	3	2	2	20	2.5
31	S-31	3	1	3	3	3	2	3	3	21	2.625
32	S-32	1	3	3	3	3	2	3	2	20	2.5
TOTAL		71	71	78	81	90	72	75	75	613	76,625
AVERAGE		19.15625									2.3945

Ket : final score = sum/8, Average 1 : total sum/32, Average 2 : total final score / 3

Appendix 9

Questionnaire 1

QUESTIONNAIRE

Angket Pertanyaan

PETUNJUK PENGISIAN:

1. Tulislah nama, nomor absen, dan kelas kalian pada tempat yang telah disediakan.
2. Jawablah pertanyaan-pertanyaan berikut ini dengan sejujur-jujurnya. Apapun jawaban anda tidak akan mempengaruhi nilai.
3. Jawablah dengan singkat, padat dan jelas.

Nama	:
No. Absen	:
Kelas	:

Pertanyaan :

1. Apakah anda suka pembahasan tentang analytical exposition? mengapa?
.....
2. Apakah anda banyak mengalami kesulitan dalam memahami materi analytical exposition?
í .
3. Berapa persenkah tingkat kesulitan materi analytical exposition menurut anda?
.....

4. Apakah metode/teknik yang diberikan oleh guru cukup membuat anda paham? mengapa?

.....

5. Dalam membuat teks analytical exposition, pada bagian apa anda mengalami kesulitan?

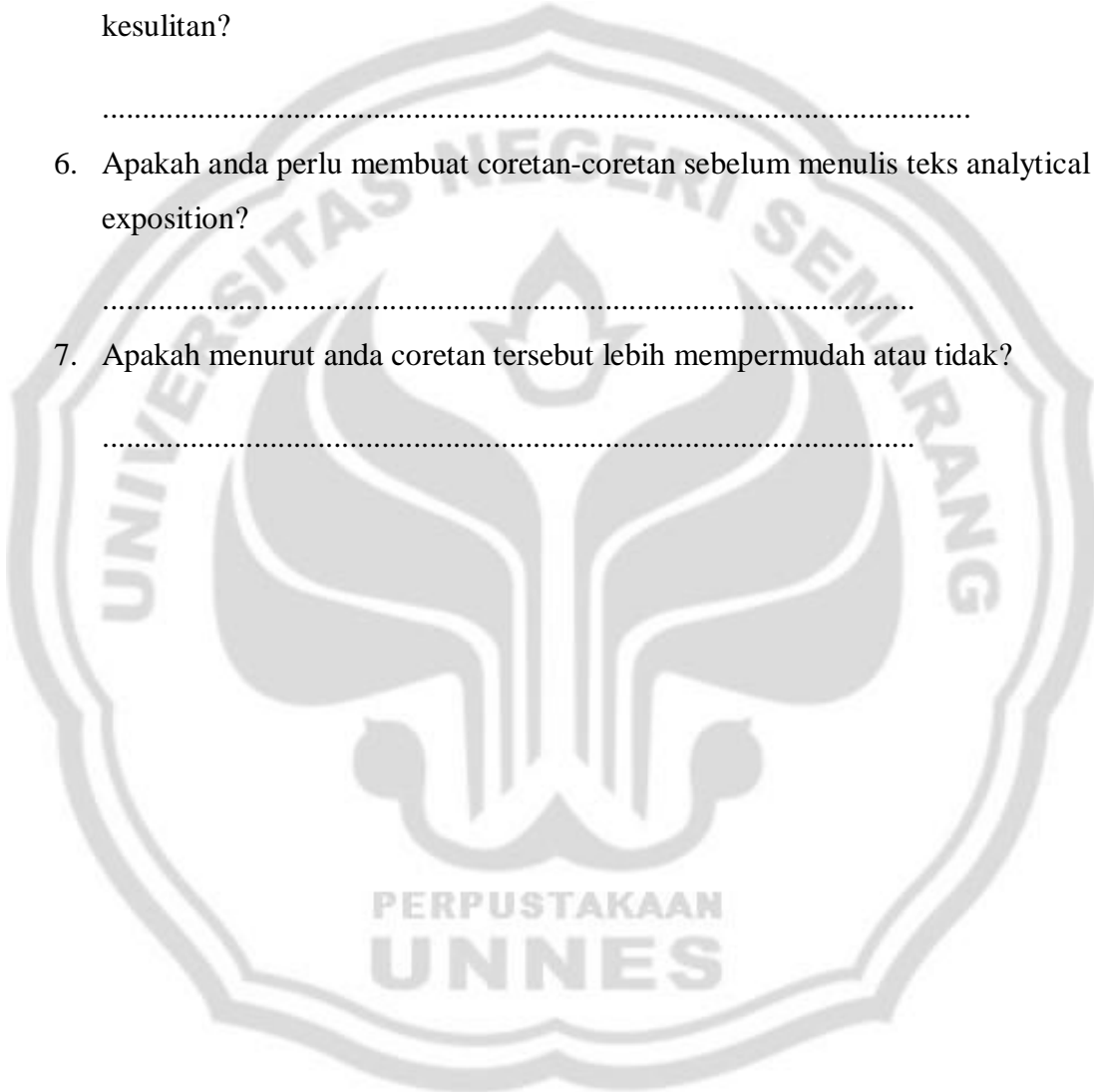
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6. Apakah anda perlu membuat coretan-coretan sebelum menulis teks analytical exposition?

