THE INFLUENCE OF USING DICTOGLOSS TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN ANALYTICAL EXPOSITION TEXT AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMA KARYA MATARAM SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

A Thesis

Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

By

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RADEN INTAN LAMPUNG
2017

ABSTRACT

THE INFLUENCE OF USING DICTOGLOSS TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN ANALYTICAL EXPOSITION TEXT AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMA KARYA MATARAM SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

BY

HANDRINI ASTUTI

This thesis was based on the phenomena happened in school, it was how many students interested in writing but they could not develop ideas what they want to write. Technique that was used to teach students often maked students feel bored to join the English lesson. Therefore, this thesis discussed the influence of using Dictogloss Technique in teaching writing, especially for students' analytical exposition text writing. The objective of this study was to find out whether applying Dictogloss Technique affect the students' achievement in writing analytical exposition text at the first semester of eleventh grade of SMA Karya Mataram Lampung Selatan in the Academic year of 206/2017.

In this research, the methodology of the research was quasi experimental design with the treatment held in 3 times of meeting, 2 x 45 minutes for each. The population of this research was the eleventh grade students of SMA Karya Mataram. The sample taken were two classes, XI IPA 1 and XI IPA 2 which consisted of 49 students. In collecting the data, the researcher used the instruments, pre-test and post-test. The instrument was in form of essay questions of analytical exposition text.

After giving the post-test, the researcher then analyzed the data. From the data analysis, it was found that the result of T-test was 5.80. This result then was consulted to the score of $t_{critical}$ (level of significant) in this case level of significant 0.05 was 2,02. From the data analysis, the score of $t_{observed}$ was higher than $t_{critical}$ (0.05), so H_o was refused. In other words , from this research, it was known that Dictogloss could improve the students ability in writing analytical exposition text. It can be concluded that there was significant influence of using Dictogloss technique on students' analytical exposition text writing ability of SMA Karya Mataram in the Academic year of 2016/2017.

Keywords: Analytical Exposition Text, Dictogloss Technique, Students' Writing Ability, Quasi Experimental Design

APPROVAL

Title : THE INFLUENCE OF USING DICTOGLOSS TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY IN ANALYTICAL EXPOSITION TEXT AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMA KARYA MATARAM IN THE ACADEMIC YEAR OF 2016/2017

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ADMISSION

A thesis entitled: **THE INFLUENCE OF USING DICTOGLOSS TECHNIQUE TOWARDS STUDENT'S WRITING ABIITY IN ANALYTICAL EXPOSITION TEXT AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMA KARYA MATARAM SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017** , by : HANDRINI ASTUTI, NPM: **1211040035, Study Program: English Education**, was tested and defended in the examination tested held on: Tuesday, May 9th 2017.

Board of examiners:

The Chairperson   : **Bambang Irfani, M.Pd**   (.........................)

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The Primary Examiner : **Rohmatillah, M.Pd**   (.........................)

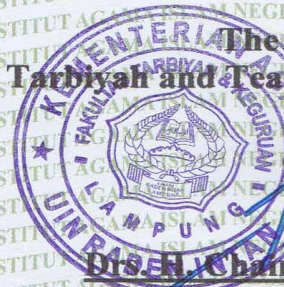The First co- Examiner : **Meisuri, M.Pd**   (.........................)

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iv

DECLARATION

Hereby, I state this thesis entitled " The Influence of Using Dictogloss Technique Towards Students' Writing Ability in Analytical Exposition Text at the First Semester of the Eleventh Grade of SMA Karya Mataram South Lampung in 2016/2017 Academic Year" is completely my own work. I am fully aware that I aware that I quoted some statements and those are properly acknowledged in the text.

Bandar Lampung,   May 2017

The Researcher,

Handrini Astuti
NPM.1211040035

MOTTO

وَلَوْ أَنَّمَا فِى ٱلْأَرْضِ مِن شَجَرَةٍ أَقْلَمٌ وَٱلْبَحْرُ يَمُدُّهُ مِنۢ بَعْدِهِۦ سَبْعَةُ أَبْحُرٍ مَّا نَفِدَتْ كَلِمَـٰتُ ٱللَّهِ

إِنَّ ٱللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

And if all the trees on the earth were pens and ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is Exalted in Power, full of wisdom.[1] (Q.S. Luqman : 27)

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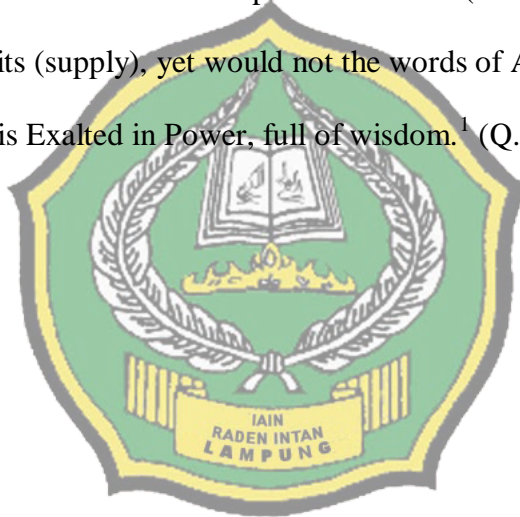
[1] Abdullah Yusuf' Ali, *The Holy Qur'an Arabic Text with English Translation*, (India: New Johar Offset Printers), 2006, p.414

DEDICATION

I would like to dedicate this thesis for all my beloved people:

1. My beloved parents Mr.Suyono,S.Pd and Mrs.Sardinah who always pray, motivate, and support for my success and always give love for me.

2. My beloved brothers and sisters, Sigit Purnomo, Sulaiman Zuhdi, Heni Puspitarini, A.Md , Nurwindi Hendraswari, A.Md.Keb and Retno Rahayu Ningsih who always support and give motivate for me.

3. My beloved niece, Nadia Syahira Fildzah and Ellfreda Clarishabel Tunggadewi who always give me a pretty smile.

4. My beloved friends, Rojiah, Meri Yulisa, Muslikhah, Novita Hidayati, Yasy Fatarazasti, Windarti, Riyanti Lestari who always support and motivate and help me until I can go to over this thesis.

5. My Almamater IAIN Raden Intan Lampung.
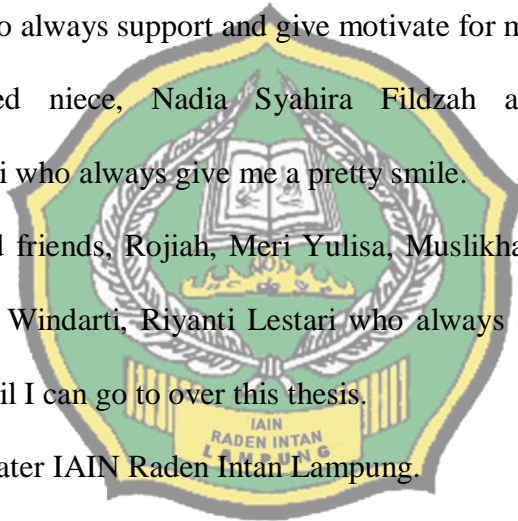
CURRICULUM VITAE

The name of the researcher is Handrini Astuti. She was born in Gedongtataan on May 2nd, 1993. She is the third child of four children of Mr. Suyono and Mrs. Sardinah. She has a brother whose name is Sigit Purnomo and two sisters whose name are Heni Puspitarini and Retno Rahayu Ningsih.

The researcher's educational background: the first, study at Elementary School of SD N 2 Sukaraja graduated in 2005 and then, Junior High School of SMP N 1 Gedong Tataan in 2008. After that, she continued at Senior High School of SMA N 1 Gedong Tataan and finished in 2011. After finishing her study, for getting further education in higher level, in 2012 she entered to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of the State Institute Islamic Studies Raden Intan Lampung.
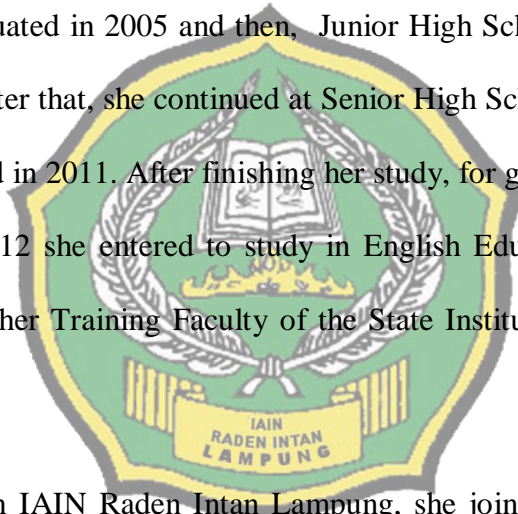
When She study in IAIN Raden Intan Lampung, she joined some English Courses like English For You Course and Al-Kahfi Solution Course. She has taught in SMA N 1 Gedongtataan and Center English Course (CEC), and she has been teaching in some privates until now.

Finally, the researcher is fully aware that there are stills a lot of weakness in this thesis. For this, the researcher truthfully expects critism and suggestion from the readers to enchance the quality of the thesis.

Bandar Lampung,   May 2017

The Researcher,

Handrini Astuti
NPM.1211040035

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First and foremost, the researcher would like to express her gratitude to Allah SWT, the Almighty God for the blessing, faith, knowledge and charity in lending her to accomplish the final project. Without him, she could not stay patient and in control in writing this final project from the first page to the last one. Shalawat and salam for the Prophet Muhammad Peace Be Upon Him (PBUH) who brings us from darkness to brightness.

This thesis is presented to the English Study Program of IAIN Raden Intan Lampung. The primary aim of this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.

Therefore, the researcher would like to thank the following people for their ideas, time and guidance for this thesis.

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2. Meisuri, M.Pd, the Head of English Education Department and the first advisor who always helps and guides the researcher in finishing this thesis.

3. Agus Hidayat, M.Pd the Co-Advisor who has given guidance and supervision, especially in correcting this thesis.

4. All lectures of English Education Department of IAIN Raden Intan Lampung, who have taught the researcher during her study.

5. Syamsuddin, S.Pd, the headmaster of SMA Karya Mataram Lampung Selatan for giving the opportunity to conduct the research in the school.

6. Rani Astuti, S.Pd as English teacher at SMA Karya Mataram Lampung Selatan who have guidance and spirit to the researcher in conducting this research.

7. Her Family Sigit Purnomo and Nurwindi Hendraswari (sister in law), Heni Puspitarini and Sulaiman Zuhdi (brother in law), Retno Rahayu Ningsih, Nadia Syahira Fildzah and Ellfreda Clarishabel Tunggadewi (her niece) and especially for her parents who give inspiration, encouragement, affection, moral, and financial support, guidance, experience, and also wisdom. Words cannot express for all of the sacrifices that they have made. Their prayer will always lead to the goodness.

8. All of the coolest friends of B class 2012 in English Departement of IAIN Raden Intan Lampung, especially her beloved friends who have shared the knowledge, Rojiyah, Meri Yulisa, Sevia Yolanda and Muslikah.

9. Yasy Fatarazasti , Riyanti Lestari and Windarti as beloved friends during began her study until finishing this thesis who always gives support, motivation and shared their knowledge.
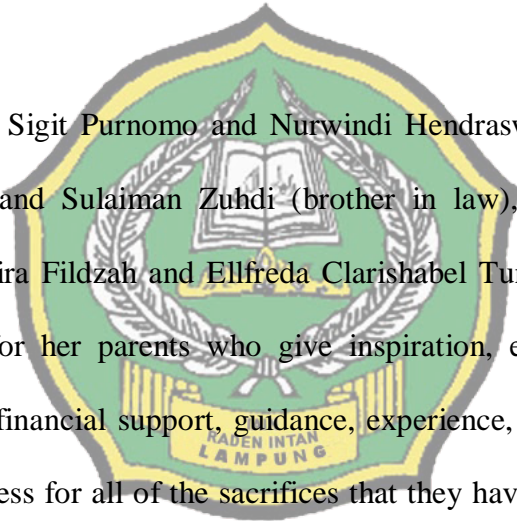
10. Other person who cannot be mentioned one by one for their contribution to the researcher during finishing this thesis.

Finally, the researcher is fully aware that there are still a lot of weakness in this thesis. Therefore, the researcher sincerely welcomes critics and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung,   May 2017

The Researcher,
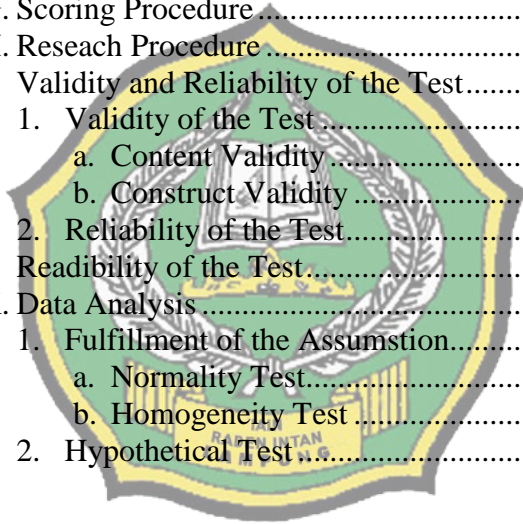
Handrini Astuti
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is one of most important things in communication and it is used as a tool of communication among the nations in all over the world. As Brown says that, language is more than a system of communication. It involves whole person, culture, educational, developmental communicative process.[1] It means that language is considered as a tool of communication and it is difficult to do all activities without language. In our country, English is the first foreign language that is taught as a compulsory subject that should be learnt by all students from elementary school until university.
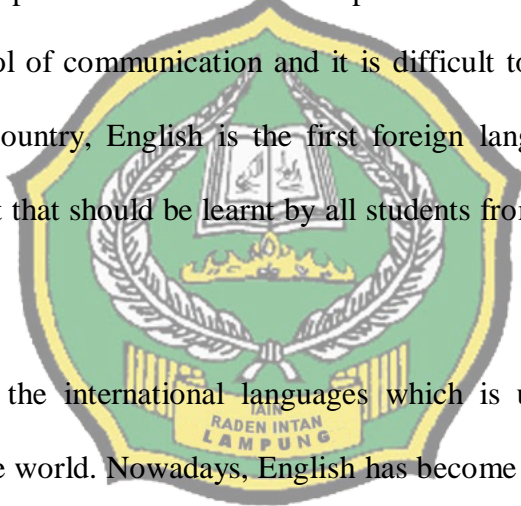
English is one of the international languages which is used by many people to communicate in the world. Nowadays, English has become more and more important in all sides of life, including education, economic, business, etc. English is also as the language of science and knowledge. People can find many books written in English. That is why; people who always want to keep up with the growth of this globalization era must master English. There are four skills in English that must be mastered by the learners, they are; listening, speaking, writing and reading. One of the important

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[1] H Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy,* (3rd Ed), (San Francisco: Longman, 2001), p .70

language skill is writing skill, it can be seen obviously in daily life that through writing people can produce a letter, an aplication letter, a diary book and a thesis.

Writing is one of the skills to be achieved in English language learning. According to Harmer, the students should be encouraged to express their ideas, experience, thoughts and feelings through writing.[2] He also said writing encourages students to focus on accurate language use end, because they think as they write, it may well provoke language development as they resolve problem which the writing puts in to their mind. [3] Based on the explanation above, the researcher assumes that writing is one of the most important skills to be mastered because by using writing we can express our idea and so on.

As in curriculum KTSP of English subject at Senior High School mentioned that one of the English teaching purposes is to develop skills in this language, in oral and written form. And based on the curriculum above the students are expected to be able to communicate both in written and spoken form. However, most of the students' skills are far from their learning target. Since studying English is not as easy as what we imagine, there are many troubles faced by the students who learn English, one of them is difficulties in writing.

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[2] Jeremy Harmer, *How to Teach Writing*, (4th Ed) , (Edinburgh Gate : Longman, 2007), p.31
[3] *Ibid*

In doing preliminary research the researcher got data of writing score which was taken from semester test at the eleventh grade of SMA Karya Mataram. The following table is describing the result of students' score in writing test.

Table.1
Data of the Students' Analytical Exposition Writing Score of Eleventh
Grade at SMA Karya Mataram South Lampung in the
Academic Year of 2016/2017

NO	Class	Score	The Number of Students	Percentage
1	XI IPA 1	≥ 78	11	44 %
		< 78	14	56 %
	Total		25	100 %
2	XI IPA 2	≥ 78	9	37.5 %
		< 78	15	62.5 %
	Total		24	100 %
3	XI IPA 3	≥ 78	13	54.17 %
		< 78	11	45.83 %
	Total		24	100 %
4	XI IPS 1	≥ 78	10	43.48 %
		< 78	13	56.52 %
	Total		23	100 %

Source: Document of the English Teacher at the eleventh grade of SMA Karya Mataram South Lampung in Academic Year of 2016/2017

From the table above, there are 43 students who passed on the table minimum mastery (KKM) and there are 53 students get lower scores than the target minimum mastery (KKM). It means that students who felt dificulties to learn analytical exposition text.

In addition, the researcher interviewed Mrs. Rani Astuti, S.Pd as the English teacher about the students' capability in mastering English, especially about their writing. She said that the students' ability in writing was still low, because they did many

errors in grammar when they produce new sentences and especially analytical exposition paragraph writing find difficulties to develop and to express their ideas.[4] And she said used free writing technique.

In addition, the researcher also got information about the students' writing ability by doing interview with some students of eleventh grade. They said they felt lazy and less motivated to learn writing. Besides, they also said that they felt bored of the technique that was used by the English teacher in teaching writing so they not interest to learn about writing.[5]

Based on the interview above the researcher found that cause of the problem such as the students' writing ability in analytical exposition is still low. It causes the students are lazy to follow the lesson and do not pay attention to the teachers' explanation; The students find difficulties to develop and to express their ideas in making analytical exposition text; and the teachers need another technique or way to rise the students' interest in writing and to help the students in writing process. One alternative technique for teaching English writing is by Dictogloss Technique.