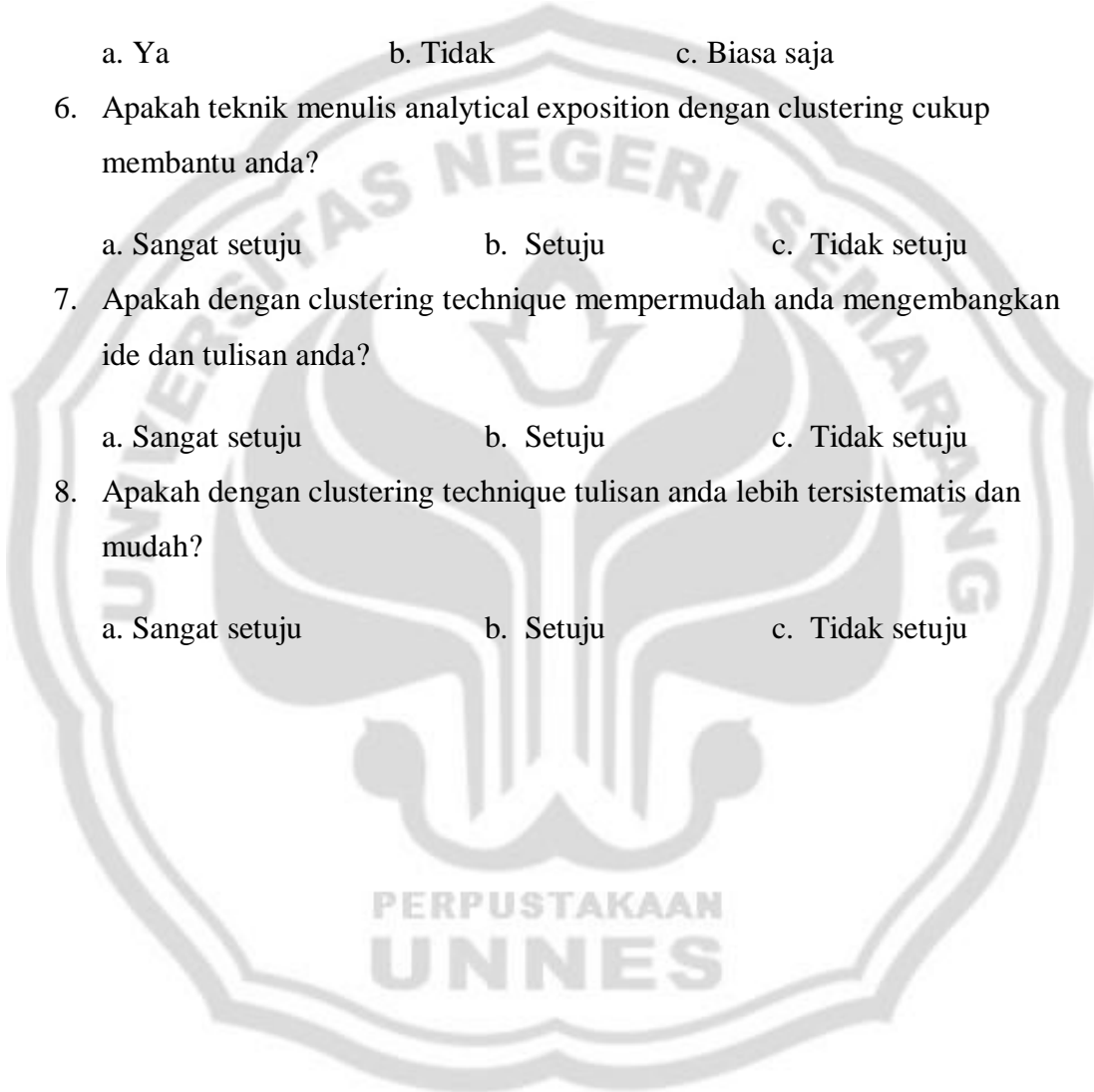
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7. Apakah menurut anda coretan tersebut lebih mempermudah atau tidak?

.....



4. Apakah anda perlu membuat coretan-coretan sebelum menulis teks analytical exposition?
 - a. Perlu
 - b. Sangat perlu
 - c. Tidak perlu
5. Apakah menurut anda coretan tersebut lebih mempermudah atau tidak?
 - a. Ya
 - b. Tidak
 - c. Biasa saja
6. Apakah teknik menulis analytical exposition dengan clustering cukup membantu anda?
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju
7. Apakah dengan clustering technique mempermudah anda mengembangkan ide dan tulisan anda?
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju
8. Apakah dengan clustering technique tulisan anda lebih tersistematis dan mudah?
 - a. Sangat setuju
 - b. Setuju
 - c. Tidak setuju



Appendix 11

LESSON PLAN (RPP) Treatment 1

SMA : SMAN 1 WERU SUKOHARJO
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / I
Alokasi Waktu : 3 X 45 menit (3pertemuan)

Standar Kompetensi :

5. Memahami makna teks fungsional pendek dan esei berbentuk *report, narrative, dan analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan
6. Mengungkapkan makna dalam teks esei berbentuk *report, narrative, dan analytical exposition* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar :

- 5.2 c. Merespon makna dalam langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam berbentuk *analytical exposition*
- 6.2 c. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *analytical exposition*.

Text type : Analytical exposition

Aspek / skill : Reading Comprehension and Writing task

- Objectives** : At the end of the class, the students are able to
1. make a cluster before writing analytical exposition
 2. identify well the analytical exposition they have made
 3. master the vocabulary, and grammar involve the text
 4. master the generic structure and lexicogrammatical features of analytical exposition
 5. make an analytical exposition well through clustering technique first.

Material :

1. Textbook containing analytical exposition text
2. Grammar ; simple present, vocabulary, punctuation.
3. Generic structure of analytical exposition (position, preview, arguments, reiteration)
4. Lexicogrammatical features :
 - focus on generic structure human and non-human participants (bold)
 - use of simple present tense
 - use of relation processes (italic)

- use of internal conjunction to stage argumnet (underlined)
- reasoning through causal conjunction or nominalisation (underlined)

5. Example of analytical text

Langkah Retorika	Contoh Teks
Position	In Australia there are three levels of government, the federal government, state governments, and local governments. All of these levels of government are necessary. This is <u>so for a number of reasons.</u>
Arguments 1	<u>First,</u> the federal government is necessary for the big things. They keep the economy in order and look after things like defence.
Arguments 2	<u>Similarly,</u> the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism.
Arguments 3	<u>Finally,</u> local government look after the small things. They look after things like collecting rubbish, otherwise everyone would have diseases.
Conclusion	<u>Thus, for the reasons</u> above we can conclude that the three levels of government are necessary.

Method :

1. Reading silently about analytical exposition
2. Explaining about clustering technique
3. Giving model
4. discussion
5. Individual assignment

Learning Activities :

- Building Knowledge of the Field (BKOF) :
 1. The students prepare their own material and book to face the teaching-learning process
 2. The students are called by the teacher one by one through attendance list
 3. The students answer basic questioning given by the teacher related with the material will be discussed

- Modelling Of the Text (MOT) :
 1. The students receive a text from the teacher
 2. The students read the text carefully (reading silently)

3. The students keep a close watch on the diagram of mind mapping
4. The students listen to the teacher who is reading the analytical exposition text
5. The students repeat the teacher's talk
6. The students explore their ideas freely related to the topic given
7. The students make their own mind mapping
8. The students make sentences with their words from mind mapping diagram

➤ Join Construction Of Text (JCOT)

1. The student worked in group consisting of 4-5 students.
2. The students discussed an analytical exposition text entitled "smoking in a restaurant".
3. The students analyzed this text based on its structure.
4. The students identify the keywords of each paragraph and put the words into the bubbles.

➤ Independent Construction Of the Text (ICOT)

1. The students fill out the mind mapping diagram
2. The students make their own sentences in worksheet
3. The students arrange the sentences into good analytical exposition text

Source and Learning Media:

1. Picture
2. Relevance book
3. LCD
4. Laptop
5. Teaching aid : chart/diagram of mind mapping and blackboard/whiteboard

Indicator :

1. Students can make a cluster before write analytical exposition
2. Students can identify well the analytical exposition they have made
3. Students can master the vocabulary, and grammar involve the text
4. Students can make an analytical exposition through clustering technique first

Assignments: Make an analytical exposition with your own idea
Make an analytical exposition by using clustering technique first

Evaluation :

a. technique : reading comprehension

b. Form : written test

Instrument :

- Read the text carefully and analysis the rhetorical text
- Write the analytical text by your own words

Rubric

Components	Score	Characteristics
Grammar	5	Mastery of grammar taught on course only one and two minor mistakes
	4	A few minor mistakes only (preposition, articles,etc)
	3	Only one major mistakes but a few minor mistakes
	2	Major mistakes that lead to difficulty in understanding-lack mastery of sentences construction
	1	Sentence construction almost unintelligible
Vocabulary	5	Use of wide range of vocabulary taught previously
	4	Good use of new words acquired fairly appropriate synonyms, circumstance
	3	Attempts to use words acquired-fairly appropriate vocabulary on the whole but sometimes restricted has resort to use synonyms, circumlocution, etc on a few occasion
	2	Restricted vocabulary. Use synonym (but not always appropriate)
	1	Very restricted vocabulary-inappropriate use of synonyms, seriously hinders communication
Content	5	All sentences support the topic highly organized-clear progression of ideas-well

	4	linked like educated native speakers
	3	Occasionally be clearer but communication not impaired
	2	Some lacks of organization-re reading required for classification of ideas
	1	Little or no attempt at connectivity taught readers can be device some organization-individualsø ideas may be clearer but very difficult to deduce connection between them
		Lack of organization-serve that communication is made very difficult

Pedoman penilaian

1. Jumlah skor maksimal per siswa: 100
2. Nilai siswa diperoleh dengan cara membagi jumlah skor perolehan dengan skor maksimal dikali 100.

Misal: Ahmad mendapat skor perolehan = 15
Maka nilainya: $15/15 \times 100 = 100$

Kepala Sekolah

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Guru mata pelajaran

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Appendix 12

LESSON PLAN (RPP) (Treatment 2)

SMA : SMAN 1 WERU SUKOHARJO
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : XI / I
Alokasi Waktu : 3 X 45 menit (3pertemuan)

Standar Kompetensi :

5. Memahami makna teks fungsional pendek dan esei berbentuk *report, narrative, dan analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan
6. Mengungkapkan makna dalam teks esei berbentuk *report, narrative, dan analytical exposition* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar :

- 5.2 c. Merespon makna dalam langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam berbentuk *analytical exposition*
- 6.2 c. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *analytical exposition*.

Text type : Analytical exposition

Aspek / skill : Reading Comprehension and Writing task

Objectives : At the end of the class, the students are able to

1. make a cluster before writing analytical exposition
2. identify well the analytical exposition they have made
3. master the vocabulary, and grammar involve the text
4. master the generic structure and lexicogrammatical features of analytical exposition
5. make an analytical exposition well through clustering technique first.

Material :

1. Textbook containing analytical exposition text
2. Grammar ; simple present, vocabulary, punctuation.
3. Generic structure of analytical exposition (position, preview, arguments, reiteration)
4. Lexicogrammatical features :
 - focus on generic structure human and non-human participants (bold)
 - use of simple present tense

- use of relation processes (italic)
- use of internal conjunction to stage argumnet (underlined)
- reasoning through causal conjunction or nominalisation (underlined)

5. Example of analytical text

Langkah Retorika	Contoh Teks
Position	In Australia there are three levels of government, the federal government, state governments, and local governments. All of these levels of government are necessary. This is <u>so</u> for <u>a number of reasons.</u>
Arguments 1	<u>First,</u> the federal government is necessary for the big things. They keep the economy in order and look after things like defence.
Arguments 2	<u>Similarly,</u> the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism.
Arguments 3	<u>Finally,</u> local government look after the small things. They look after things like collecting rubbish, otherwise everyone would have diseases.
Conclusion	<u>Thus, for the reasons</u> above we can conclude that the three levels of government are necessary.

Method :

1. Reading silently about analytical exposition
2. Explaining about clustering technique
3. Giving model
4. discussion
5. Individual assignment

Learning Activities :

- **Building Knowledge of the Field (BKOF) :**
 1. The students prepare their own material and book to face the teaching-learning process
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 2. The students read the text carefully (reading silently)
 3. The students keep a close watch on the diagram of mind mapping

4. The students listen to the teacher who is reading the analytical exposition text
5. The students repeat the teacher's talk
6. The students explore their ideas freely related to the topic given
7. The students make their own mind mapping
8. The students make sentences with their words from mind mapping diagram

➤ Join Construction Of Text (JCOT)

The students practice to arrange these sentences into analytical exposition text with your partner

➤ Independent Construction Of the Text (ICOT)

1. The students fill out the mind mapping diagram
2. The students make their own sentences in worksheet
3. The students arrange the sentences into good analytical exposition text

Source and Learning Media:

1. Picture
2. Relevance book
3. LCD
4. Laptop
5. Teaching aid : chart/diagram of mind mapping and blackboard/whiteboard

Indicator :

1. Students can make a cluster before write analytical exposition
2. Students can identify well the analytical exposition they have made
3. Students can master the vocabulary, and grammar involve the text
4. Students can make an analytical exposition through clustering technique first

Assignments: Make an analytical exposition with your own idea
Make an analytical wxposition by using clustering technique first

Evaluation :

- a. technique : reading comprehension
- b. Form : written test

Instrument :

- Read the text carefully and analysis the rhetorical text
- Write the analytical text by your own words
-

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Vocabulary	5	Use of wide range of vocabulary taught previously
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	2	Restricted vocabulary. Use synonym (but not always appropriate)
	1	Very restricted vocabulary-inappropriate use of synonyms, seriously hinders communication