According to Thornbury in Harmer, dictogloss is the technique in which students re-create a text or story that the teacher reads to them.[6] George says, dictogloss is an integrated skill technique for language learning in which students work together to

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[4] Rani Astuti, *The English Teacher of SMA Karya Mataram* on August 23 2016
[5] Ayu Feldiana, et,al., Students of SMA N 1 Karya Mataram, *An Interview*, 2016, Unpublished
[6] Jeremy Harmer, *Op.Cit*, p.74

create a reconstructed version of a text read to them by their teacher.[7] It means that dictogloss is the technique in which the students work together in reconstructing the text the teacher read to them. Dictogloss is the technique which the students re-create the text or story read by the teacher to the students, dictogloss is a form of dictation, but one in which the students hear and reconstruct the whole text, rather than doing so line by line. This technique involves the students collaboratively reconstructing the text from memory and then comparing it with the original.

In addition, dictogloss technique that students are encouraged to focus some of their attention on form and that all four language skills-listening (to the teacher read the text and groupmates discuss the reconstruction), speaking(to groupmates during the reconstruction), reading (notes taken while listening to the teacher, the group's reconstruction, and the original text), and the writing reconstruction.[8] This statement, shows that dictogloss technique is not only for writing skill, but also for other skills. One of the example is listening skill. It has been previous research from Dede Asmawati, she conducted a research entitled, " Using Dictogloss to Improve Students' Listening Comprehension at the 2nd grade class XI A 3 of SMAN 8 Kota Bengkulu in 2011/2012 Academic Year." She used experimental research. The students were active, enthusiastic, and interested in learning listening. The result of the research was significant "improvement Using Dictogloss to Improve Students'

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[7] Jacob George, *Combining dictogloss and cooperative learning to promote language learning,* (the reading matrix vol 3 (online) no 1, 2003), p.1
[8] *Ibid*

Listening Comprehension at the 2nd grade class XI A 3 of SMAN 8 Kota Bengkulu in 2011/2012 Academic Year.[9] It means that, dictogloss technique as a good technique to develop the students' English ability in listening and this technique was sucessfull. But, as we know that dictogloss can be used in teaching learning for the four language skills in English.

Based on the statement above, the researcher conducted a research entitled: The Influence of Using Dictogloss Technique towards Students' Writing Ability in Analytical Exposition text at the first semester of eleventh grade of SMA Karya Mataram South Lampung in the Academic year of 2016/2017.

B. Identification of the Problem.

According to the background above, there are some problems:

1. The students' writing ability in analytical exposition is low.

2. The students found difficulties to develop and to express the idea writing analytical exposition text.

3. The teacher used monotonous technique in teaching writing which is free writing.

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[9] Dede Asmawati, *Using Dictogloss to Improve Students' Listening Comprehension at the 2nd grade class XI A 3 of SMAN 8 Kota Bengkulu in 2011/2012 Academic Year*, Bengkulu, 2013

C. Limitation of The Problem

From the identification above, the researcher focus the research on the influence of using dictogloss technique towards students' writing ability in analytical exposition at the first semester of eleventh grade of SMA Karya Mataram South Lampung in the Academic year of 2016/2017.

D. Formulation of the Problem

Based on the background above, the problem that came up in this research was formulated as follow: "Is there any significant influence of using dictogloss technique toward students' writing ability in analytical exposition at the first semester of eleventh grade of SMA Karya Mataram South Lampung in the Academic year of 2016/2017?"
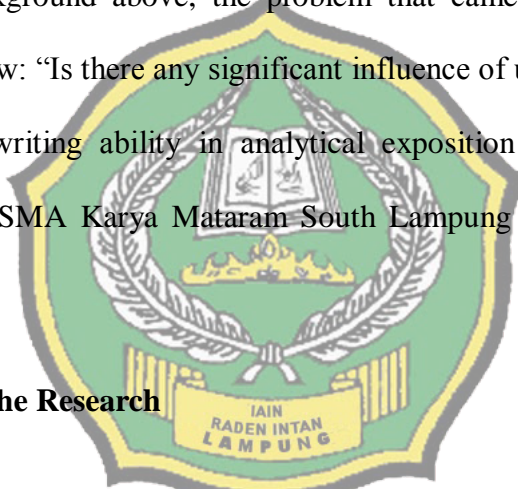
E. Objective of The Research

The objective of the research was to know whether there is significant using dictogloss technique toward students' writing ability in analytical exposition at the first semester of eleventh grade of SMA Karya Mataram South Lampung in the Academic year of 2016/2017 or not.

F. Uses of The Research

1. Theoretically, the result of the research was expected to be used to support the theory which was explained into the next chapter about increasing students'

writing ability to participate in writing through dictogloss technique in the eleventh grade of Senior High School.

2. Practically, the result of the research may become new information English teacher about how to increase students' writing ability in analytical exposition class by using dictogloss technique.

G. Scope of The Research

1. The subject of the research

   The subject of the research was the students at the first semester of the eleventh grade of SMA Karya Mataram South Lampung.

2. The object of the research

   The object of the research was the students' analytical exposition writing ability and the use of dictogloss technique.

3. The place of the research

   The place of research was at SMA Karya Mataram South Lampung.

4. The time of the research

   The research was conducted at the first semester in the academic year of 2016/2017.
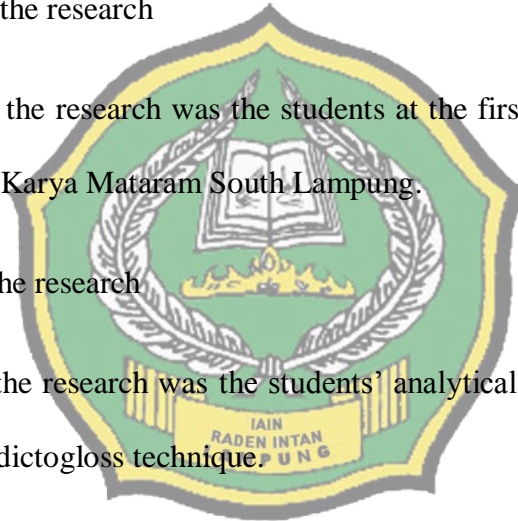
CHAPTER II

REVIEW OF LITERATURE

A. Concept of Teaching English as a Foreign Language

English is an International language. English is also as a foreign language which is taught from elementary school until university compulsory subject in Indonesia. It means that all of students in this country must learn English. Setiyadi states that Language is a system for the expression of meaning communication language teaching, and principle in teaching a foreign language are develop from an axiom about the language.[1] Futhermore, according Siahaan, language is an asset used by human as a tool their communication.[2] Language cannot be separated from all of our activities because without language it will be difficult for us to express our need and to do something.
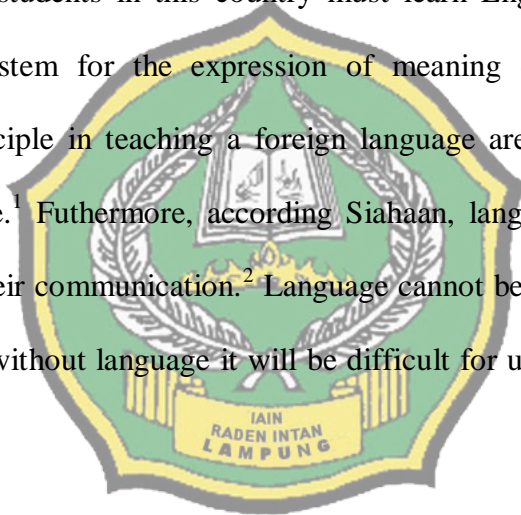
From the statement above the researcher concludes that English as international language is learned by many people all over world. It has big influence to the human life. By using foreign language, students can communication and interact with other countries in the world.

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[1] Ag. Bambang Setiyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graha Ilmu, 2006) p.24

[2] Sanggam Siahaan, *The English Paragraph*, (Yogyakarta : Graha Ilmu, 2008), p.1

Teaching English as a foreign language is teaching English in the condition where it is not used for communication in the daily lives. It differs from teaching English as a second language, which is used from communication in daily lives. Distinction between a second and foreign language is based on the social function of the language in the country where it is taught.[3]

In the syllabus in teaching English, writing has always formed there. Writing as one of the four skills, they are listening, reading, speaking, and writing. Writing is usually turns up as a finished product that is not tolerant of error, even in formal writing.[4]

Based o the statement above, the reseracher concludes that English in Indonesia is a foreign language because it is not used in daily activities. English is very important to be learned by students in elementary school up to university. This case caused by some factors such as education, science and culture which conveyed from our country through English. Writing as one of the four skills of listening, reading, speaking and writing has always formed part syllabus in teaching English.

B. Concept of Writing

Writing is a process that what we write is often heavily influenced by the constrains of genres, then these elements have to be present in learning activities.[5] Writing has

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[3] Lim Kiat Boey, *An Introduction to Linguistics for Language Teacher*, (Singapore : Singapore University Press, 1982), p.111

[4] Jeremy Harmer, *How to Teach Writing*, (6th Ed), (Edinburgh Gate: Longman, 2007), p.11

[5] *Ibid,* p. 86

formed part of the syllabus in the teaching of English. Writing has been characterized as a written thinking. The students should be encouraged to express their ideas, experiences, through writing.[6] It means writing is one of the aspects of language skills, which is very important to be developed in learning English, writing has been characterized as written thinking.

Writing is one of the ways of sending message or information from the writer to the readers. It will invite both writer and reader in communication process. According to Rimes, that writing means of communication in which the writer uses the language to express his or her ideas, thought and feeling that are arranged in.[7] So that in writing as the ways sending a message or information must have the purpose to make the readers easy to understand it. Writing is a progressive activity. It means that when you first write something down. You have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.[8]

In learning writing that one will be able to express their feeling, opinion, ideas in good written. When they are going to write, sometimes they feel confused how to start. The important thing is that the students should have an interesting idea in their mind. Writing also is used to help students perform a different kind of activity (in this

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[6] *Ibid*, p.31

[7] Ann Rimes,*Techniques in Teaching Writing,* (London: Oxford American English, 1983), p.3

[8]Alice Oshima, *Introduction Academic Writing,* (New York : Addison Wesley Longman, 1997), p. 2

case speaking and listening). Students need to be able to write to do those activities, but the activities do not teach students to write. When we write, we organize the words to form sentence, the form what we may call a "text". To make a good writing the writer has to master the components of language above, like spelling, vocabulary, punctuation, grammar, and so on. Without a good knowledge about the component of language above, the writer will get difficulty to pour their idea into writer form, because if there is a mistake in using grammatical in writing form, it will let the reader get confuse to read it. So the language that used should be easy, in order the transferring information between them get feedback of them.

This idea is supported by Nunan, starting successful writing then involves mastering the mechanic of letter formation, mastering and obeying convention of spelling and punctuation, using the grammatical system to convey one the students intended. meaning.[9]
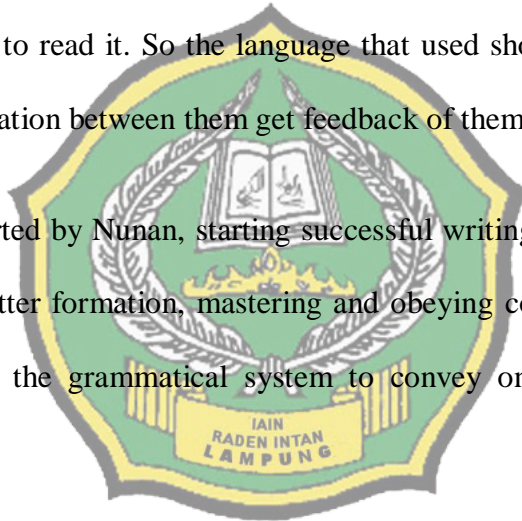
Rimes says, "there are many elements that should be considered and noticed in producing a piece of writing, for example: content, mechanic, organization, word choice."[10] If the students going to successful in writing, they should consider these elements in making a good writing form, and we need more practice because practices makes perfect.

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[9] David Nunan, *Designing Task for the Communicative Classroom*, (Cambridge: Cambridge University, 1989), p. 37

[10] Rimes, *Op.Cit*, p.6

Based on the statement above it can be concluded that writing must be significant, simple, and clear in order to easy the reader to understand and guess the content of writing. The writer can argue his/ her idea in order that writing is very important for interacting.

C. Concept of Writing Process

In practicing writing, the students have to follow the steps to make their writing more effective and they should follow the process writing in order their writing well. According to Harmer, writing process is the stages a writer goes through in order to produce something in its final written form. This process may, of course be affected by the content (subject matter), of the writing, the type of writing (shopping lists, letter, essay, report, or novel), and the medium it is written in (pen and paper, computer word files, live chat).[11] It means that when we first write something down, we have already thinking about what we are going to say and how we are going to say it. It can be concluded that writing is never a one step action, or in other words it is a process that has several steps. He added that, the process of writing divides into four stages. They are:

(1) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this

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[11] Jeremy Harmer, *Op.Cit*, p.39

may involve making detail notes. When planning, writers have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the piece.

(2) Drafting

We can refer to the first version of piece of writing as a draft. This first 'go' at a text is often done on assumption that it will be amended later. As the writing process into editing, a number of draft may be produced on the way the final version.

(3) Editing (Reflecting and Revising)

Once writer has produced a draft, usually they read the text to know whether there is something that must be added and removed or not. After that, Editing is essential part of preparing a piece of writing for public reading or publication.

(4) Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. The writer is now ready to send the written text to its intended audience. [12]

In writing, we are not only have to learn the process but also we have to mastered the written form of the language and learn certain structures which are less use in speech, or perhaps not all used at all, but which are important for effective communication in

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[12] *Ibid*, pp.4-5

writing.[13] It means that a really not easy to translate our thinking into written language. We must be able to choose the appropriate words and combine the word become effective.

From these theories, the writer can conclude that there are many factors related in writing process, not only steps in which we show our mind to the reader, but also the content or the message of the writing.

D. Concept of Writing Ability

The term of ability is defined as skill or power. Concisely, Writing ability is the skill to express ideas, throughts, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed.[14] It is a way sharing personal meanings and it emphasizes the power of the personality to construct someone's view based on certain topic. Yi states that writing ability as the ability to respond to a given a stimulus[15]. Put another way, he states that writing ability is the ability a adhere to style-guide prescriptions concerning grammar, arrangegement and punctuation.[16] It means that writing ability is the ability of an activity to tell the ideas to the reader on writing form including grammar, punctuation, spelling, etc.

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[13] Donn Byrne, *Teaching Writing Skill,* (New York: Longman, 1988), p.5

[14] Sutanto Leo, Et.al, *English for Academic Purpose Essay Writing,* (Yogyakarta : ANDI, 2007), p.149

[15] Christopher Tribble, *Writing,* (New York : Oxford University Press, 1996), p.130.

[16] Jyi-yeon Yi, *Defining Writing Ability for Classroom Writing Assessment in High Schools,* (Available http://file.eric.ed.gov/fulltext/EJ921024.pdf, 2009, Access on Jan, 26, at.21.15), p.57.

E. Concept of Teaching Writing

Writing is one of important skills that language learners need to learn as an essential component not only for their academic practice but also later in their professional life. Writing is a complex process, and most of the research literature recognizes the difficulty it poses for students.[17]

Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students. However, many teachers agree that in the classroom, writing should get much attention as reading, speaking and listening. Yet many teacher and students alike consider writing to be most difficult subject of language skill to learn. Teaching writing covers teaching of a language ability and organization of ideas. Writing is one of language skill in communication, thinking of this we can state their combination of teacher and unique activity in writing. In other words teaching writing is different from teaching other language skill. Harmer said that such models offer abstraction of these procedures, designed to guide teaching practice.[18] One way of helping the learners is by making writing tasks more realistic, by relating practice to a specific purpose instead of asking them to write simply for the sake of writing. We can provide in order to make writing tasks

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[17] Vicki Urkuhart, *Teaching Writing in the Content Areas*, (New York : Association for Supervision and Curriculum Development, 2005), p.6

[18] Jeremy Harmer, *The Practice of English Language Teaching,* (New York : Longman, 1988), p.79

more purposeful. It is concerned with an exploration of the various techniques and procedure that we used.[19]

From the statement above, the writer can conclude that variety of technique is important, as in oral work. This is essential for the sake of interest: the learner get bored if they are constantly asked to perform the same type of task.

F. Concept of Genre of Text

According to Siahaan, text is a meaningful linguistic unit in a context.[20] Text is a human readable sequence of characters and the words they form that can be encoded into computer – readable formats. Generic structure and language feature are dominantly used. According to Anderson, types of text in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure and recount. These variation are known as genre.[21]

1. Spoof

   Spoof is a text to retell an event with a humorous twist.

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[19] *Ibid*, p.28

[20] Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1

[21] Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Sydney: Macmillan, 2003), pp. 3-5

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

3. Report

Report text is a text to describe the way things are with reference to a range of natural, man made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition text is a text to persuade the reader or listener that something in the case.

5. News Item

News item text is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative text is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure text is a text to describe how something is accomplished through a sequence of actions or steps.
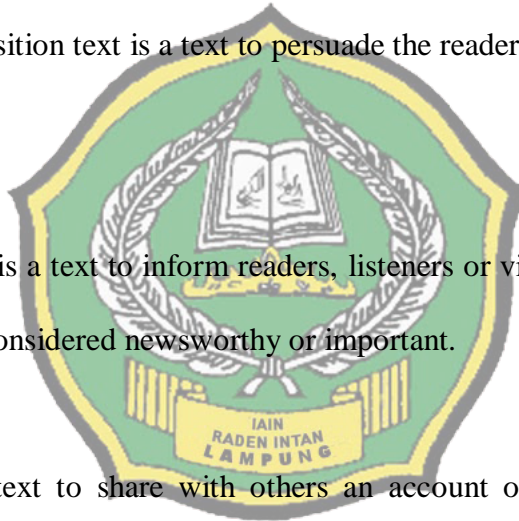
9. Description

   Description text is a text to describe a particular person, place or thing

10. Hortatory Exposition

    Hortatory exposition text is a text to persuade the reader or listener that something

    should or should not be the case.