Pedoman penilaian

1. Jumlah skor maksimal per siswa: 100
2. Nilai siswa diperoleh dengan cara membagi jumlah skor perolehan dengan skor maksimal dikali 100.
Misal: Ahmad mendapat skor perolehan = 15
Maka nilainya: $15/15 \times 100 = 100$

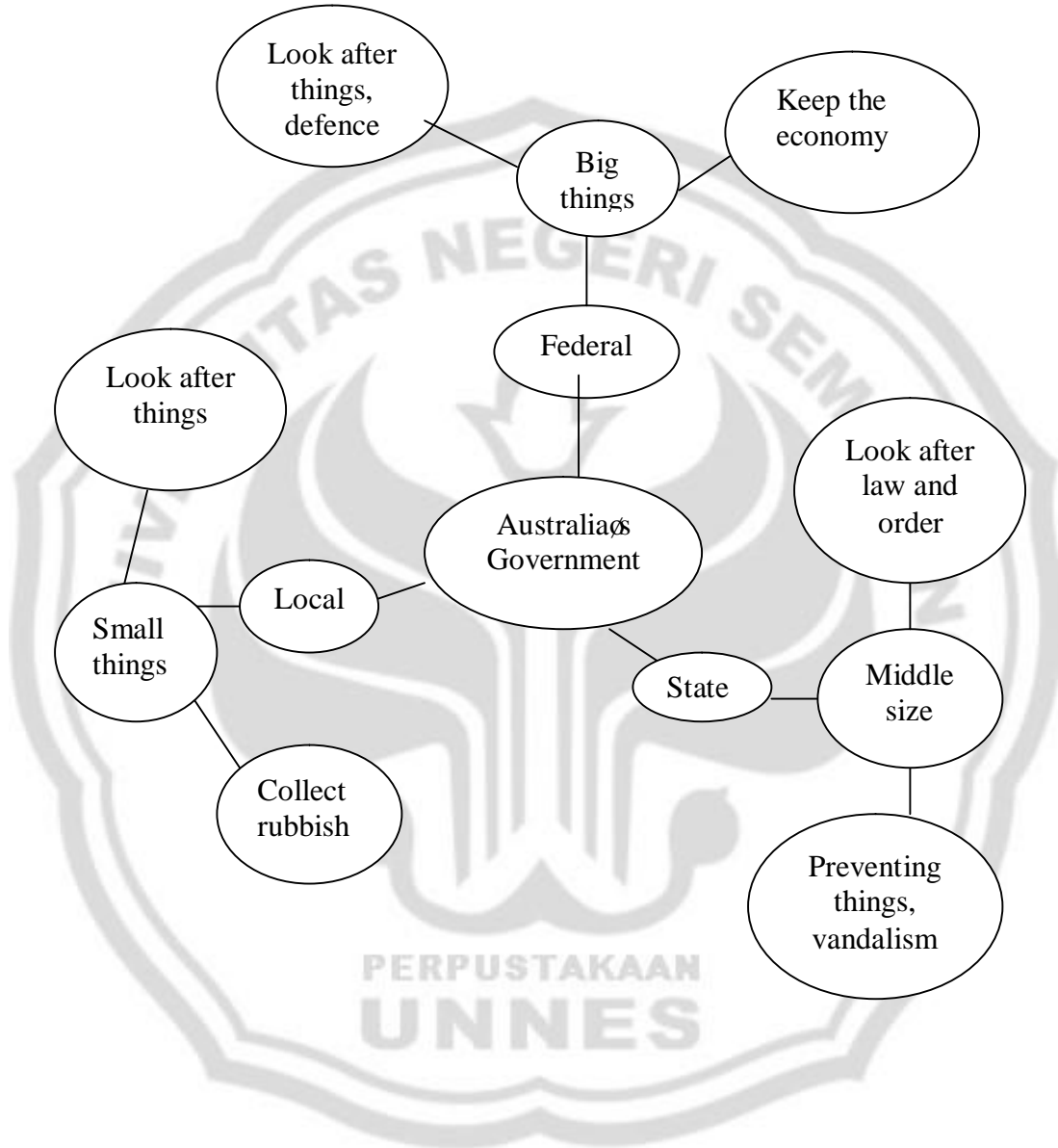
Kepala Sekolah

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Guru mata pelajaran



Appendix 13

Instrument and material for research in the class



Australia

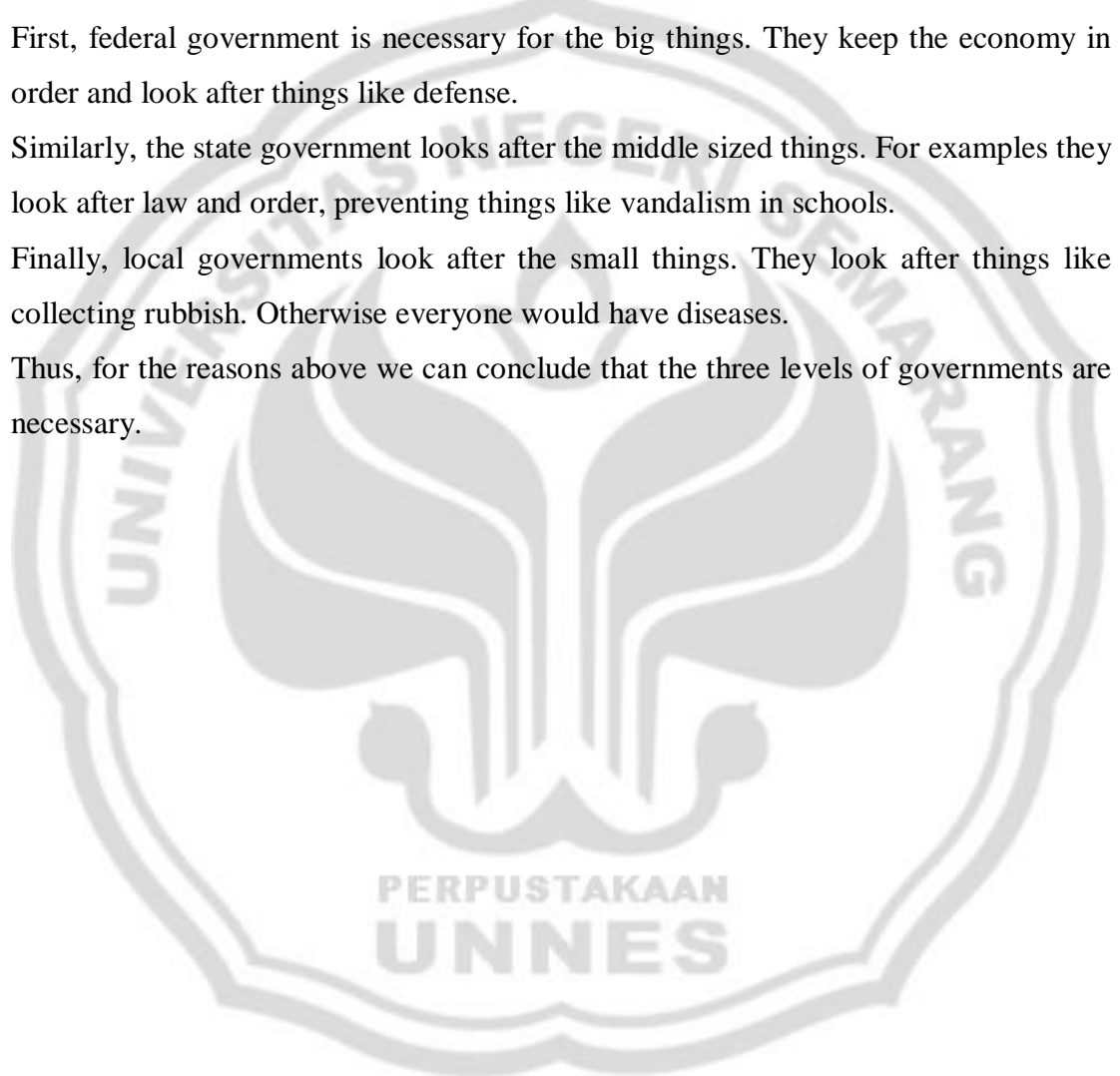
In Australia there are three levels of government they are the federal government, state governments and local governments. All of these levels of government are necessary. This is so for a number of reasons.

First, federal government is necessary for the big things. They keep the economy in order and look after things like defense.

Similarly, the state government looks after the middle sized things. For examples they look after law and order, preventing things like vandalism in schools.

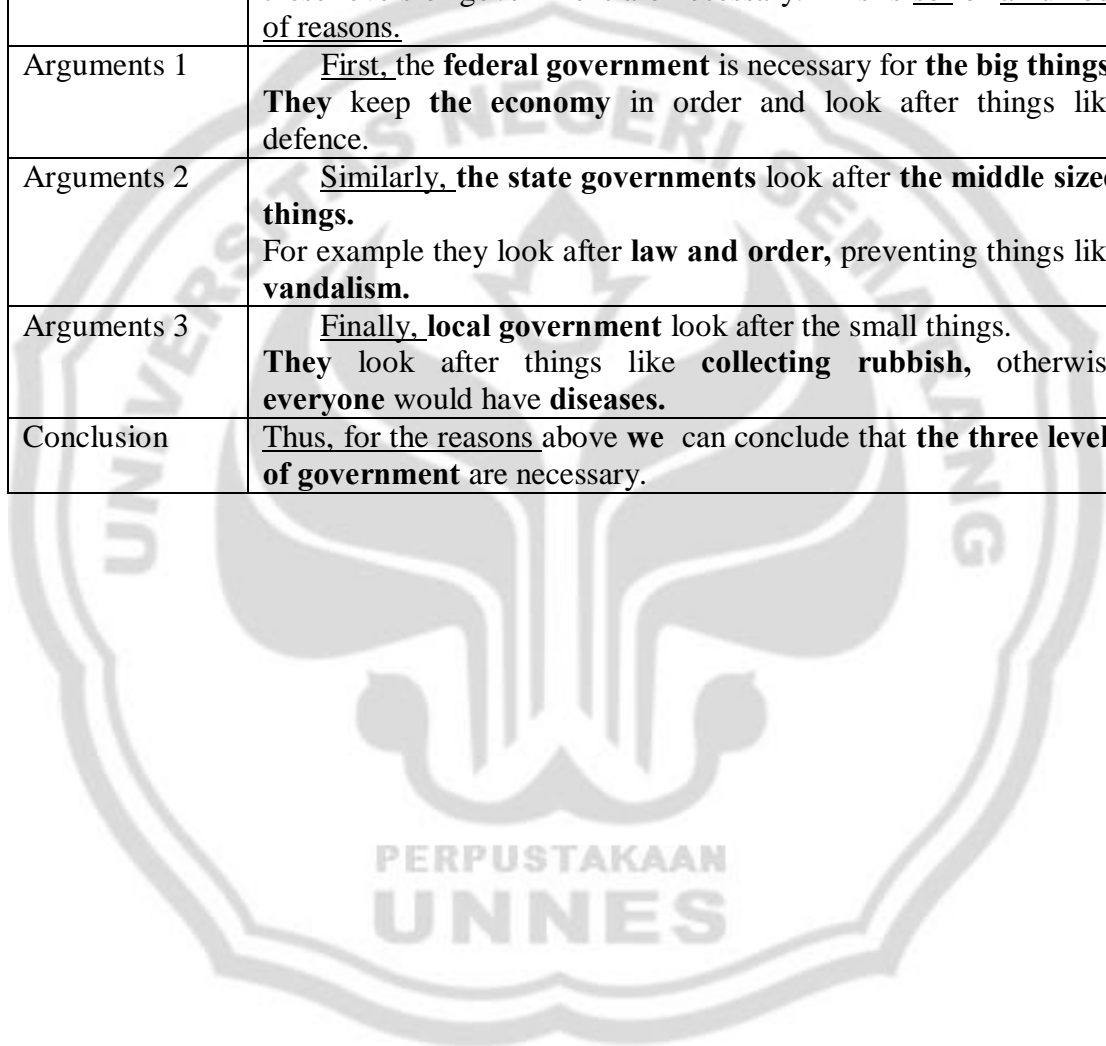
Finally, local governments look after the small things. They look after things like collecting rubbish. Otherwise everyone would have diseases.

Thus, for the reasons above we can conclude that the three levels of governments are necessary.