11. Explanation

    Explanation text is a text to explain the processes involved in the formation or

    workings of natural or social cultural phenomena.

12. Discussion

    Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

    Reviews text is a text to critique an art work or event for a public audience.
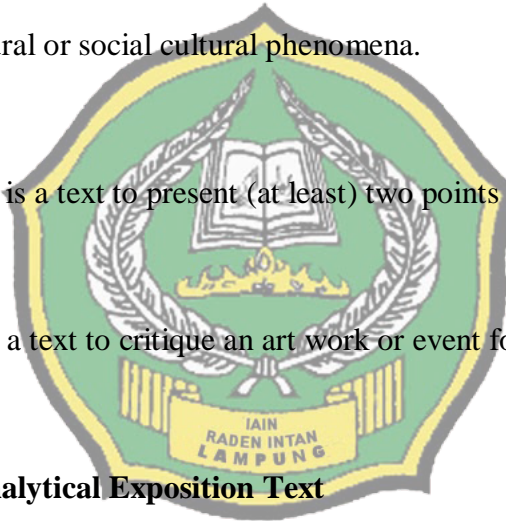
G. Concept of Analytical Exposition Text

1. Definition of Analytical Exposition

Analytical exposition text is one of the text genres studied in senior high school based

on the curriculum. An analytical exposition text is usually used to introduce several

ideas that support the main idea of the writer and deliver it to the audience. Aside of

introducing idea, the purpose of the text itself is to persuade its reader to think about

something, hopefully able to shar the same ideas with the writer.

According to Djuharie, analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding.[22] It is said that while having the text, the writer's opinion is involved. In adition, Gerot and Wignel states that the main social function of an analytical exposition text is to persuade the reader or the listener of the text that something is the case.[23] Based on the statement, it can also be interpreted that analytical exposition text is a text that attempt to change people's opinion about something. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order. The arragement of the text stresses on the thesis, argument and reiteration. The other important one is make it sure that we have used grammar correctly.

Based on the statement, analytical exposition text is kind of text that elaborates the writer's idea about the phenomenon surrounding, including the generic structure consist of thesis, argument, reiteration.
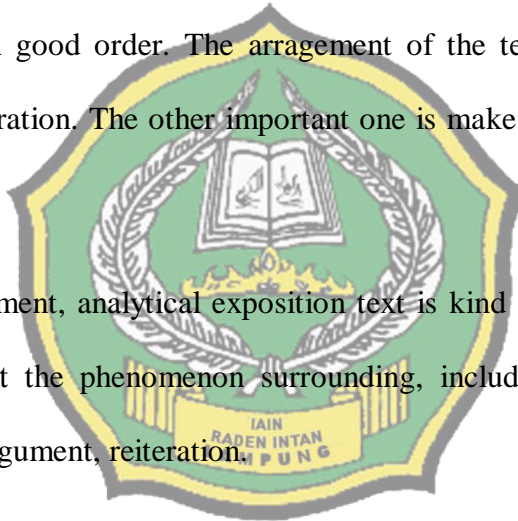
2. Generic Structure of Analytical Expostion Text

Gerot and Wignell reveals that the structural of an analytical exposition text consists of thesis, arguments, and reiteration.[24]

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[22] Otong Setiawan Djuharie, *Essay Writing*, (Bandung : Yrama Widya, 2009), p.161

[23] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney:Gerd Stabler, 1994), p.197

[24] *Ibid*

a. Thesis

In this part, the writer introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraph of analytical exposition text.

b. Argument

In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in an analytical exposition text there are more than two arguments. The more arguments presented, the more belief from the reader that the discussion of the topic is a very important one and needs to attention.

c. Reiteration

This is the last part of analytical exposition text. *Reiteration* contains restatement of the main idea on the first paragraph. It is also called as a conclusion of the whole text.
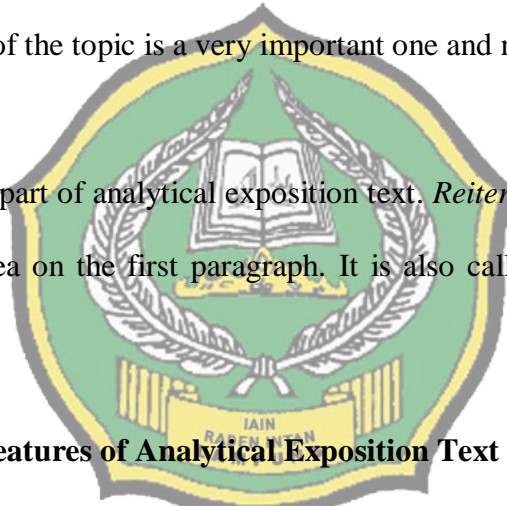
3. Grammatical Features of Analytical Exposition Text

The analytical exposition also has several language features that are commonly used for the writing of the text. These language features usually called as lexicogrammatical feature. According to Gerrot and Wignel the significant grammatical features used in analytical exposition text are as follows :

a. Focus on generic human and non-human participants.

b. Use of simple present tense.

c. Use of rational process.

d. Use of internal conjunction to stage argument.

e. Reasoning through causal conjunction or normalisation.[25]

According to the explanation above, the example of analytical exposition text is as follows :

<div style="background-color:#d9f2d9; padding:10px;">

Cars should be banned in the city

Thesis	Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.
Arguments	Firstly, *cars*, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illnesses such as bronchitis, lung cancer, and 'triggers' off asthma. Some of these illnesses are so bad that people can die from them. Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers. Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.
Reiteration	In conclusion, cars should be banned from the city for the reasons listed.

</div>

Source :http://aderikardo8.blogspot.co.id/p/analyticalexposition.html   (February, 24th 2016)

H. Concept of Analytical Exposition Text Writing Ability

Writing is one of skill in English that is called as difficult skill for many people. It is as to produce good writing the writer should do the process of writing well. Besides that, the students also must practice it more and rapidly. Raimes states that writing is

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[25] *Ibid*, p.198

a skill in which we express ideas, feelings, and thought which are arranged in words, sentences, and paragraph using eyes, brain and hands.[26]It can be said writing is the ability to produce something in a simple sentence communication, and the student can write their idea, thought, and argument in writing from.

The process of writing is usually more complex than the process of speaking. If the students have ability in writing, so they can write a good written form such as making a text. Certainly to know the ability in writing, many people must know there are some aspects influence the students in conducting and combining words to be unity and systematically, it is include aspect of scoring system from Tribble, that are five categories in scoring writing such as; content, organization, vocabulary, language and mechanics.[27] It means writing ability is an ability to write a text or communicate information to someone or ever for public properly using such aspect as content, organization, vocabulary, language use, and mechanics.

Analytical exposition text is a type of text that is learned in senior high school. Djuharie states, analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding.[28] It is said that while having the text, the writer's opinion is involved, it is used to give opinion of writer from the topic to make the reader easily get the purpose of the text.

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[26] Ann Raimes, *Techniques in Teaching Writing*, (New York: Oxford University Press, 1987), p.76

[27] Christopher Tribble, *Loc.Cit.*

[28] Otong Setiawan Djuharie, *Loc.Cit.*

As a result, the students' writing ability of analytical exposition text is students' ability to write a text or communicate information to someone or ever for public which elaborates the writer's idea about the phenomenon surrounding and properly using some aspects: content, organization, vocabulary, language use, and mechanics.

I. Concept of Dictogloss Technique

1. Definition of Dictogloss Technique

In teaching English there are some ways to do by the teacher especially in writing skill. The teacher gives instruction to the students to study together in learning writing. It is called cooperative learning. According to Isjoni, cooperative means working together to accomplish shared goals. In cooperative learning methods, the student work together in four member teams to master material initially presented by the teacher.[29] It means that cooperative is the instructional use of small groups that allows students to work together to maximize their own and each other as learning.

George says that cooperative learning known as collaborative learning, is a body of concepts and techniques for helping to maximize the benefits of cooperation among students.[30] There are some parts of cooperative learning such as: heterogeneous, grouping, collaborative skill, group autonomy, simultaneous interaction, equal participation, individual accountability, positive interpendence, cooperative as a value, and dictogloss.

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[29] Isjoni, *Cooperative Learning*, (Bandung : Alfabeta, 2013) , p.15

[30] Jacob George, *Combining dictogloss and cooperative learning to promote language learning,* (The reading matrix vol 3 (online) no 1, 2003), p.1

According to Thornbury in Harmer, dictogloss is the technique in which students re-create a text or story that the teacher reads to them.[31] In addition George says, dictogloss is an integrated skill technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher.[32] It means that dictogloss is the technique in which the students work together in reconstructing the text the teacher read to them.

Based on the explanation, the researcher concludes that dictogloss is the integrated skill technique which the students re-create the text or story read by the teacher to the students, dictogloss is a form of dictation, but one in which the students hear and reconstruct the whole text, rather than doing so line by line. This technique involves the students collaboratively reconstructing the text from memory and then comparing it with the original.

There are many kinds of language technique can be applied in the class. Dictogloss technique gives the students chance to improve their ideas to write paragraph. The aim of this technique is to re-create as much as possible of paragraphs based on the text or story read by the teacher to the students in normal speed at the first time then fast speed in the next step. In dictogloss technique, the students are trying to memorize the words or sentences based on the text or story read by the teacher. Besides that the students work in group.

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[31] Jeremy Harmer, *Op.Cit*, p.74

[32] Jacob George, *Loc.Cit*

2. Aim of Dictogloss

Wajnryb says that the aims of dictogloss :[33]

a. It aims to provide an opportunity for learners to use their productive grammar in the task of text creation. Learner's linguistic resources are called upon as they pool their fragmented notes and consider the various language options.

b. It aims to encourage learners to find out what they do and do not know about English. This is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts.

c. It aims to upgrade and refine the learner's use of the language through a comprehensive analysis of language options in the correction of the learner's approximate texts.
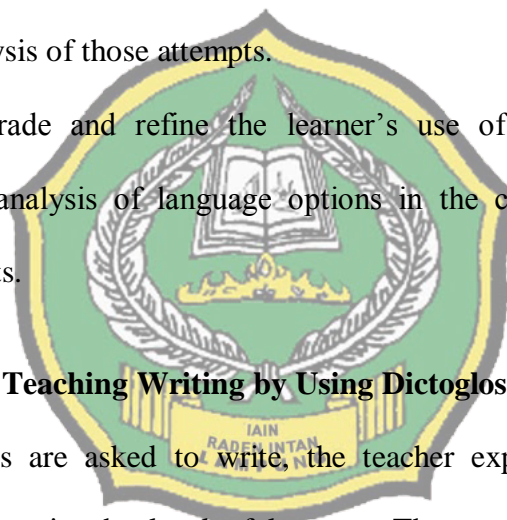
3. Procedures of Teaching Writing by Using Dictogloss Technique

Before the students are asked to write, the teacher explains the instruction and chooses a text that suits the level of learners. There are four stages in applying dictogloss in English teaching as suggested by Wajnryb, such as:[34]

a. Preparation : at this stage, students are prepared for the subject matter and the text they will be hearing. The students are also pre-taught or prepared for vocabulary of the text which seems unknown or unfamiliar to the students and difficult for the students to infer. At this stage, teachers also should introduce or explain clearly what dictogloss is and what the students are expected to do during

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[33] Ruth Wajnryb, *Grammar Dictation*, (Oxford : Oxford University Press, 1990), p.3
[34] *Ibid*, p.7

dictogloss, and also ensure that the students understand well. It is also suggested to organize students into groups at this stage.

b. Dictation : students hear the dictation twice. The first time the text is read aloud at normal speed, the students only listen and may not write anything in order to get a general feeling for the text. The second time of dictation, the students should take down notes. The students are encouraged to listen and write content words which will assist or help them in reconstructing the text. The dictating should not be conducted in the traditional way where the sentences is broken into isolated word units.

c. Reconstructing : in this stage, after the dictation is finished, the students work in groups to produce their own version of the text. They pool their notes or information they have written down at dictation stage and try to reconstruct their version of the text from their shared notes. One of students from each groups acts as scribe who writes down the group's text as it emerges from group discussion. Then, other members of group checks the text for grammar, textual cohesion, and logical sense.

d. Analysis and Correction : at the last stage of dictogloss, various versions of text from different groups are analyzed and compared. There are many ways of conducting this last stage. For instance, one of students from the group as representative read or write their versions on the chalkboard. Whatever method
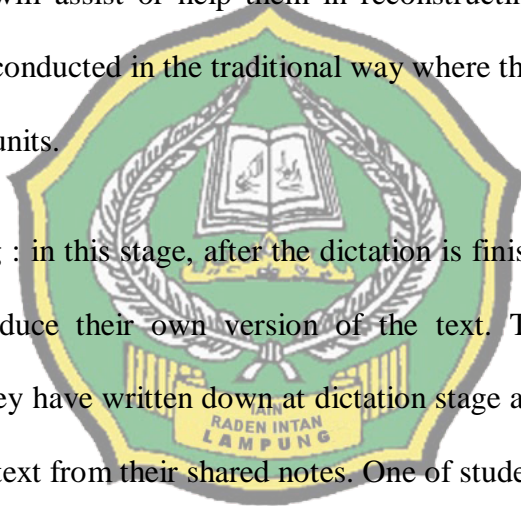
chosen to do this stage, the students should be encouraged to compare the various versions and discuss the language choice made. In this way, errors are exposed and discussed so that students understand the hypotheses, false, that underlie their choice.

4. The Advantages and Disadvantages of Teaching Writing by using Dictogloss Technique

Dictogloss as one of technique that can be used in writing learning brings some advantages when it is implemented. According to Vasiljevic, there are some advantages of dictogloss. Those advantages are:[35]

a. By Dictogloss, students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching. It is because dictogloss combines individual and group activities in which students listen and take notes individually and then reconstruct the text together.

b. The reconstruction stage helps students try out their hypotheses and subsequently to identify their strenghts and weakness. The reconstruction and correction stages help the students to compare input to their own representation of the text and identify the possible gaps.

c. Dictogloss can help students recreate the text rather than depend on the teacher to provide the information. The analysis and correction stage enables the students to see where they have done well and where they need to improve.

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[35] Zorana Vasiljevic, *Dictogloss as an interactive method of teaching listening comprehension to l2 learners,* (English Language Teaching 3 no.1, 2010), pp. 45- 46

d. Dictogloss is beneficial to reduce learners' anxiety in learning because they learn
   in small group.

The disadvantages of using Digtogloss Teachnique in Teaching Writing:

a.   The teacher should prepare some texts.

b.   For the lazy students , they will not memorize the text and cooperate with other
     students.

J.   Concept of Free Writing Technique

1.   Definition of Free Writing Technique

According to Oshima and Hogue free writing is a brainstroming activity in which you
write freely about a topic you are looking for a specific focus.[36] Another prewriting
technique is free writing. When you free wtite, you write "freely" without stopping-
on a topic for a specific amount of time. You just write down sentences as you think
of them without worrying about whether your sentences are correct or not.[37] In
otherbook according to Oshima and Hogue also support that, are with listing, the
purpose of free writing is to generate as many ideas as possible and to write them
down without worrying about appropriateness, grammar, spelling, logic, or
organization.[38] It produces raw, often unusable material but help the research
overcome block of apathy and self-critism. It is will be used mainly prose by

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[36] Alice Oshima and Ann Hogue, *Op.Cit*, p.6
[37] *Ibid* , p.34
[38] Alice Oshima and Ann Hogue, *Loc.Cit*

researcher and writing teachers. Some researchers use technique to collect initial thinks and ideas on a topic, often a prelimenary to formal writing. In free writing one written sentences to form a paragraph about whatever comes to mind.

The students will write without regard to spelling, grammar,etc., and will make no corrections. If the student reaches the point when they cannot think anything to will write, they write that they can not think of anything, until they find another line of thinking. At time, the student may also do a focus on free write, letting choose the topic structure their thinking. Expending from the topic, the thinking may stray to make connection and create more abstract views on the topic. This technique will help the researcher explore a particular subject before putting ideas into a more basic context.

In conclusion, free writing is an activity in which you write freely about a topic because you will look for a specific focus. It is a simple process that is the basic for other discovery techniques. Free writing is all the thinking process, not about a product or a performance for a student or writer.

2.   Procedures of Teaching Writing Using Free Writing Technique

There are some procedures of teaching writing using free writing technique in as follows:[39]

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[39] *Ibid*

1. Write the topic at the top of your paper.

2. Write as much as you can about the topic until you run out of ideas. Includes such supporting items as facts, details, and examples that come into your mind about the subject.

3. After you have run out of ideas, reread your paper and circle the main idea(s) that you would like to develop.

4. Take that main idea and free writing again.

K. Frame of Thinking

As we know that learning English means not only learn the nature of language but also how to use it to communicative. In Indonesia, English is a foreign language which is used as means of getting the knowledge and international relation. Therefore, the function of English is very important. So, English has been taught started from elementary school up to university.