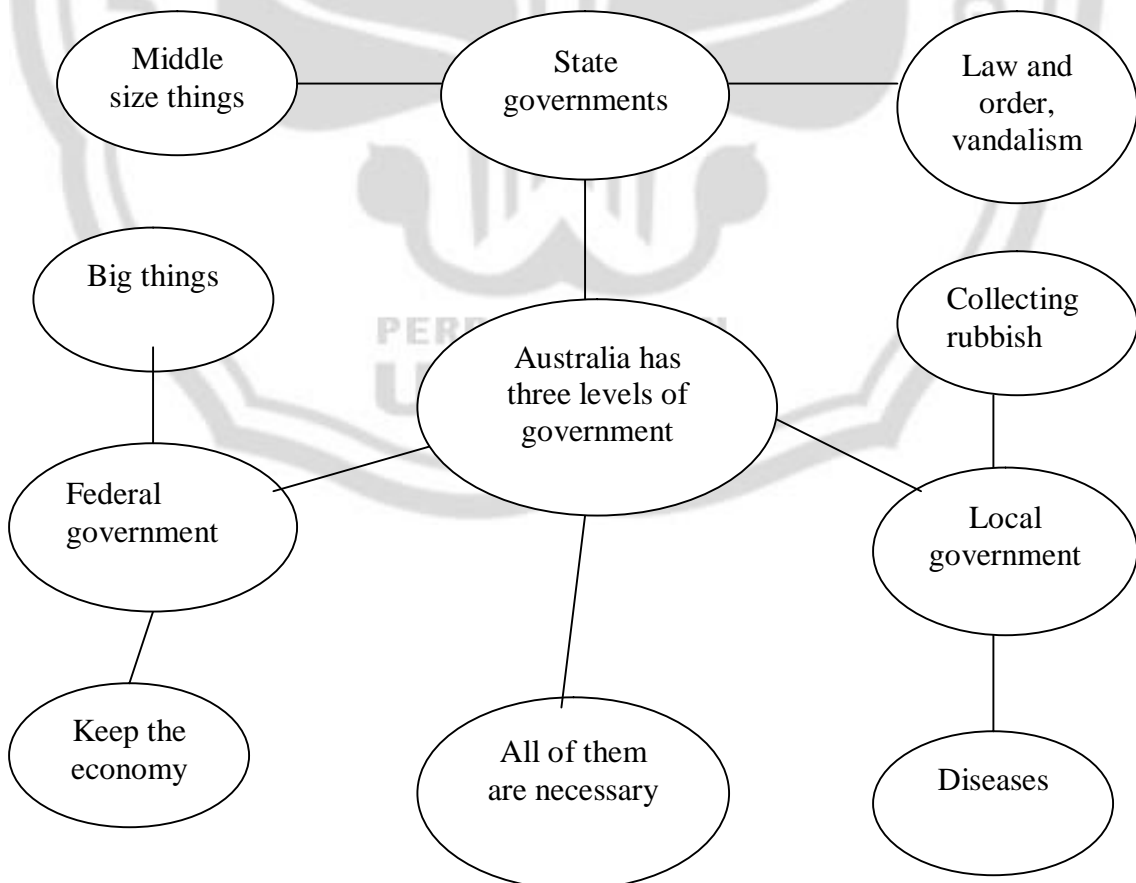
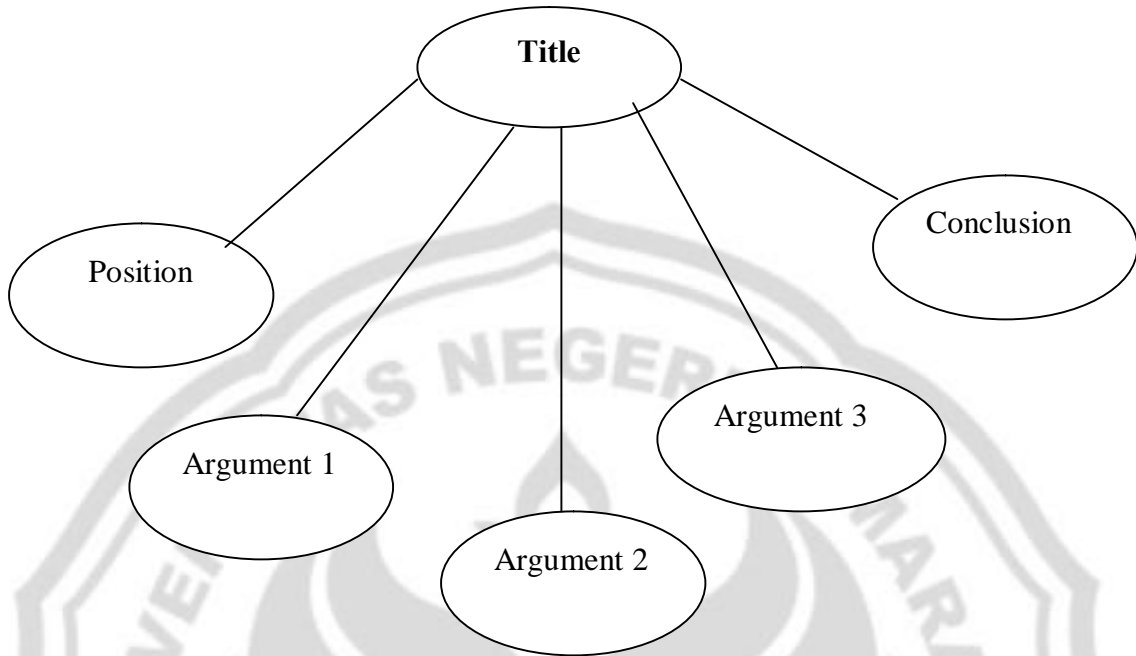


Identify this analytical exposition text based on their generic structure and then make a cluster! Look at this example:

Generic structure	Analytical exposition
Position	In Australia there are three levels of government, the federal government, state governments, and local governments. All of these levels of government are necessary. This is <u>so for a number of reasons.</u>
Arguments 1	<u>First,</u> the federal government is necessary for the big things. They keep the economy in order and look after things like defence.
Arguments 2	<u>Similarly,</u> the state governments look after the middle sized things. For example they look after law and order, preventing things like vandalism.
Arguments 3	<u>Finally,</u> local government look after the small things. They look after things like collecting rubbish, otherwise everyone would have diseases.
Conclusion	<u>Thus, for the reasons</u> above we can conclude that the three levels of government are necessary.

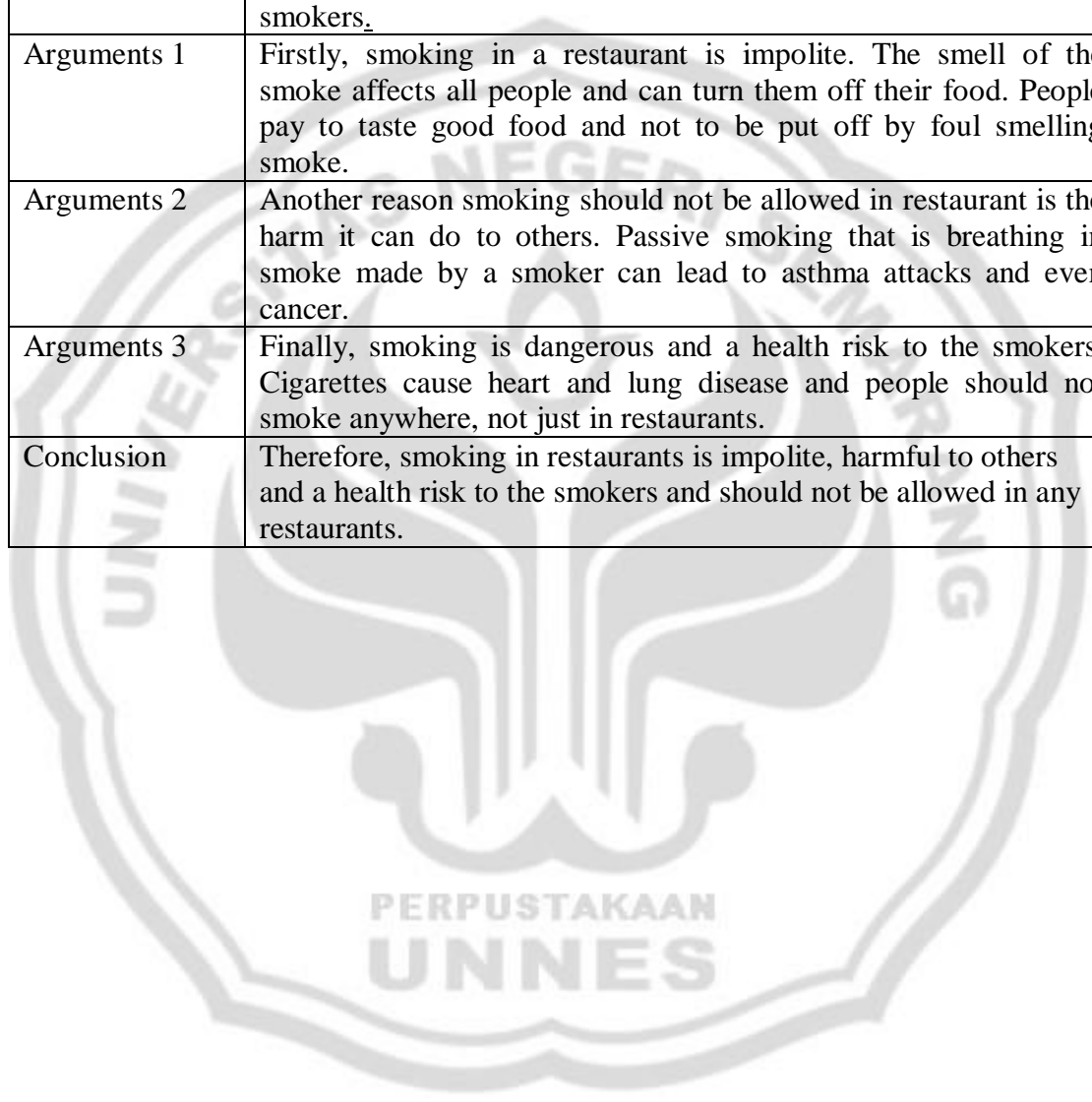


Clustering technique of analytical exposition

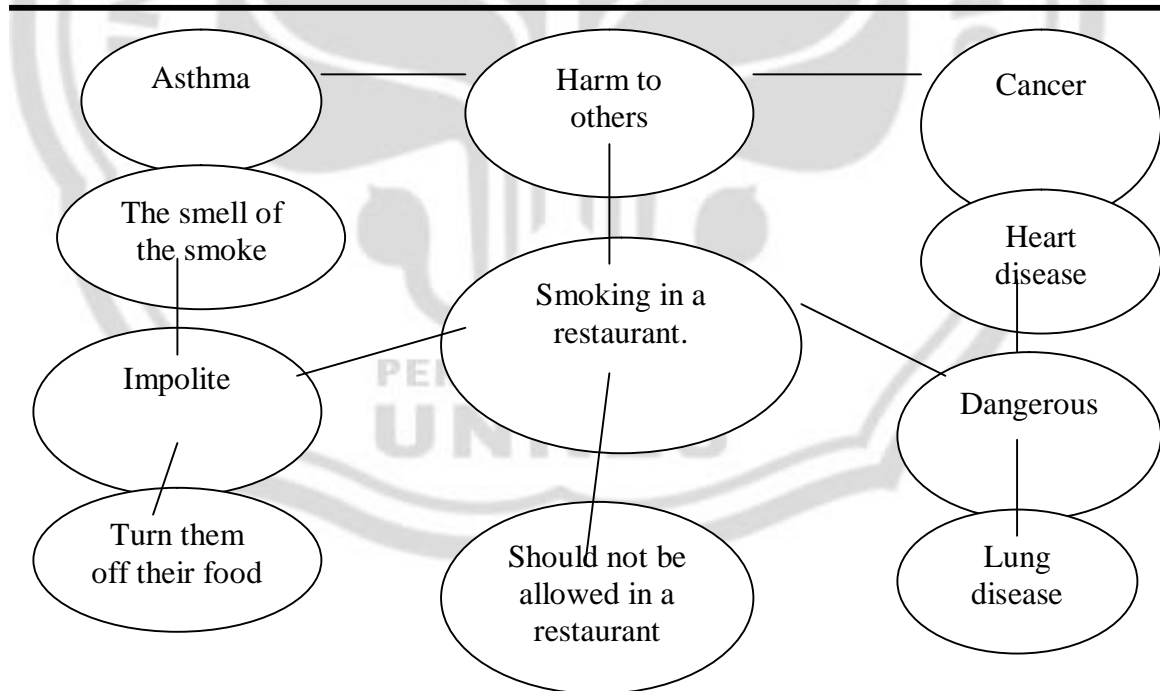
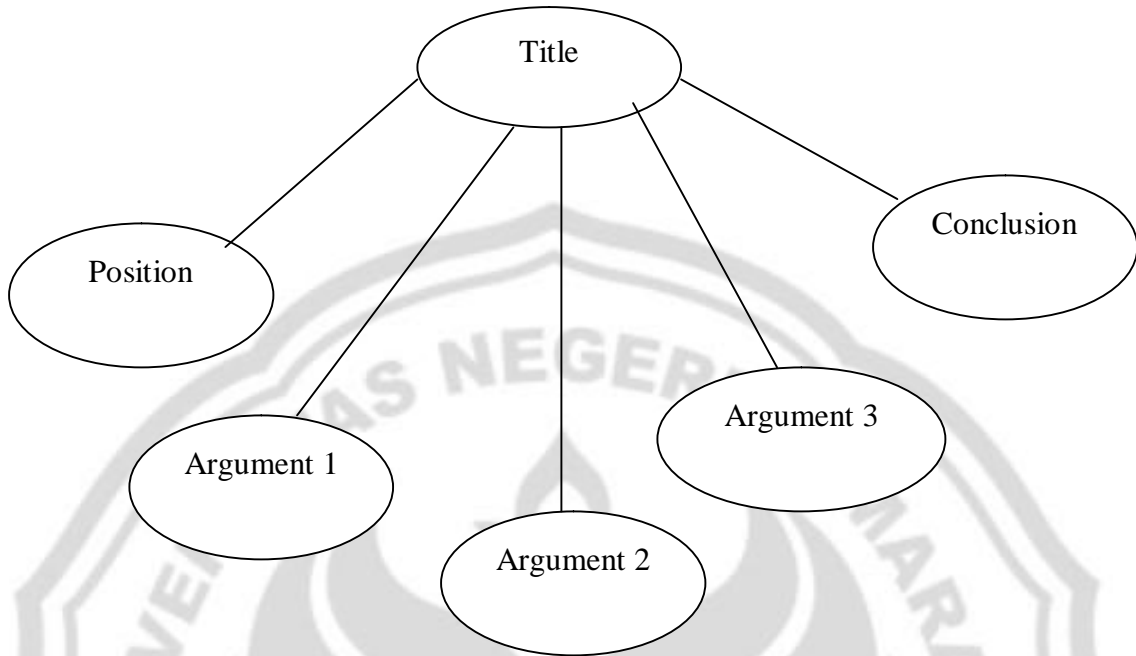