Writing skill of the eleventh grade students at SMA Karya Mataram still needs to be developed. This situation is caused by several reasons; one of them is dealing with the media that are given in writing class. The teaching technique may not be appropriate with what students want. This situation may lead students have less passion to learn. They only learn (writing) to complete their duty as students who learn English. They do not have more expectations about their writing. Students

actually need suitable teaching technique in order to make them motivated to learn. If the teaching technique is appropriate, students will enjoy the lesson. If they have enjoyed the lesson, they will explore their skill smoothly. As a result they will produce good writing, in this case. That is why, a solution related to the teaching technique should be found out. The solution should leads students to enjoy writing class without any pressure and boredom. In this case, the researcher offers a solution. It is teaching writing through dictogloss. Dictogloss offers interesting and easy way in writing. It is easier for them to get and arrange the idea. Students are working in group and they learn how to share their idea and combine it with others' idea in a group. It will guide students to generate idea to write. They will not be confused about what will they write anymore. The researcher assume that there is influence of using dictogloss technique to increase writing ability, practically in analytical exposition.
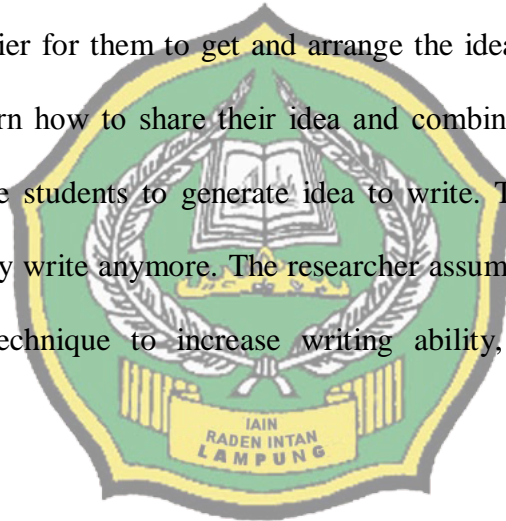
L. Hypothesis

Based on those frame of theories and thinking, the researcher formulates the hypotheses as follows:

Ho : There is no significant influence of using Dictogloss Technique towards students' writing ability in analytical exposition at the first semester of the eleventh grade of SMA Karya Mataram in the Academic Year of 206/2017.

Ha : There is a significant influence of using Dictogloss Technique towards students' writing ability in analytical exposition at the first semester of the eleventh grade of SMA Karya Mataram in the Academic Year of 2016/2017.
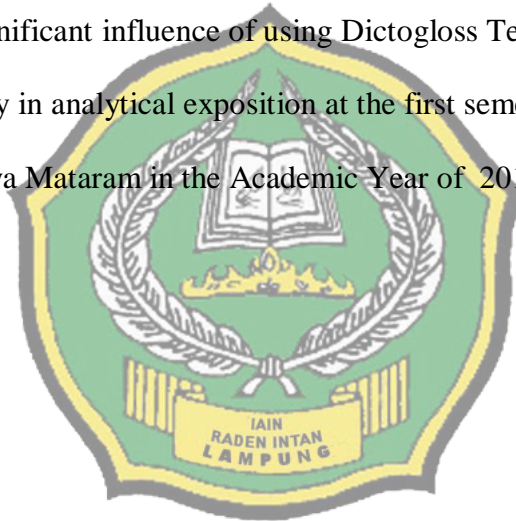
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In conducting this research the researcher applied experimental design because in order to know the influence of using dictogloss technique toward student's analytical exposition text writing ability. Experimental design is the general plan for carrying out a study with an active independent variable.[1] In this research, the researcher used quasi experimental research design, quasi-experiments include assigment, but not random assignment of participants to groups. This is because the experimenter can not artificially create groups for experiment.[2] In this research, the researcher used two classes of students that consists of one class as the experimental class and another class as the control class.
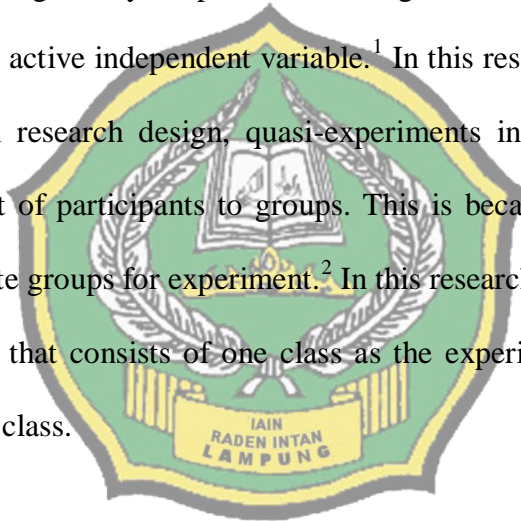
According to Ary et.al., who state that variety of quasi experimental designs, which can be divided into two main categories, there are pretest, posttest, and posttest-only.[3] The researcher used pre-test and post-test. The researcher applied the pre-test and post-test design approach to a quasi-experimental design.

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[1] Donal Ary, Cheser Jacobs, and Chris Sorensen, (8th Edition), *Introduction to Research in Education* (Canada:Wadsworth Cengange Learning, 2010), p.301

[2] John W.Creswell, (4th Edition), *Education Research* (Boston:Pearson Education, 2008), p.309

[3] Donald Ary et.al., *Op.Cit*, p.307

The research design can be presented as follows:[4]

G1 =	T1	X	T2
G2 =	T1	O	T2

G1 = experimental class

G2 = control class

T1 = pretest

T2 = posttest

X = treatment using dictogloss technique.

O = the free writing technique.

B. Variable of the Research

According to Nunan, a great deal of research is carried out in order to explore the strenght of relationships between variables. A variable, as a term itself suggests, is anything which does not remain constant. It may differ among individuals and change overtime.[5] It means that variable is a variation object of the study. Variable is the object of research or something that become the concern of research.

Arikunto states there are two types of variables : dependent variable and independet variable. The dependent variable (Y) is the focus of variable or the central variable on

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[4] Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing*, (Yogyakarta:Graha Ilmu, 2006), p. 143

[5] David Nunan, *Research Method in Learning* (Cambridge : Cambridge University Press, 19920, P. 24-25

which other variables acted if there is any relationship. The independent variable (X) selected by the researcher to determine the relationship with the dependent variable.[6] Thus, the variables in this research are :

1. Independent variable (X) is variable selected by the researcher to determine their affect on relationship with the dependent variable.[7] Independent variable in this research is Dictogloss technique.

2. Dependent variable (Y) is observed to determine what affect, if any the other type of variables may have on it.[8] Dependent variable in this research is students' writing analytical exposition text.

C. Operational Definition of Variable

The operational definition of variable is to describe the characters of variables which are used in this research to avoid misconception of variables presented in this research. It also aims at other the research has clarity about the data needed, so the researcher investigated the data that have related with the variables of this research. The operational definition of the variables of this research as follows:

1. Dictogloss technique is a technique in teaching writing by asking the students individually hear and make notes about the topic from the teacher read to them,

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[6] Suharsimi Arikunto, *Prosedur Penelitian Pendekatan Praktik* (Jakarta:Rineka Cipta, 2010), p.162

[7] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung:Alfabete, 2012), p.39

[8] *Ibid*

and the students reconstruct the text with the group, then discuss and compare the text with other groups in the class.

2. Students' analytical exposition writing ability is the ability of the students to produce a text which elaborates writer's idea about something or phenomenon surrounding based on their knowledge which fulfills the criteria of a good writing including content, organization, vocabulary, language, and mechanics.

D. Population, Sample and Sampling Technique

1. Population

According to Margono, population is all the data that concern us in the scope and the time we set.[9] Population is all cases, situations or individuals which share one or more characteristics.[10] Population is overall subject of research. Population is a region consisting of generalization ; objects or subjects who have certain qualities and characteristic that set by the researcher to learn and then draw conclusion.[11]

The population is the group of interest to the resesarcher, the group to which she would like the result of the study to be generalized. The population of this research is the first semester of the eleventh grade of SMA Karya Mataram. The total population can be seen in this table below:

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[9] Margono, *Metodologi Penelitian Pendidikan* (Jakarta: Rineka Cipta, 2010), p.118
[10] Suharsimi Arikunto, *Op.Cit*, p.130
[11] Sugiyono, *Op.Cit*, p.80

Table 2
Population of the Students at the First Semester of Eleventh Grade of
SMA Karya Mataram South Lampung in the Academic Year of 2016/2017

No	Class	Male	Female	Total
1	XI IPA 1	9	16	25
2	XI IPA 2	13	11	24
3	XI IPA 3	10	14	24
4	XI IPS 1	14	9	23
Total				**96**

(Source: SMA Karya Mataram 2016/2017 academic years)

2. Sample

A sampe is a small proportion of population selected for observation and analysis.[12] It means that sample is part of individual members which is chosen to represent of the whole population. Based on the definition above, the reasearcher took two classes as the sample of the research, XI IPA 2 was a control class and XI IPA 1 was an experimental class.

3. Sampling technique

In this research, the researcher used cluster random sampling. Fraenkel and Wallen state that the selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.[13] The researcher used this sampling because all the classes were homogeneous and she took two classes. One class was as control

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[12] John W.Best and James V. Kahn, *Research in Education* (8th Ed) (Needham Heights:Allyn & Bacon, 1998), p.13
[13] *Ibid,* p.95

class and one class was as experimental class. This following were the procedures to take the classes as sample:

a. First, the researcher made a kind of lottery.

b. Second, the researcher provide four pieces of small paper which each piece was the name of each of the eleventh grade the the researcher roll them up and put them into a glass.

c. Third, the researcher shaken the glass and took one of the pieces of the paper. The first paper was XI IPA 1 as the experimental class.

d. Next, the researcher shaken the glass again and took one small piece of rolled paper. The name of class must be different with the name in the first shaken so for the second paper was XI IPA 2 as the control class.
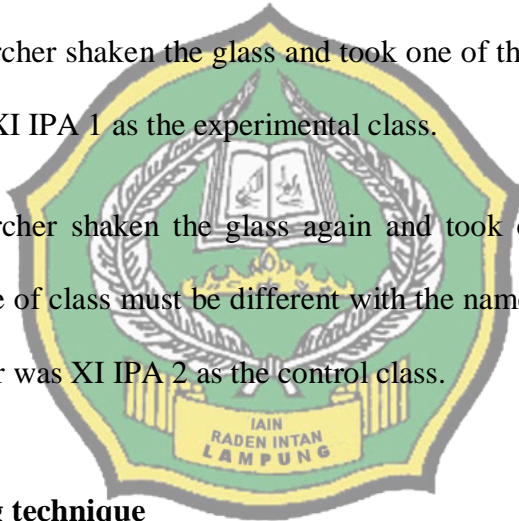
E. Data collecting technique

In the collecting data, the researcher used subjective test, the test is essay about analytical exposition text. Some tests were conducted to collect the data are:

1. Pre-test

Pre-test provides a measure on attribute or characteristics that you assess for participants in an experiment before they receive a treatment.[14] It means that pre-test is to know the students' writing ability before the treatments, the test will do by

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[14] John W.Creswell, *Op.Cit*, p.297

asking the students to write their analytical exposition text based on the titles that are provided. The scoring is based on Tribble's theory (content, organization, vocabulary, language, and mechanics).[15] The result of this test will be written in the scoring column on the paper.

2. Post-test

Post-test is measure on some attribute or characteristics that is assessed for participants in an experiment after a treatment.[16] It means that post-test is used to know the students' analytical exposition text writing after they are taught by using Dictogloss technique. The system and degree of difficulty of post-test is the same as pre-test, because both of them will be used to measure the students' analytical exposition text writing in order to know the development of the students' analytical exposition text writing after Dictogloss technique has been applied.
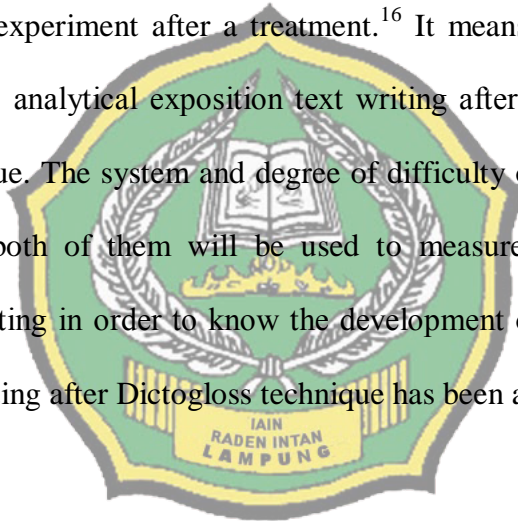
F. Research Instrument

The research instrument that was used in this research is writing test. The researcher asked the students to make their own analytical exposition text consists of approximxately 100-120 words in 90 minutes. The researcher made two instruments, they were pre-test and post-test.

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[15] Christoper Tribble, *Writing* (New York: Oxford University,1996), p.130
[16] John W.Creswell, *Loc.Cit*

1. Pre-test instruments

Table 3

The Table of Specification of Test for Pre-Test

NO	THE TITTLE OF ANALYTICAL EXPOSITION TEXT
1	Games
2	Traditional Food
3	Handphone

2. Post-test instruments

Table 4

The Table of Specification of Test for Post-Test

NO	THE TITTLE OF ANALYTICAL EXPOSITION TEXT
1	Smoking
2	Learning English
3	Music

G. Research Procedure

In conducting the research, the researcher applied some procedures of the research

was as follows :

1. Determining of the subject of the research

The researcher choosen the first semester of eleventh grade of SMA Karya Mataram South Lampung as the subject of the research, one class as the experimental class and one class as control class.

2. Designing the instruments of the research

The instrument given to the students for writing test. The students got the same instrument for both of the classes.

3. Administering pre-test

The pre-test used to find out the students' ability. Here, the students were assigned to write the analytical exposition text consists of aprroximately of 100-120 words. They give titles. As it was mentioned in the previous section of this chapter, the titles given are :

a. Games

b. Tradisional Food

c. Handphone

4. Conducting Treatments

In this research, the researcher as a teacher taught analytical exposition text by using Dictogloss technique in the experimental class and by using freewriting technique in
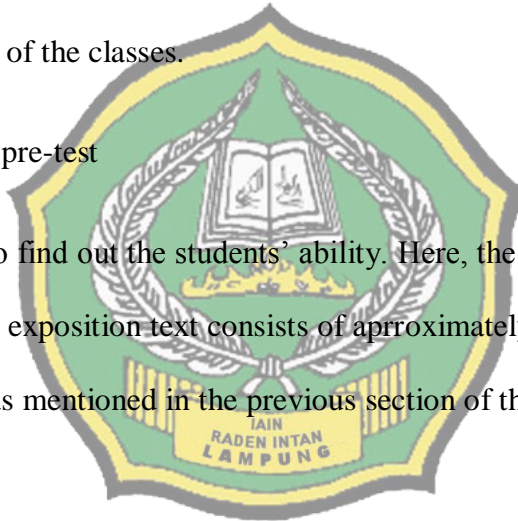
the control class. The research was conducted in five meetings for each class. The learning materials :

    a. One meeting for pre-test.

    b. Three meetings to taught the material by using teaching writing technique.

    c. One meeting for post-test

5.   Administering post-test

Post-test was administrated to measure whether there is an improvement of students' writing analytical exposition text ability of two classes. The students was assigned to make a analytical exposition text consist of approximately 100-120 words in the form of analytical exposition text by choosing the titles provided. As it was mentioned before, the titles given are:

    a.   Smoking

    b.   Learning English

    c.   Music

6. Analyzing Data

    After collecting the data, the researcher accounted the data.
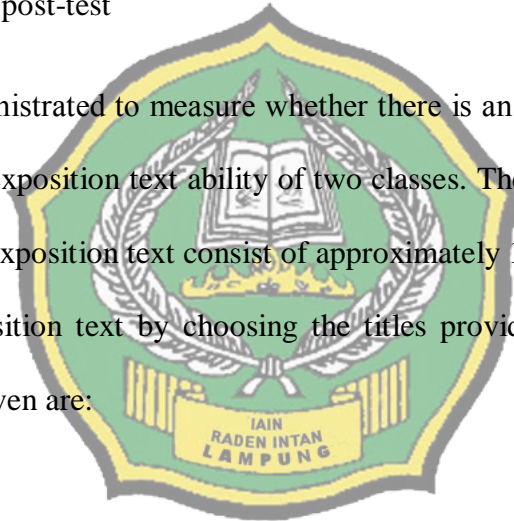
H. Validity and Reliability of the Test

1. Validity of the Test

Validity is the most important consideration in developing and evaluating measuring instruments.[17] It means that a good test must have validity, so the test can measure the aspects that will be measured. To measure whether the test has good validity or not. The researcher will use the content and construct validity.[18]

a. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it is design, content validity is based upon the careful examination of course textbooks, syllabus, objectives, and jugments of subject matter specialists.[19] It means that to get the content validity, the test will adapt with the student's book, that is the test suitable with the material that teach to the students.

Content validity concerns whether the tests are good of the materials that need to be tested. Content validity refers to instruments that are parallel with the matter that will be measured because in this research the test is intend to measure student's analytical exposition text writing ability of the eleventh grade of senior high school. Based on the syllabus, analytical exposition is taught at eleventh grade of senior high school.

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[17] Donal Ary et.al, *Op.Cit*,p.225
[18] Ag. Bambang Setiyadi, *Op.Cit*, p.22
[19] John W. Best and James V. Kahn, *Op.Cit,* p.295

Then to make the testis valid, the researcher gives the test related to the students'

material in their school. To know whether the test has a good validity or not, the

items will be consulted to the English teacher.

b. Construct Validity

To measure construct validity refers to assumption, showing the measurement used

contains correct operational definition, which is based on the theoretical concept.

Construct validity is needed to the measuring instrument that have some indicators to

measure one aspect or construct.[20] It means that construct validity just like a concept,

both of them are abstraction and generalization that need to be defined so clearly that

can measured and examined. In this research, the researcher was make a analytical

exposition test that can measure the students' writing analytical exposition paragraph

ability based on the scoring covers five aspects of writing that are adapted from

Cristopher Tribble, and they are content, organization, vocabulary, language, and

mechanics.

2. Reliability of the Test

Reliability is the consistency or stability of the values, test scores, or weight

measurement.[21] Reliability is measure of accuracy, consistency, dependability or

fairness of scores resulting from administration or particular examination. To ensure

the reliability of the scores and to avoid the subjectivity of the researcher, the

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[20] Bambang Setiyadi ,*Op.Cit,* p.25

[21] James B.Schreiber, *Op.Cit,* p.110

researcher was use inter-rater reliability. According to Ary et.al, a simple way to determine the reliability of ratings is to have two or more observers independently rate the same behaviors and then correlate the observes's ratings. The resulting correlation is called the inter-rater or inter-observer reliability.[22] It means that, inter-rater reliability is used when scores on the test are independently estimated by two or more judges or raters. They are the teacher and the researcher to estimate the reliability of the test, the researcher used rank order correlation formula as follows:[23]

$$rho_{XY} = 1 - \frac{6\,(\sum D^2)}{N\,(N^2 - 1)}$$

Notes :

rho_{XY} : Coefient correlation ordinal

6 & 1 : Constant Number

D   : Difference between first variable score and second variable score

N   : Number of subjects.
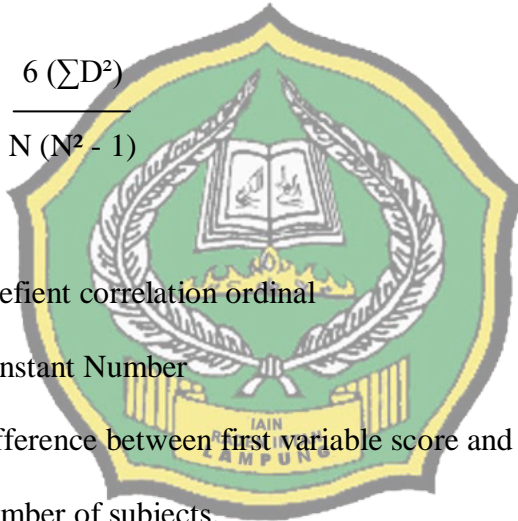
From the result of analysis (see in appendix 12), the reliability of the test of Pre-test got 0.99 , and reliability of the test Post-test got 0.99 (see appendix 14). It means that the test instruments is very high. Scoring at the classification of the reliability of the test, it can be indicated that the test instrument already made by researcher is reliable.

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[22] Donal Ary et.al, *Op.Cit*, p.231
[23] Suharsimi Arikunto, *Op.Cit* , p.319

Furthermore to know the degree or the level of the reliability of writing test the researcher will consult the criteria of reliability as follows.[24]

1. between 0.800 to 1.000   : very high

2. between 0.600 to 0.800 : high

3. between 0.400 to 0.600 : average

4. between 0.200 to 0.400 : Low

5. between 0.000 to 0.200 : very low

Seeing the reliability based on the Arikunto's theory, eventually, the researcher found the criterion of reliability 0.99 and 0.99 is located between 0.80 - 1.00. So, the researcher concluded that the degree of the level of reliability of the test student's writin is sufficient reliability. It means that the test can be used in research.
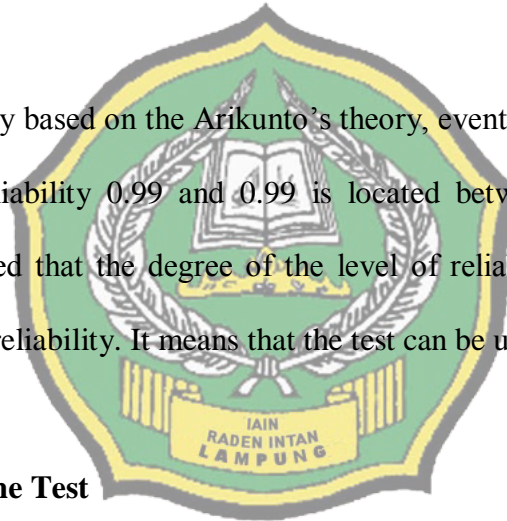
I. Readibility of the Test

Readibility tests are indicators that measure how easy a document is to read and understand. For evaluators, readibility statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily test understandble.[25] To know readibility of the analytical exposition writing ability test instrument, the researcher used Kouamé's

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[24] *Ibid,* p.319

[25] Julien B.Kouame, *Journal of Multi Disciplinary Evaluation Vol.VI No.14: Using Readibility Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, (Western Michigan University, 2010), p.133

research. The participants was asked to evelute instructions and the understandability of each item on a scale of 1 to 10, where , 1 describes an item that is easy to read and describes an item that is difficult to read.[26] The question was tested individually. The participants may not have difficulty understanding because they took the contex of the writing into consideration. After that, the researcher measure mean of each item. Based on the finding Kouamé's research, if mean of all items of the instrument text has mean under 4.46 , the instruments is quite readable and understandable by readers or test takers.[27] The instruments and the form are attached (see appemdix 5 and 6). Then, the result of readibility test showed that the mean of the instrument was 2.38. It means that instruments were readable and understable. The data can be seen in appendix 7.
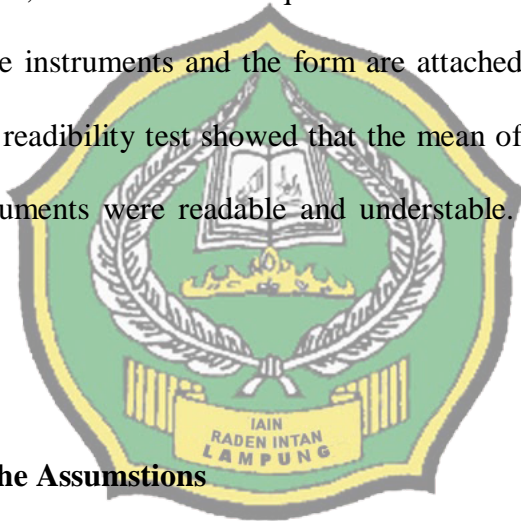
J. Data Analysis
1. Fulfillment of the Assumstions
a. Normality Test

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this case, the researcher used *Lilliefors.* test as follows:[28]

1) Arranging the sample

2) Determining the score Z from each data by using following formula:

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[26] *Ibid*, p.133
[27] *Ibid* , p.134
[28] Budiyono, *Metode Statiska*, (6th Ed), (Bandung : PT Tarsito, 2002), p.466

$$Zi = \frac{xi - x}{S}$$

3) Counting the cumulative frequency of each Z score S (x)

$$Sz = \frac{Z1, Z2 \ldots \ldots \ldots Zn < Zi}{n}$$

4) Counting the differential of $L = Max \ \{F(Zi) - S(Zi)\}$

5) Determining the $L_{observed}$ score with the highest score, compare to the $L_{critical}$ and score from the table of *Lilliefors.*

6) The hypotheses formulas are :

H_o : The data have normal distribution

H_a : The data do not have normal distribution

7) The test criteria :

H_o is accepted if L observed < L critical, it means that the distribution or the data are normally distributed.

H_a is refuse if L observed > L critical, it means that the distribution or the data are not normally distributed.[29]

b. Homogeneity test

Another requirement test of deciding the types of research hypothesis test is homogeneity test. Homogeneity is use to dtermine whether the data is homogeneous

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[29] Sudjana, *Metoda Statistika,* (6th Ed), (Bandung : PT Tarsito, 2002), p.467

or not. In this research, the researcher used F-test to measure the homogeneity of the data. The formulas of F-test as follows :[30]

$$F_{observed} = \frac{\text{the biggest variants}}{\text{the smallest variants}}$$

The hypothesis for the homogeneity test formulas as follow :

H_o = Data have the homogenous variance

H_a = Data have not the homogenous variances

In this case criteria for the homogeneity test are :

1. H_o is accepted if $F_{observed} < F_{critical}$, means the variance of the data is homogenous.

2. H_a is accepted if $F_{observed} > F_{critical}$, means the variance of the data is heterogonuos.
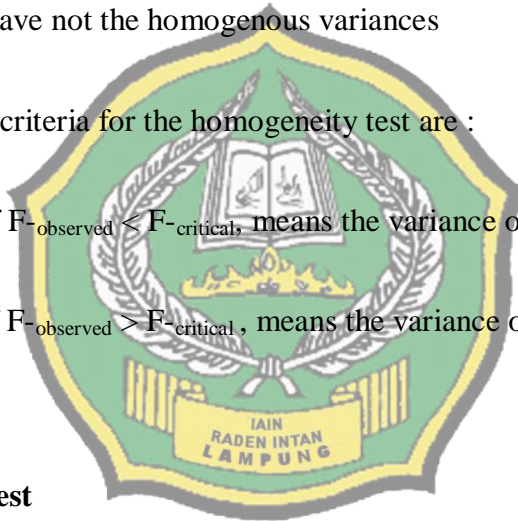
2. Hypothetical Test

After the researcher know that the data is normal and homogeneous,the data was analyzed by using t-test in order to know the significance of the treatment effect. The hypotheses was verify by using the following formula:[31]

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

Where:

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[30] *Ibid,*p.250
[31] Donal Ary et.al., *Op.Cit*, p.172

t   = Ratio

M_x = Mean of control class

M_y = mean of experimental class

$\sum x^2 =$ average deviation in control class

$\sum y^2 =$ average deviation in experimental class

N   = number of subject.

The criteria of the test are as follows:

H_a is accepted if $t_{observed}$ is higher than $t_{critical}$, or ($t_{observed} > t_{critical}$)

H_o is rejected if $t_{observed}$ is lower than $t_{critical}$, or ($t_{observed} < t_{critical}$)

In this case, the researcher used the level of significant α 0.05.

The hypothesis formulas are :

H_o : There is no significant influence of using dictogloss technique toward students's analytical exposition text writing ability at the first semester of eleventh grade of SMA Karya Mataram South Lampung in the academic year of 2016/2017.

H_a : There is significant influence of using dictogloss technique toward students's analytical exposition text writing ability at the first semester of eleventh grade of SMA Karya Mataram South Lampung in the academic year of 2016/2017.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Procedure

The research conducted on November 24th, 2016 . Before conducted the research, the researcher asked vice chairwoman of curriculum, the headmaster and the English teacher for permission at the school. After getting the permission, the researcher conducted through the following steps :

1. Determined the subject of the research, namely the students at the eleventh grade of SMA Karya Mataram South Lampung in the Academic Year of 2016/2017.

2. Designed the test which was the writing test.

3. Determined the sample of research by using cluster random sampling.

4. Held the try out test to know the readibility of the test(it was given to the students out of the research sample).

5. Held pre-test in order to know the students' score in exposition paragraph writing before they had treatment.

6. Analyzed the data gotten through pre-test.

7. Gave the treatment to the sample of the research by implementing Dictogloss Technique in teaching and learning writing in analytical exposition text.

8. Held post-test in order to know the students' score writing in analytical exposition text after the treatments.
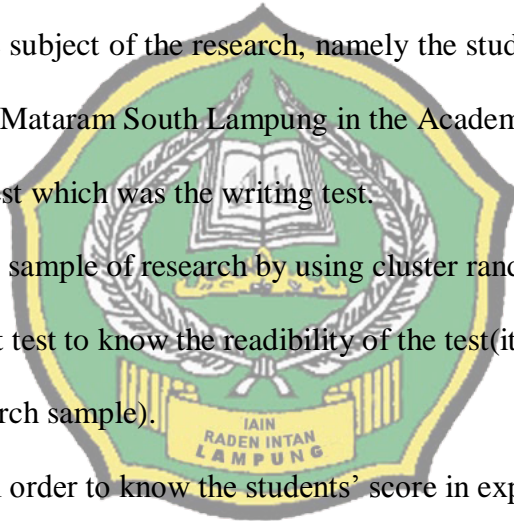
9. Analyzed the data gotten through post-test. The data were analyzed by using excel formula.

10. Tested the hypothesis and made the conclusion.

11. Reported the result of the research.

B. Process of Treatment
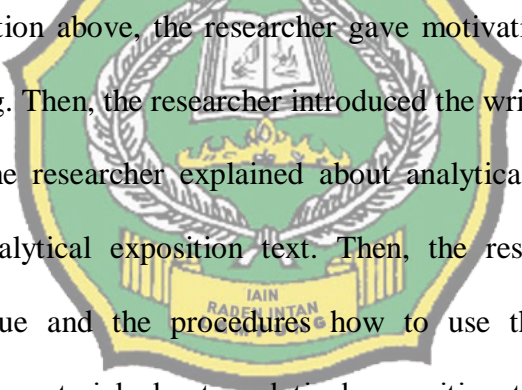
The research had been conducted on November 24th, 2016 . This research had been carried through five steps. They involved pre-test, three treatments and post-test. To find out the influence of using Dictogloss technique, the researcher identified several results, they were: the score of students before treatment, the score of students after treatment, the differences between students' score in pre-test and post-test and from the differences of students' atmosphere between the students who are taught by using Dictogloss technique and those taught by Free Writing technique in teachning and learning process, they were teaching writing in analytical exposition text, especially in SMA Karya Mataram.

The researcher prepared the item as the instrument of the test. The choice of the instrument had been done by considering three categories, readability, validity, and reliability. The test was given for control class and experimental class. Before the activities were conducted, the researcher determined the materials and lesson plans. The experimental class learn by using Dictogloss technique, while the control class used Free Writing technique.

1. Description of the Treatment in Experimental Class

a. Description of the First Treatment

In the first treatment was administrated on December 1st, 2016. The class begun with checked the attendance list. In this situation was completely the same as the data that the researcher got from the teacher in prelimenary research where some students still could not make an analytical exposition text because they were lack of vocabulary. In addition the students have difficulties in writing analytical text because the teacher did not use interesting technique to teach writing. (See Chapter 1, Page 4)

Based on the situation above, the researcher gave motivation first to increase their proclivity in writing. Then, the researcher introduced the writing aspect and analytical exposition text. The researcher explained about analytical exposition and generic structure about analytical exposition text. Then, the researcher explained about Dictogloss technique and the procedures how to use the technique. Then, the researcher taught a material about analytical exposition text and the topic was " Smoking". To make sure understanding of students, the researcher asked and answered about the material with the students. The last step, the researcher and the students made conclusion.

b. Description of the Second Treatment

The second treatment was done on December 8th, 2016. First the researcher gave greeting to the students when she came the class and checked the attendance list. Then, the researcher explained more about analytical exposition text and the generic structure. After than, the researcher explained about dictogloss technique and how procedures to use the technique. To make sure understanding of students, the researcher gave question one by one to the students about analytical exposition text. Then,the researcher divided the students of groups. Next, the researcher gave the topic of second treatments was "Computer". The students more interested to learn about analytical exposition use dictogloss technique. Then, the researcher asked and answered about the material with the students. The last step, the researcher and the students made conclusion.
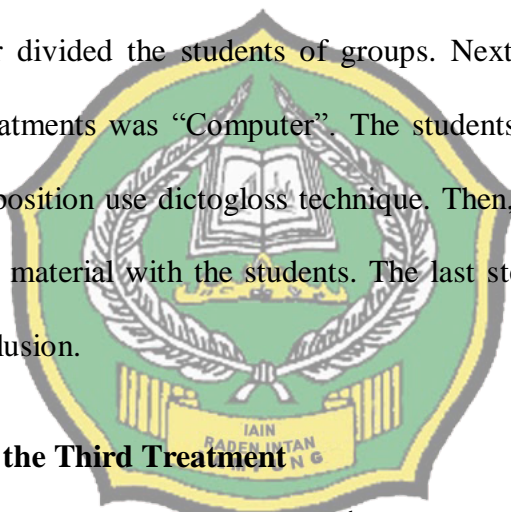
c. Description of the Third Treatment

The third treatment was done on December 15th, 2016. First the researcher began with greeting and prayed together. Then, check the attendance lists. In third meeting the researcher reviewed about the last material and asked to the students one by one about the goals, and how to make an analytical exposition text. In the third treatments better than second treatment because the students more accustomed about analytical exposition and teaching learning process through Dictogloss technique. The students had already known what they must done step by step. The last meeting the researcher gave the topic analytical exposition about "Drugs". Then, the researcher asked and

answered about the material with the students. The last step, the researcher and the students made conclusion.

2. Description of Treatment in Control Class

a. Description of the First Treatment

In the first treatment was on December 1st, 2016 . The researcher taught a material about analytical exposition text. The topic of first meeting was "Smoking". In pre teaching, the researcher gave greeting to the students when she comes to the class. After that the researcher and the students prayed together in the class, and checked the students' name. In while teaching, the reseacher explained about analytical exposition text and the goals of analytical exposition text, the second step the researcher explained to the students about Free Writing technique and procedures how to use the technique. In post teaching, the researcher gave the example about analytical exposition text about "Smoking" and after that asked and answered about the material with the students. The last step, the researcher and the students made conclusion.

b. Description of the Second Treatment

The second treatment was done on December 8th, 2016. The students were taught through another topic analytical exposition text by using Free Writing Technique. The topic of second meeting was "Computer". In pre teaching, the researcher gave greeting to the students when she comes to the class. After that the researcher and the

students prayed together in the class, and checked the students' name. In while teaching second treatment, the researcher explained more about analytical exposition, Free Writing technique as technique in teaching learning and gave the example of analytical exposition text about "Computer". In post teaching, the researcher asked and answered about the material with the students. The last step, the researcher and the students made conclusion. with the students.

c. Description of the Third Treatment

The third treatment on December 15th, 2016 was better than the second treatment because the students more accustomed in teaching learning process through Free Writing technique. In pre teaching, the researcher gave greeting to the students when she comes to the class. After that the reseacher and the students prayed together in the class, and checked the students' name. In while teaching third treatment, the reseacher reviewed about the last material and gave questions to the students about analytical exposition. Then, the researcher gave the material about "Drugs". Then, after they have finished the researcher asked and answered about the material with the students. The last step, the researcher and the students made conclusion.

C. Result of The Research

1. Result of Pre-Test

At first meeting the researcher conducted pre-test in order to find out the previous students' analytical exposition text writing ability. The pre-test was administrated on November 24th, 2016 at 10.00 a.m for the XI IPA 1 as the experimental class and at 1.00 p.m for class XI IPA 2 as the control class. The analysis showed that the mean score of pre-test in control class was 58.3. The higher score was 70 and the lowest score was 51 (see appendix 15). While in the experimental class the mean was 57.7. The highest score was 68.5 and the lowest score was 48.5. (see appendix 15)

2. Result of Post-test

After conducting three meetings of treatments the researcher conducted the post-test to the sample. The researcher conucted post-test to see whether the students' score increased or not. The post-test was conducted on December, 24th 2016, 2016 at the 10.00 a.m for the XI IPA 1 as the experimental class and 1.00 p.m for the class XI IPA 2 as the control class.