Identify this analytical exposition text based on their generic structure and then make a cluster! Look at this example:

Generic structure	Analytical exposition
Position	Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.
Arguments 1	Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.
Arguments 2	Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.
Arguments 3	Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.
Conclusion	Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.



Please write down the key words into the bubbles.



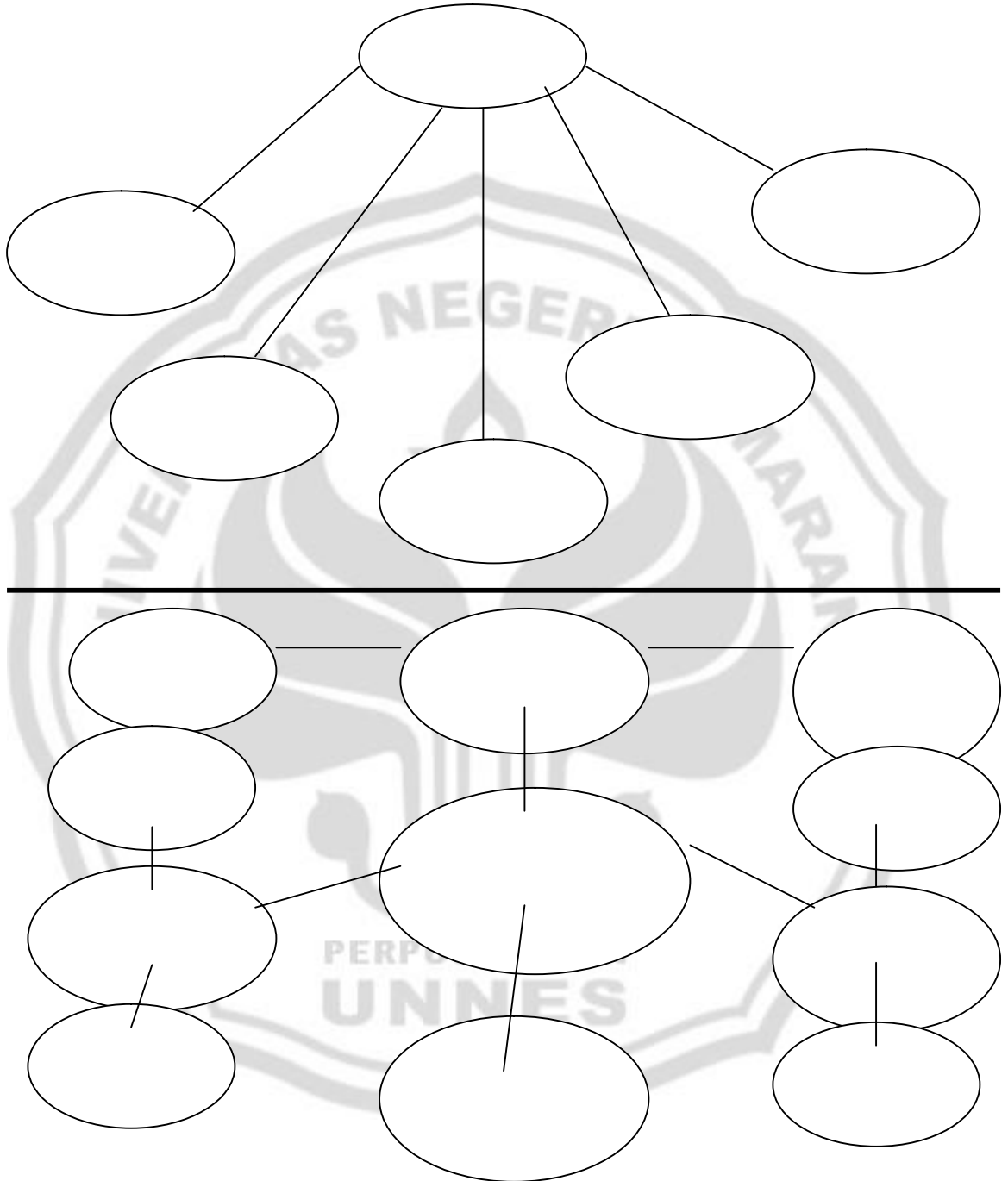
Appendix 14

Exercise sheet in group discussion

Identify this analytical exposition text based on their generic structure and then make a cluster! Look at this example:

Generic structure	Analytical exposition
Position	
Arguments 1	
Arguments 2	
Arguments 3	
Conclusion	

Please write down the key words into the bubbles.



Appendix 15

Studentsø writing