The analysis showed that the mean score of post-test in control class was 70.6. The highest score was 83.5 and the lowest score was 64.5 (see appendix 15). While in experimental class the mean score was 78.4. The highets score was 86 and the lowest score was 70.5. (See appendix 15)

From the mean score of both experimental class and control class, it can be attained that there was significant difference of students' writing achievement between the class that was taught by using Dictogloss technique and the class that was taught through Free Writing technique. It can be seen from the table :

Table 5
Comparison result between Pre-Test and Post-Test

No	Class	Pre-Test	Post-Test
1	Control	58.3	70.6
2	Experimental	57.7	78.4

Having seen the table of comparison between pre test and post test, we could see the increasing of the students' score (See appendix 15). From the table above, it could be seen in the experimental class that Dictogloss technique could increase the students' writing score of analytical exposition text from 57.7 to 78.4.

D. Result of Data Analysis

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, were widely used by researcher in many discplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality test must be satisfied

a. Result of Normality Test

The normality test is used to measure weather the data in the experimental class and the control class are normally distributed or not.

The hypotheses are :

H_o = the data have normal distribution

H_a = the data do not have normal distribution

The criteria of acceptance are :

H_o is accepted if $L_{observed}$ is lower than $L_{critical}$, it means that the diistribution of the data is normal.

H_a is rejected if $L_{observed}$ is higher than $L_{critical}$, it means that the distribution of the data is not normal.
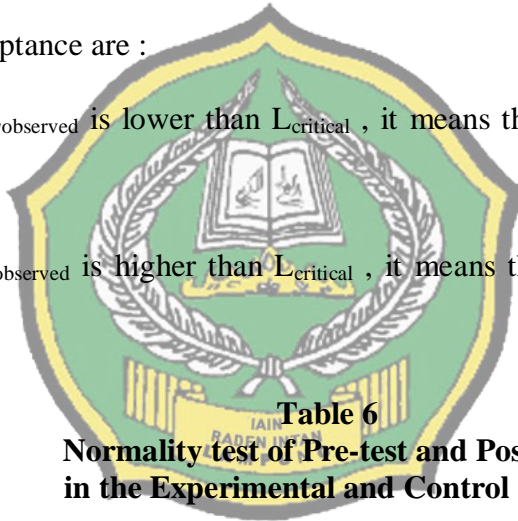
Table 6
Normality test of Pre-test and Post-test
in the Experimental and Control Class

Class	$L_{observed}$	$L_{critical}$	Conclusion
Control	0.07	0.19	Normal
Experimental	0.11	0.17	Normal

Based on table , it can be seen that in the experimental class and control class showed that $L_{observed} < L_{critical}$. The researcher concluded that the data in both classes were normality distributed (See appendix 16-17).

b. Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not.

The Hypotheses are :

H_o = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

The criteria of acceptance are :

H_o is accepted if $F_{observed}$ is lower than $F_{critical}$, it means that the variance of the data is homogenous.

H_o is refused if $F_{observed}$ is lower than $F_{critical}$, it means that the variance of the data is heterogeneous.

To measure the homogeneity test of control class, the researcher used the formula as follows :

$$F_{observed} = \frac{the\ biggest\ variants}{the\ smallest\ variants}$$
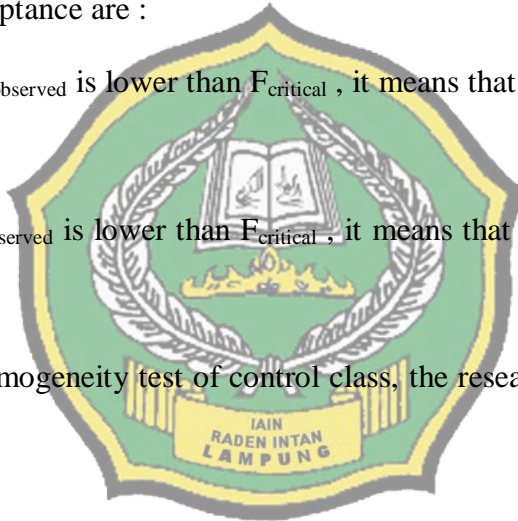
The result of homogeneity is :

Variance (S2) of Pre test control class : 25.1

Variance (S2) of Pre test experimental class : 26.72

$$F_{observed} = \frac{26.72}{25.1} = 1.06$$

Table 7

Homogeneity The Result of Pre-Test and Post-test

In the control and Experimental Class

Class	Variance	$F_{observed}$	$F_{critical}$	Conclusion
Control	25.1	1.06	1,98	Homogeneous
Experimental	26.72			

From the data gained homogeneity test for pre-test and post-test was 1.06. From the result of homogeneity was consulted to *fisher* table, it was found that $F_{critical}$ of 0.05 (25,24)= 1.98. The data come from homogenous data provided $F_{observed}$ is lower than F*critical* ($F_{observed} \leq F_{critical}$). (See Appendix 18)

2. Result of Hypothetical Test

The researcher used the following t-test by independent t-test for hypothectical of test. The hypotheses are :

H_o : There is no significant influence of using dictogloss technique toward students's analytical exposition text writing ability at the first semester of eleventh grade of SMA Karya Mataram South Lampung in the academic year of 2016/2017.

H_a : There is a significant influence of using dictogloss technique toward students's analytical exposition text writing ability at the first semester of eleventh grade of SMA Karya Mataram South Lampung in the academic year of 2016/2017.

The criteria of the test are as follows :

H_a is accapted if $T_{observed}$ is higher than $T_{critical}$, or ($T_{observed} > T_{critical}$)

H_a is refused if $T_{observed}$ is higher than $T_{critical}$, or ($T_{observed} < T_{critical}$)
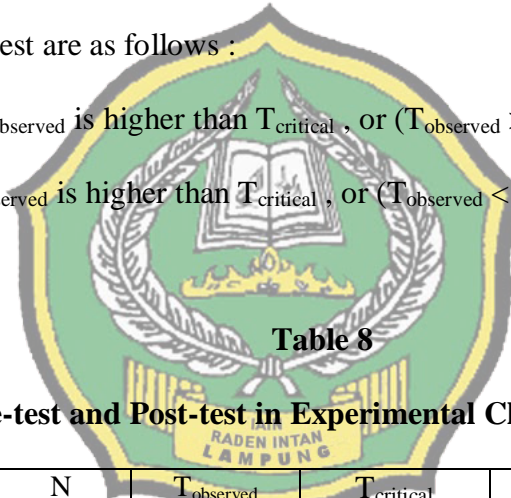
Table 8

T-test of Pre-test and Post-test in Experimental Class and Control Class

Pre-test and Post-test	N	$T_{observed}$	$T_{critical}$	Conclusion
	49	5.80	2.02	Significant Difference

E. Discussion

The research result has shown that there is significant influence of using dictogloss technique towards' students ability in analytical exposition text. From the result above, it can be seen that the average score of students' writing ability in analytical exposition text who are taught by using dictogloss technique is higher than those who are taught using free writing technique. The result showed that the average score

control class was 58.3 and the average score of experimental class was 57.7. The normality and homogeneity test were show that the data were homogenous and normal. Therefore, it can be concluded that the two groups, experimental class and control class had the same ability at the beginning of the research. Afterward, the students were taught by using dictogloss technique in the experimental class and using free writing technique in control class. The material was three topics about analytical exposition for three treatments.

At the end of the research, post-test was given to measure the improvement of students' writing ability in analytical exposition text in both classes after treatments done. The result of post-test showed that two classes got improvement. It was proved by increasing average both classes. The average score of control class was the begining, the pre-test was administered to how the students' writing ability in analytical exposition text before they were given treatments by the researcher. The result showed that the average score of control class was 70.6 and the average score in the experimental class was 78.4.

The way to encourage the students to be more active in teaching and learning process, the teacher should apply a method, a strategy or a technique. Therefore, the teaching writing would be more effective and would be make students be more active in the class if the teacher used helpful and interesting technique. Due to using Dictogloss

technique can make the students active and interesting in learning writing analytical exposition text.

It was also supported by the research of the data analysis. It showed that using Dictogloss technique in teaching writing analytical exposition text seemed to be applicable at the second semester of the eleventh grade of SMA N 1 Gedongtataan. Dictogloss technique encourages the students to be more active and can develop their motivation in learning English especially in writing analytical exposition text.

In conclusion, the researcher concluded that using dictogloss technique encourages the students to be more active and can develop their motivation in learning English especially in writing analytical exposition text. Based on the data analysis of the data and testing of hypothesis, the result of the calculation found that the null hypothesis. From analysis above, we knew that using dictogloss technique in teaching writing analytical exposition could help students improved their writing.

So in this case, the researcher would like to say that using Dictogloss technique is one of good technique that can be used in motivating students in learning English, especially in writing analytical exposition text. Using Dictogloss technique encourages the students to be more active and can develop their motivation in learning English in writing analytical exposition text. It is supported by George that Dictogloss are that the students are encouraged to focus some of their attention on form and that all four language skill-listening (to the teacher read the text and

groupmates discuss the recounstruction), speaking (to groupmates during the reconstruction), reading (notes taken while listening to the teacher, the group's reconstruction, and the original text), and the writing reconstruction. Therefore it is along with the researcher's assusmption at the beginning of the research that dictogloss technique has significant influence towards students' writing ability in analytical exposition text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the researcher concluded there was significant influence of using dictogloss technique towards students' analytical exposition text of writing. It was supported by result of t_{test} where $t_{observed}$ was higher than $t_{critical}$ ($t_{observed}$ > $t_{critical}$) that was 5.80 > 2.02 for level of significance 0,05. This also indicated that the alternative hypothesis (Ha) was accepted. In other words, dictogloss technique has a significant influence towards students' analytical exposition text writing ability at the first semester of the eleventh grade of SMA Karya Mataram, Lampung Selatan.

B. Suggestion

Based on the result of this research, the researcher proposed suggestions as follows :

1. For the Teacher

   a. Considering the technique, the researcher suggests that the English teacher apply dictogloss technique as one of the ways in teaching writing especially in analytical exposition text because it can help students easier in writing.

   b. Considering the students' problem in writing ability during the treatments, the researcher suggests that the English teacher should give the students more exercises to improve their ability in writing analytical exposition text.

2. For the students

   a. The students should improve the vocabulary to learn practice English languages especially in writing skill.

   b. The students should be creative to improve their ideas with collaborative learning by using Dictogloss Technique.

3. For the school

   a. The school should provide facility, tools and material to support the students to make better dictogloss technique, so that students can develop their mastery in English competency.

   b. The school provide a program of English such as English club. The program can be an extracurricular actively for the students where the students will have opportunity to practice dictogloss technique in their mastery English competency.
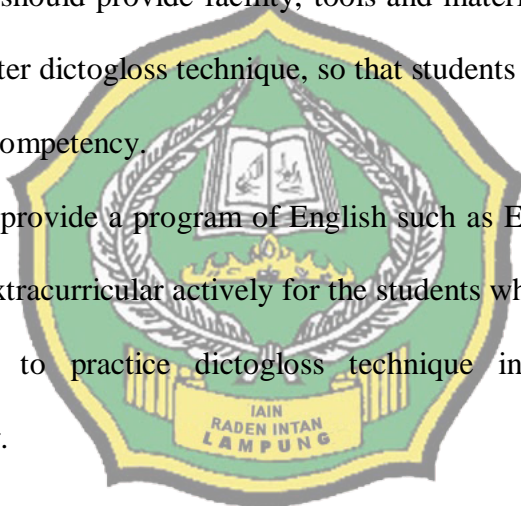
4. For the other researchers

   In this research, the researcher applied dictogloss technique to increase students' analytical exposition text writing ability in Senior High School. Therefore, further researcher may conduct this technique on different level of students, for example in Junior High School. They can apply other kinds of texts as descriptive, narrative, recount, etc.

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APPENDICES

Appendix 1

Day/Date   **: Tuesday, August, 23ʳᵈ 2016**

Place   **: SMA Karya Mataram**

Interviewer   **: Handrini Astuti**

Interviewee   **: Rani Astuti, S.Pd**

INTERVIEW GUIDELINE FOR PRELIMINARY RESEARCH

1. How many students of eleventh grade are here?

2. How long have you been teaching English here?

3. Do you have difficulties in teaching English? If any, please explain about it.

4. How are the students' ability in writing?

5. What are the factors that cause the students cannot make a analytical exposition text?

6. What the technique or stategy do you use in teaching Writing?

THE RESULT OF INTERVIEW WITH THE ENGLISH TEACHER

Day/Date   : **Tuesday, August, 23rd 2016**

Place   : **SMA Karya Mataram**

Interviewer   : **Handrini Astuti (The writer = W)**

Interviewee : **Rani Astuti, S.Pd (English Teacher = T)**

W: How many students of eleventh grade are here?

T : The students of elevent grade in this school are 96 person. There are two kinds
of study programs namely, Social and Science.

W: How long have you been teaching English here?

T : I have been teaching English here for since 2005 until now.

W: Do you have difficulties in teaching English? If any, please explain about it.

T : Yes, I have. There are some difficulties that in teaching English such as the
students lack of interest in learning proocess. They thought that English is
difficult to be learnt. Besides, many vocabulary that cannot be understood and
memorized by the students. So, that I must explain it more.

W : How are the students' ability in writing?

T : I think it is quite good, but there are many mistakes that I found when the students wrote something especially in analytical exposition text. Moreover, they thought that English is a difficult lesson.

W : What are the factors that cause the students cannot make a analytical exposition text?

T : There are some factors that cause the students cannot make a anaytical exposition text: the students do many errors in grammar when they produce new sentences and difficulties to develop and to express their ideas. Besides, the students were still confused about the generic structure of descriptive.

W : What strategy or technique do you in teaching writing?

T : I often using freewriting strategy. I asked the students to discuss the material in learning process in the class.
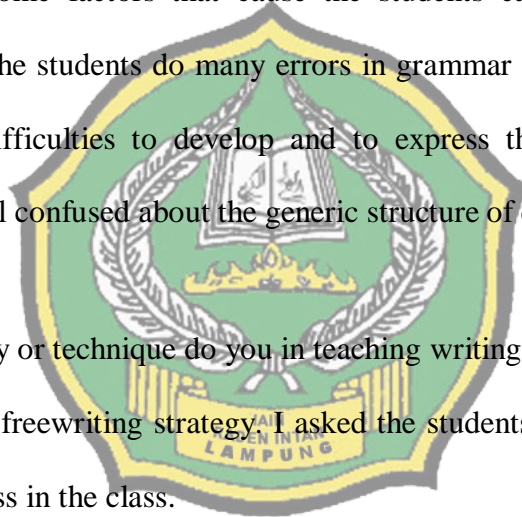
Appendix 2

The Result Interview for Students

Student 1 :

No	Question	Answer	Conclusion
1	What are your problems in learning writing?	I can not make the sentence well.	The student doesn't master the grammar well and needs the way to learn it.
2	How about analytical exposition; Have you learned about it?	Yes, I have.	The student has learned analytical exposition text.
3	What are the problems that you find in writing analytical exposition text?	I am confused for develop ideas and language features.	The student must learn how the way develop ideas.
4	What do you think about teacher's technique in learning writing in anlytical exposition text?	The teacher did not teach by using interesting technique so I feel bored in learning English	The student need the interesting technique to enjoy the learning process.

Student 2 :

No	Question	Answer	Conclusion
1	What are your problems in learning writing?	I don't have many vocabularies so I got the difficulty for writing English.	The student does not has many vocabularies so, she must enrich the vocabulary by memorizing or practicing in writing.

No	Question	Answer	Conclusion
2	How about analytical exposition; Have you learned about it?	Yes, I have.	The student has learned analytical exposition text.
3	What are the problems that you find in writing analytical exposition text?	Because I do not have many vocabularies so I got the difficulty to make sentence.	The students' lack of vocabulary so, she must enrich the vocabulary by memorizing or practicing in writing
4	What do you think about teacher's technique in learning writing in anlytical exposition text?	The teacher did not teach by using interesting technique so I feel bored in learning English.	The student needs the interesting technique to enjoy the learning process.

Student 3 :

No	Question	Answer	Conclusion
1	What are your problems in learning writing?	I can not make the sentence well.	The student does not master the grammar well and needs way to learn it.
2	How about analytical exposition; Have you learned about it?	Yes, I have.	The student has learned analytical exposition text.
3	What are the problems that you find in writing analytical exposition text?	Sometimes I feel confused what tenses I must use and I got the difficulty to express my idea.	The student must learn the basic way and steps to write analytical exposition text well.
4	What do you think about teacher's technique in learning	The teacher use monotonous	The student need the interesting

	writing in anlytical exposition text?	technique so I cannot enjoy in learning English.	technique to enjoy the learning process

Student 4 :

No	Question	Answer	Conclusion
1	What are your problems in learning writing?	I don't have many vocabularies so I got the difficulty for writing English.	The student does not has many vocabularies so, she must enrich the vocabulary by memorizing or practicing in writing
2	How about analytical exposition; Have you learned about it?	Yes, I have.	The student has learned analytical exposition text.
3	What are the problems that you find in writing analytical exposition text?	I do not know what I must write because I cannot express my idea.	The student must learn the basic way and steps to write analytical exposition text well.
4	What do you think about teacher's technique in learning writing in anlytical exposition text?	The teacher did not teach by using interesting technique so I feel bored in learning English	The student need the interesting technique to enjoy the learning process

Appendix 3

Students' Writing Score of Analytical Exposition Text at the Eleventh Grade

of SMA Karya Mataram in 2016/2017 Academic Year

No	Nama	Nilai	No	Nama Siswa	Nilai
CLASS					
XI IPA 1			XI IPA 2		
1	Aan Hargiawan	75	1	Ade Bagus Setiawan	75
2	Ahmad Nurmansyah	55	2	Adnan Wahyudi	60
3	Asep Hidayatullah	50	3	Andika	50
4	Astin	78	4	Ayu Feldiana	76
5	Handi Ferdiyansyah	78	5	Edo Saputra	65
6	Handini	75	6	Eka Andi Saputra	75
7	Hendi Juansyah	50	7	Pajar Nugroho	55
8	Heni Nopika Sari	50	8	Galang Ramadhan	50
9	Lilis Suryani	75	9	Hariyati	77
10	Luluk Markiyah	76	10	Hendra Wilis	75
11	Mahfudoh	56	11	Novriyansyah Bani	50
12	Mei Sato Rini	75	12	Rudiyansyah	76
13	Melina Sari	45	13	Rusdiyanto	62
14	Puji Lestari	60	14	Yahya Kesuma	51
15	Puspita Sari	62	15	Yogi Prasetyo	54
16	Robi Pratama	50	16	Zainal Hafid	48
17	Siti Nurjannah	75	17	Khoirunnisa	54
18	Septi Wahyuni	60	18	Lilis Asmawati	50
19	Toinah	79	19	Rodiyah Marwani	77
20	Toto Wibowo	58	20	Sari	60
21	Untung Rahayu	57	21	Syaifudin Hamzah	50
22	Viana	67	22	Teguh Pramana	55
23	Wawan Setiawan	78	23	Uswatun	50
24	Wendi Putra	65	24	Zakiyatul Fakiroh	76
25	Yoga Pratama	55			

Appendix 4

EXPERT VALIDATION FORM FOR WRITING TEST

Direction :

For each question, please give your response by ticking (√) a box representing your choice.

No	Question	Yes	No	Comment
1.	Do the indicators in the test instrument have covered all aspect measured?			
2.	Are the direction and instruction of test instrument clear enough?			
3.	Is the time allocation quite effective?			
4.	Does the assesment rubric has covered all aspects and indicators measured?			
5.	Is the assesment rubric quite understandable?			

General Comments :

Please give any comment or suggestions you may have concerning this test development.

_____

_____

Validator

Nur Syamsiah, M.Pd

Appendix 5

INSTRUMENT FOR READIBILITY TEST

Subject   : English

Sub Matter   : Writing (Analytical Exposition Text)

Time Allocation   : 90 minutes

Directions :

1. Write your name and your class clearly on the paper.

2. Use the time affectively.

3. Work Individually.
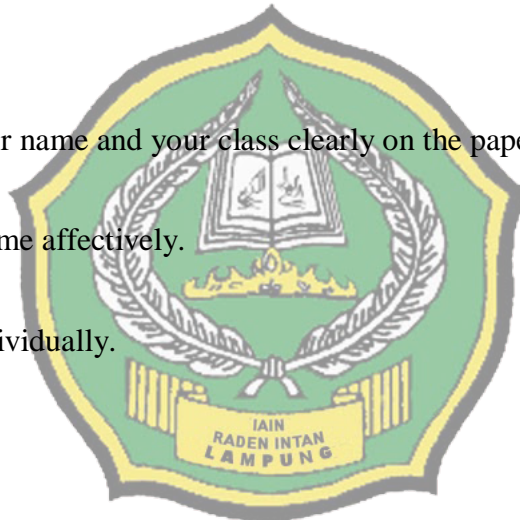
Instructions :

1. Write an analytical exposition text that consist approximately of 100-120 words.

2. Choose one of the topics below:

   a. Games   d. Smoking

   b. Traditional Food   e. Learning English

   c. Handphone   f. Music

Appendix 6

READIBILITY OF THE WRITING SHEET

Name :

Class :

Based on the instrument essay writing test, please answer the following questions.

No	Question	Yes	No	Scale (1-10)*	Comment
1.	Apakah anda paham dengan petunjuk (direction) no.1?				
2.	Apakah anda paham dengan petunjuk (direction) no.2?				
3.	Apakah anda paham dengan petunjuk (direction) no.3?				
4.	Apakah anda paham dengan perintah (instruction) no.1?				
5.	Apakah anda paham dengan perintah (instruction) no.2?				

* Skala 1 mengidentifikasi bahwa soal dapat dengan mudah dimengerti dan

skala 10 mengidentifikasi bahwa soal sulit untuk dimengerti.

Appendix 7

The Result of Readibility Test

NO	Students	Questions and Scale					Total	Mean
		1	2	3	4	5		
1	AK	2	2	2	5	2	13	2,6
2	AKW	2	1	2	6	1	12	2,4
3	ARS	2	1	1	1	2	7	1,4
4	AS	2	6	4	6	2	20	4
5	ANP	2	3	2	4	3	14	2,8
6	DYA	2	2	1	1	2	8	1,6
7	DA	3	2	1	1	1	8	1,6
8	DWD	2	2	1	5	3	13	2,6
9	ED	1	1	2	1	1	6	1,2
10	EL	2	4	2	3	1	12	2,4
11	FF	2	2	1	1	1	7	1,4
12	GYN	2	1	3	6	2	14	2,8
13	HN	2	4	3	1	5	15	3
14	HS	3	4	2	6	1	16	3,2
15	KR	2	4	2	1	1	10	2
16	LS	3	2	1	3	3	12	2,4
17	MF	2	1	2	2	1	8	1,6
18	NC	5	1	1	8	2	17	3,4
19	PCS	2	2	1	1	1	7	1,4
20	RF	2	2	2	2	2	10	2
21	RBR	2	4	2	1	3	12	2,4
22	RDH	2	5	1	2	4	14	2,8
23	RY	2	3	1	2	3	11	2,2
24	WND	3	4	2	5	2	16	3,2
25	WSA	4	5	3	2	2	16	3,2
							Total	59,6
							Mean	2,384
Conclusion : The instruments is readable because the mean of the items of writing test is 2,38 (lower than 4,43)								

Appendix 8

WRITING TEST FOR PRE-TEST

Name :
Class :

Subject : English

Sub Matter : Writing (Analytical Exposition Text)

Time allocation : 90 minutes

Directions :

1. Write your name and your class clearly on the paper.

2. Use your time effectively.

3. Work individually.
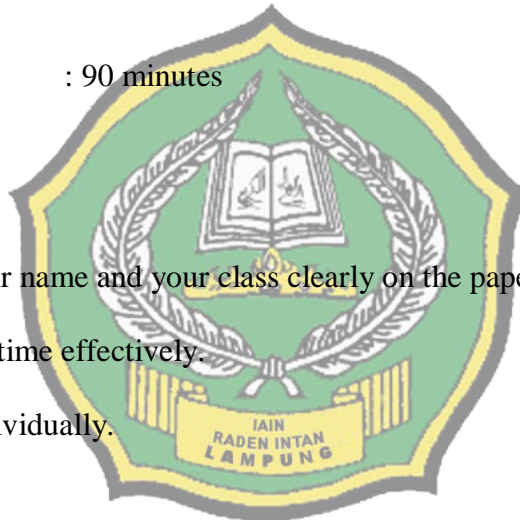
Instructions :

1. Make an analytical exposition text that consist approximately of 100-120 words.

2. Write an analytical exposition text by choosing one of the topics below:

   a. Games

   b. Traditional Food

   c. Handphone

Appendix 9

WRITING TEST FOR POST-TEST

Name :
Class   :

Subject   : English

Sub Matter   : Writing (Analytical Exposition Text)

Time allocation   : 90 minutes

Directions   :

1. Write your name and your class clearly on the paper.

2. Use your time effectively.

3. Work individually.
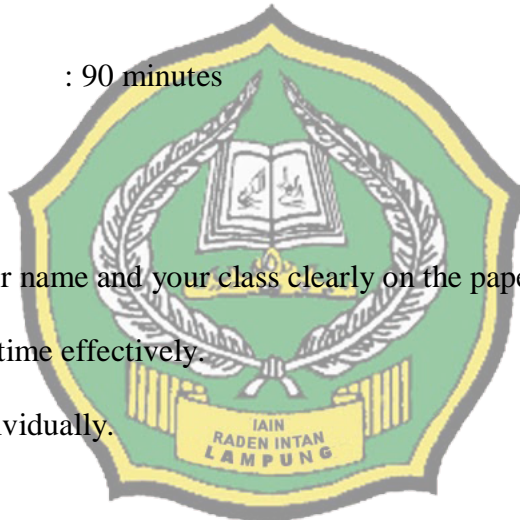
Instructions   :

1. Make an analytical exposition text that consist approximately of 100-120 words.

2. Write an analytical exposition text by choosing one of the topics below:

   a. Smoking

   b. Learning English

   c. Music

Appendix 10

LIST OF SAMPLE OF THE RESEARCH					
EXPERIMENTAL CLASS			CONTROL CLASS		
No	Students' Name	Code	No	Nama Siswa	Code
1	Aan Hargiawan	A1	1	Ade Bagus Setiawan	E1
2	Ahmad Nurmansyah	A2	2	Adnan Wahyudi	E2
3	Asep Hidayatullah	A3	3	Andika	E3
4	Astin	A4	4	Ayu Feldiana	E4
5	Handi Ferdiyansyah	A5	5	Edo Saputra	E5
6	Handini	A6	6	Eka Andi Saputra	E6
7	Hendi Juansyah	A7	7	Pajar Nugroho	E7
8	Heni Nopika Sari	A8	8	Galang Ramadhan	E8
9	Lilis Suryani	A9	9	Hariyati	E9
10	Luluk Markiyah	A10	10	Hendra Wilis	E10
11	Mahfudoh	A11	11	Novriyansyah Bani	E11
12	Mei Sato Rini	A12	12	Rudiyansyah	E12
13	Melina Sari	A13	13	Rusdiyanto	E13
14	Puji Lestari	A14	14	Yahya Kesuma	E14
15	Puspita Sari	A15	15	Yogi Prasetyo	E15
16	Robi Pratama	A16	16	Zainal Hafid	E16
17	Siti Nurjannah	A17	17	Khoirunnisa	E17
18	Septi Wahyuni	A18	18	Lilis Asmawati	E18
19	Toinah	A19	19	Rodiyah Marwani	E19
20	Toto Wibowo	A20	20	Sari	E20
21	Untung Rahayu	A21	21	Syaifudin Hamzah	E21
22	Viana	A22	22	Teguh Pramana	E22
23	Wawan Setiawan	A23	23	Uswatun	E23
24	Wendi Putra	A24	24	Zakiyatul Fakiroh	E24
25	Yoga Pratama	A25			

Appendix 19

The Analysis of Hypothesis Test in Experimental Class and Control Class

Code	Pre-test X1	Post-test X2	Gain X	X2	Code	Pre-test Y1	Post-test Y2	Gain Y	Y2
A1	49.5	78	28.5	812.25	E1	51	74.5	23.5	552.25
A2	54.5	77.5	23	529	E2	53	70	17	289
A3	63	79	16	256	E3	58.5	75	16.5	272.25
A4	61.5	81	19.5	380.25	E4	62.5	80.5	18	324
A5	55	77	22	484	E5	66	72	6	36
A6	62	80	18	324	E6	62	77	15	225
A7	51	74.5	23.5	552.25	E7	53	67.5	14.5	210.25
A8	62	78.5	16.5	272.25	E8	58	67	9	81
A9	52.5	74	21.5	462.25	E9	70	83.5	13.5	182.25
A10	48.5	83.5	35	1225	E10	55.5	66	10.5	110.25
A11	67	86	19	361	E11	59.5	66	6.5	42.25
A12	61	78.5	17.5	306.25	E12	62	67.5	5.5	30.25
A13	52	76	24	576	E13	55	66.5	11.5	132.25
A14	62	78	16	256	E14	59	69	10	100
A15	62	81	19	361	E15	69	72	3	9
A16	62	80.5	18.5	342.25	E16	63.5	70.5	7	49
A17	54	75.5	21.5	462.25	E17	53.5	66.5	13	169
A18	57.5	73.5	16	256	E18	61.5	70.5	9	81
A19	56.5	78	21.5	462.25	E19	52.5	71.5	19	361
A20	68.5	85	16.5	272.25	E20	55	67.5	12.5	156.25
A21	55.5	76	20.5	420.25	E21	53.5	68	14.5	210.25
A22	54	81	27	729	E22	59.5	71	11.5	132.25

A23	62	70.5	8.5	72.25
A24	57.5	83.5	26	676
A25	53.5	75	21.5	462.25
Total	1444.5	1961	516.5	11312.3
Mean	57.78	78.44	20.66	452.49

E23	57	64.5	7.5	56.25
E24	52.5	71	18.5	342.25
Total	1402.5	1695	292.5	4153.3
Mean	58.4375	70.625	12.188	166.13

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Appendix 18

Analysis of Homogenity							

	Experimental Class				Control Class		
No	Code	Xi	Xi-xbar	(xi-x)2	Code	Xi	Xi-xbar	(xi-x)2
1	A23	8.5	-12.16	147.866	E15	3	-9.17	84.0889
2	A18	16	-4.66	21.7156	E11	5.5	-6.67	44.4889
3	A14	16	-4.66	21.7156	E5	6	-6.17	38.0689
4	A3	16	-4.66	21.7156	E11	6.5	-5.67	32.1489
5	A8	16.5	-4.16	17.3056	E16	7	-5.17	26.7289
6	A20	16.5	-4.16	17.3056	E23	7.5	-4.67	21.8089
7	A12	17.5	-3.16	9.9856	E8	9	-3.17	10.0489
8	A6	18	-2.66	7.0756	E18	9	-3.17	10.0489
9	A16	18.5	-2.16	4.6656	E14	10	-2.17	4.7089
10	A11	19	-1.66	2.7556	E10	10.5	-1.67	2.7889
11	A15	19	-1.66	2.7556	E13	11.5	-0.67	0.4489
12	A4	19.5	-1.16	1.3456	E22	11.5	-0.67	0.4489
13	A21	20.5	-0.16	0.0256	E20	12.5	0.33	0.1089
14	A17	21.5	0.84	0.7056	E17	13	0.83	0.6889
15	A19	21.5	0.84	0.7056	E9	13.5	1.33	1.7689
16	A25	21.5	0.84	0.7056	E21	14.5	2.33	5.4289
17	A9	21.5	0.84	0.7056	E7	14.5	2.33	5.4289
18	A5	22	1.34	1.7956	E6	15	2.83	8.0089
19	A2	23	2.34	5.4756	E3	16.5	4.33	18.7489
20	A7	23.5	2.84	8.0656	E2	17	4.83	23.3289
21	A13	24	3.34	11.1556	E4	18	5.83	33.9889
22	A24	26	5.34	28.5156	E24	18.5	6.33	40.0689
23	A22	27	6.34	40.1956	E19	19	6.83	46.6489
24	A1	28.5	7.84	61.4656	E1	23	10.83	117.2889
25	A10	35	14.34	205.636				
Total		516.5		641.36	Total		292	577.3336
x bar		20.66			x bar		12.17	
S2		26.72			S2		25.1015	
Fobserved		1.06						
Fcritical		1.98						

Conclusion : The data is homogenous

Appendix 17

No	Code	Xi	Xbar	Xi-Xbar	(Xi-x)2	Stdv	Zi	F(Zi)	Fkum	n	S(Zi)	F(zi)-S(zi)	Mutlak
						Normality Test Score of Control Class							
1	E15	3	12.18	-9.18	84.2724	4.95146	-1.854	0.03187	1	24	0.041667	-0.009797	0.009797
2	E11	5.5	12.18	-6.68	44.6224	4.95146	-1.3491	0.088653	2	24	0.083333	0.0053197	0.00532
3	E5	6	12.18	-6.18	38.1924	4.95146	-1.24812	0.105994	3	24	0.125	-0.019006	0.019006
4	E11	6.5	12.18	-5.68	32.2624	4.95146	-1.14714	0.125663	4	24	0.166667	-0.041004	0.041004
5	E16	7	12.18	-5.18	26.8324	4.95146	-1.04616	0.147745	5	24	0.208333	-0.060589	0.060589
6	E23	7.5	12.18	-4.68	21.9024	4.95146	-0.94518	0.172285	6	24	0.25	-0.077715	0.077715
7	E8	9	12.18	-3.18	10.1124	4.95146	-0.64223	0.26036	7	24	0.291667	-0.031306	0.031306
8	E18	9	12.18	-3.18	10.1124	4.95146	-0.64223	0.26036	8	24	0.333333	-0.072973	0.072973
9	E14	10	12.18	-2.18	4.7524	4.95146	-0.44027	0.329869	9	24	0.375	-0.045131	0.045131
10	E10	10.5	12.18	-1.68	2.8224	4.95146	-0.33929	0.367194	10	24	0.416667	-0.049472	0.049472
11	E13	11.5	12.18	-0.68	0.4624	4.95146	-0.13733	0.445384	11	24	0.458333	-0.01295	0.01295
12	E22	11.5	12.18	-0.68	0.4624	4.95146	-0.13733	0.445384	12	24	0.5	-0.054616	0.054616
13	E20	12.5	12.18	0.32	0.1024	4.95146	0.06463	0.525765	13	24	0.541667	-0.015902	0.015902
14	E17	13	12.18	0.82	0.6724	4.95146	0.16561	0.565767	14	24	0.583333	-0.017566	0.017566
15	E9	13.5	12.18	1.32	1.7424	4.95146	0.26659	0.605107	15	24	0.625	-0.019893	0.019893
16	E21	14.5	12.18	2.32	5.3824	4.95146	0.46855	0.680304	16	24	0.666667	0.0136371	0.013637
17	E7	14.5	12.18	2.32	5.3824	4.95146	0.46855	0.680304	17	24	0.708333	-0.02803	0.02803
18	E6	15	12.18	2.82	7.9524	4.95146	0.56953	0.715501	18	24	0.75	-0.034499	0.034499
19	E3	16.5	12.18	4.32	18.6624	4.95146	0.87247	0.808524	19	24	0.791667	0.0168572	0.016857
20	E2	17	12.18	4.82	23.2324	4.95146	0.97345	0.834835	20	24	0.833333	0.0015017	0.001502
21	E4	18	12.18	5.82	33.8724	4.95146	1.17541	0.880085	21	24	0.875	0.0050847	0.005085

22	E24	18.5	12.18	6.32	39.9424	4.95146	1.27639	0.899091	22	24	0.916667	-0.017575	0.017575
23	E19	19	12.18	6.82	46.5124	4.95146	1.37737	0.915801	23	24	0.958333	-0.042532	0.042532
24	E1	23.5	12.18	11.32	128.142	4.95146	2.28619	0.988879	24	24	1	-0.011121	0.011121
Total		292.5			588.408								
Lobserved		0.077											
Lcritical		0.19											
Conclusion		**The data has normal distribution**											

Appendix 16

					Normality Test Score of Experimental Class								
No	Code	Xi	Xbar	Xi-Xbar	(Xi-x)2	Stdv	Zi	F(Zi)	Fkum	n	S(Zi)	F(zi)-S(zi)	Mutlak
1	A23	8.5	20.66	-12.16	147.866	5.16946	-2.35227573	0.009329	1	25	0.04	-0.03067	0.03067053
2	A18	16	20.66	-4.66	21.7156	5.16946	-0.901447772	0.183675	2	25	0.08	0.103675	0.10367515
3	A14	16	20.66	-4.66	21.7156	5.16946	-0.901447772	0.183675	3	25	0.12	0.063675	0.06367515
4	A3	16	20.66	-4.66	21.7156	5.16946	-0.901447772	0.183675	4	25	0.16	0.023675	0.02367515
5	A8	16.5	20.66	-4.16	17.3056	5.16946	-0.804725908	0.210489	5	25	0.2	0.010489	0.01048893
6	A20	16.5	20.66	-4.16	17.3056	5.16946	-0.804725908	0.210489	6	25	0.24	-0.02951	0.02951107
7	A12	17.5	20.66	-3.16	9.9856	5.16946	-0.61128218	0.270506	7	25	0.28	-0.00949	0.00949361
8	A6	18	20.66	-2.66	7.0756	5.16946	-0.514560316	0.30343	8	25	0.32	-0.01657	0.01656985
9	A16	18.5	20.66	-2.16	4.6656	5.16946	-0.417838452	0.338033	9	25	0.36	-0.02197	0.02196738
10	A11	19	20.66	-1.66	2.7556	5.16946	-0.321116588	0.374061	10	25	0.4	-0.02594	0.02593898
11	A15	19	20.66	-1.66	2.7556	5.16946	-0.321116588	0.374061	11	25	0.44	-0.06594	0.06593898
12	A4	19.5	20.66	-1.16	1.3456	5.16946	-0.224394724	0.411225	12	25	0.48	-0.06877	0.06877491
13	A21	20.5	20.66	-0.16	0.0256	5.16946	-0.030950996	0.487654	13	25	0.52	-0.03235	0.03234569
14	A17	21.5	20.66	0.84	0.7056	5.16946	0.162492731	0.564541	14	25	0.56	0.004541	0.00454107
15	A19	21.5	20.66	0.84	0.7056	5.16946	0.162492731	0.564541	15	25	0.6	-0.03546	0.03545893
16	A25	21.5	20.66	0.84	0.7056	5.16946	0.162492731	0.564541	16	25	0.64	-0.07546	0.07545893
17	A9	21.5	20.66	0.84	0.7056	5.16946	0.162492731	0.564541	17	25	0.68	-0.11546	0.11545893
18	A5	22	20.66	1.34	1.7956	5.16946	0.259214595	0.602265	18	25	0.72	-0.11773	0.11773484
19	A2	23	20.66	2.34	5.4756	5.16946	0.452658323	0.674603	19	25	0.76	-0.0854	0.0853974
20	A7	23.5	20.66	2.84	8.0656	5.16946	0.549380187	0.708628	20	25	0.8	-0.09137	0.09137228
21	A13	24	20.66	3.34	11.1556	5.16946	0.646102051	0.740893	21	25	0.84	-0.09911	0.09910663

22	A24	26	20.66	5.34	28.5156	5.16946	1.032989506	0.849196	22	25	0.88	-0.0308	0.0308044
23	A22	27	20.66	6.34	40.1956	5.16946	1.226433234	0.889982	23	25	0.92	-0.03002	0.03001784
24	A1	28.5	20.66	7.84	61.4656	5.16946	1.516598826	0.935316	24	25	0.96	-0.02468	0.024684
25	A10	35	20.66	14.34	205.636	5.16946	2.773983057	0.997231	25	25	1	-0.00277	0.00276873
Total		516.5			641.36								

| Lobserved | 0.117 |
| Lcritical | 0.173 |

Conclusion : The data has normal distribution
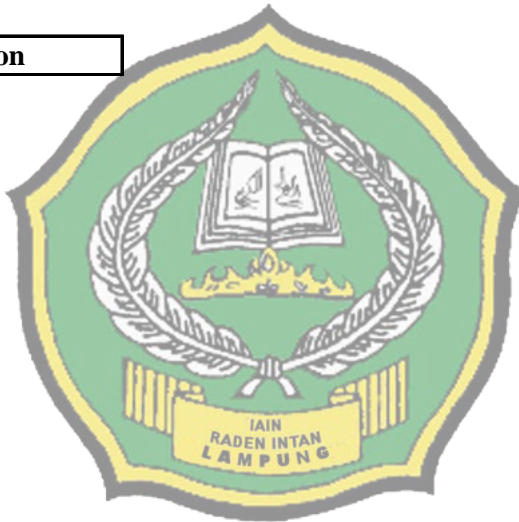
Appendix 14

THE RELIABLILITY FOR POST-TEST BASED ON TWO RATERS

CRITERIA	SCORE		RANK		D(R1-R2)^2	D^2
	R1	R2	R1	R2		
Content	766	733	2	3	-1	1
Organization	757	732	3	4	-1	1
Vocabulary	756	749	4	2	2	2
Language	1029	999	1	1	0	0
Mechanics	402	389	5	5	0	0
Total						4

$$p = 1 - \frac{6\ (\sum D^2)}{N\ (N^2 - 1)}$$

$$p = 1 - \frac{6\ (4)}{49\ (49^2 - 1)}$$

$$p = 1 - \frac{24}{117600}$$

$$p = 1 - 0{,}0002$$

$$p = 0{,}99$$
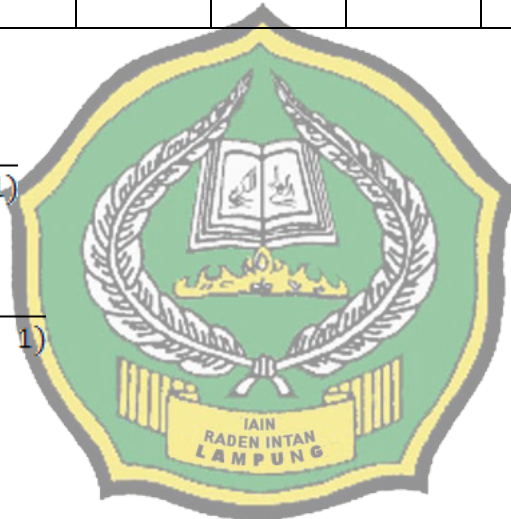
Appendix 12

THE RELIABILITY FOR PRE-TEST BASED ON TWO RATERS

CRITERIA	SCORE		RANK		$D(R1\text{-}R2)^2$	D^2
	R1	R2	R1	R2		
Content	620	589	3	2	1	1
Organization	623	579	2	3	-1	1
Vocabulary	592	565	4	4	0	0
Language	746	705	1	1	0	0
Mechanics	347	337	5	5	0	0
Total						2

$$p = 1 - \frac{6\,(\sum D^2)}{N\,(N^2 - 1)}$$

$$p = 1 - \frac{6\,(2)}{49\,(49^2 - 1)}$$

$$p = 1 - \frac{12}{117600}$$

$$p = 1 - 0{,}0001$$

$$p = 0{,}99 \ \text{(Reliable)}$$
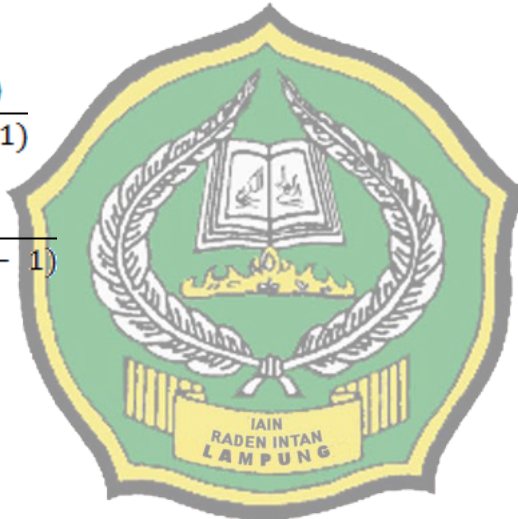
Appendix 22

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   **: SMA Karya Mataram**

Mata Pelajaran   **: Bahasa Inggris**

Kelas/Semester   **: XI/1 (satu)**

Pertemuan ke-   **: 1 (Experimental Class)**

Aspek/Skill   **: Writing**

Alokasi Waktu   **: 2X45 menit**

A. Standar Kompetensi

1. Mengungkapkan makna dalam teks esei berbentuk *report, narrative,* dan *analytical exposition* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

6.1 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative,* dan *analytical exposition.*

C. Indikator

1. Memahami pengertian teks analytical exposition.
2. Mengidentifikasi tujuan dari teks analytical exposition.

3. Mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk analytical exposition.

4. Menulis teks berbentuk analytical exposition dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar, siswa diharapkan mampu :

1. Siswa mampu memahami pengertian teks analytical exposition.

2. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk analytical exposition.

3. Siswa mampu mengidentifikasi berbagai informasi rinci dalam teks analytical exposition.

4. Siswa mampu mengidentifikasiciri-ciri kebahasaan dalam teks analytical exposition.

5. Siswa mampu menulis teks berbentuk analytical exposition dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

E. Materi Pembelajaran

1. Definition of Analytical Exposition Text

Analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding. Social function of analytical exposition is persuade to reader or listener about something is the case. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order. The arragement of the make sure it that we have used grammar correctly.

2. Generic structures which are used in analytical exposition text

a. Thesis

In this part, the writer introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraf of analytical exposition text.

b. Argument

In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in an analytical exposition text there are more than two arguments. The more arguments presented, the more belief from the reader that the discussion of the topic is a very important one and needs to attention.

c. Reiteration

This is the last part of analytical exposition text. *Reiteration* contains restatement of the main idea on the first paragraph. It is also called as a conclusion of the whole text.

Example:

Is Smoking Good for Us?	
Thesis	Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because ofdiseases caused by smoking.
Arguments	Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times

more likely to die of heart disease than non smokers.

Additionally, children of smoker are more likely to developbronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Reiteration   Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for every body else.

Source:http://freeenglishcourse.info/12-contoh-analytical-exposition

F. Metode/Teknik Pembelajaran

➤ Dictogloss Technique

G. Langkah-Langkah Pembelajaran

No	Kegiatan	Alokasi Waktu
1	**Pendahuluan (pre-activity)** - Guru mengucapkan salam ketika memasuki kelas - Berdo'a bersama - Guru memberikan motivasi kepada siswa terkait materi yang akan dipelajari - Guru memberikan gambaran tentang materi yang akan dipelajari. - Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.	15 menit
2	**Inti (While-Activity)** 1. **Explorasi** - Siswa dijelaskan tentang pengertian, generic structure, tenses didalam teks analytical exposition. - Siswa dijelaskan tentang teknik dictogloss.	60 menit

	- Siswa djelaskan langkah-langkah teknik dictogloss.	
	2. Elaborasi	
	- Siswa diminta untuk membuat kelompok yang terdiri dari empat orang dan disetiap kelompok ada satu orang yang menjadi penulis.	
	- Pada tahapan dictation, guru membacakan teks sebanyak dua kali.	
	- Saat membacakan teks pertama kali, guru membacakan teks analytical Exposition tentang "Smoking"dengan kecepatan normal dan siswa diminta mendengarkan saja.	
	- Saat membacakan teks yang kedua kali, guru membaca ulang dengan kecepatan normal dan siswa diminta mendengarkan dan secara individu siswa diminta mencatat 'keyword' atau kosakata yang mereka dapat.	
	- Siswa di minta untuk secara berkelompok menyusun kembali teks tersebut berdasarkan keyword yang mereka dapat.	
	- Siswa diminta bertukaran hasil kerja mereka dengan kelompok lainnya.	
	- Siswa diminta menganalisis dan membandingkan teks tersebut dengan teks aslinya.	
	- Secara berdiskusi siswa diminta untuk menganalisis grammar, textual cohesion dan logical sense.	
	3. Konfirmasi	
	- Siswa diminta untuk membacakan hasil teks yang mereka buat kepada siswa lainnya guna menemuka kesalahan yang dialami siswa.	
	- Siswa mengumpulkan hasil dari membuat cerita teks analytical exposition dan guru menilai hasil mereka.	
3	**Penutup (post-activity)**	15 menit
	- Guru menanyakan kesulitan siswa dalam memahami materi yang di berikan.	
	- Melaskanakan penelitian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah	

di sampaikan.

- Memberikan kesimpulan tentang materi yang telah di pelajari.

- Menutup pelajaran dengan berdoa.

H. Sumber/Bahan/Media

- Buku : bahasa inggris Erlangga Look Ahead kelas XI.

- Media : white board, board marker, text analytical exposition tentang "Smoking"

I. Penilaian

1. Teknik   : Test Menulis

2. Bentuk Instrumen   : Menulis Teks

3. Penilaian   :

Komponen siswa dalam membuat analytical exposition teks berdasarkan aspek menulis.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragaf	20
Vocabulary	Ketepatan penggunakan kosa kata	20

Language use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami	30
Mechaanics	Ketepatan tanda baca dan ejaan	10
Jumlah		100

Merbau Mataram,   2016

Mengetahui

Guru Bahasa Inggris   Mahasiswa Peneliti

Rani Astuti, S.Pd   Handrini Astuti

Menyetujui

Kepala SMA Karya Mataram

Syamsuddin, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : **SMA Karya Mataram**

Mata Pelajaran   : **Bahasa Inggris**

Kelas/Semester   : **XI/1 (Satu)**

Pertemuan ke-   : **2 (Experimental Class)**

Aspek/Skill   : **Writing**

Alokasi Waktu   : **2X45 menit**

A. Standar Kompetensi

6.   Mengungkapkan makna dalam teks esei berbentuk *report, narrative,* dan *analytical exposition* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

6.2   Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative,* dan *analytical exposition.*

C. Indikator

1.   Memahami pengertian teks analytical exposition.
2.   Mengidentifikasi tujuan dari teks analytical exposition.
3.   Mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk analytical exposition.
4.   Menulis teks berbentuk analytical exposition dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

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3. Siswa mampu mengidentifikasi berbagai informasi rinci dalam teks analytical exposition.

4. Siswa mampu mengidentifikasiciri-ciri kebahasaan dalam teks analytical exposition.

5. Siswa mampu menulis teks berbentuk analytical exposition dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

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1. Definition of Analytical Exposition Text

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In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in an analytical exposition text there are more than two arguments. The more arguments presented, the more belief from the reader that the discussion of the topic is a very important one and needs to attention.

c. Reiteration

This is the last part of analytical exposition text. *Reiteration* contains restatement of the main idea on the first paragraph. It is also called as a conclusion of the whole text.

Exampe :

	Controlling Children Using Computer
Thesis	Computer and internet are useful as well as powerful. Information about health and safe usage of computer and Internet, especially for children, should be owned by each family. Computer connected to internet is powerful way to socialize with others. It can be good but also bad effect. Recently we hear a lot of children get the advantage of social networking sites but we often see the news about the disadvantage of it for children. Healthy and safety of computer and Internet usage should continue to be campaigned.
Arguments	The role of parent in assisting and directing children in using computer is very necessary. Installation of software monitor such as key logger which has function to watch and note all activities relating to keyboard usage is helpful but not enough to protect children from potential harms. Children tend to hide what they have done in front of the computer to their parent. They see that all of they have done are their privacy and no one may know.
	We can not prevent children from using computer because it is multifunctional. However, many parents worry about what their kids do in front of the computer; whether they are doing homework or even just playing games. Or spending all time to surf internet which is the materials do not fit with his age. There is a tendency, especially teenagers, want to become acquainted with many strangers outside. The lack parental supervision of children's activities is likely to pose a potential danger to them.
Reiteration	So parental monitor against the use of computers needs to be done from time to time.

Source:http://freeenglishcourse.info/12-contoh-analytical-expositionterbaikbahasainggris

F. Metode/Teknik Pembelajaran

- Dictogloss Technique

G. Langkah-Langkah Pembelajaran

No	Kegiatan	Alokasi Waktu
1	**Pendahuluan (pre-activity)** - Guru mengucapkan salam ketika memasuki kelas - Berdo'a bersama - Guru memberikan motivasi kepada siswa terkait materi yang akan dipelajari - Guru memberikan gambaran tentang materi yang akan dipelajari. - Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.	15 menit
2	**Inti (While-Activity)** **1. Explorasi** - Siswa diberikan pertanyaan tentang materi teks analytical exposition yang sudah di pelajari minggu lalu kepada siswa. - Siswa diejelaskan sedikit atau hanya mengulas kembali tentang pengertian dan generic structure teks analytical exposition. **2. Elaborasi** - Siswa diminta untuk membuat kelompok yang terdiri dari empat orang dan disetiap kelompok ada satu orang yang menjadi penulis. - Pada tahapan dictation, guru membacakan teks sebanyak dua kali. - Saat membacakan teks pertama kali, guru membacakan teks analytical Exposition tentang "Computer"dengan kecepatan normal dan siswa diminta mendengarkan saja. - Saat membacakan teks yang kedua kali, guru membaca ulang dengan kecepatan normal dan siswa diminta mendengarkan dan secara individu siswa diminta mencatat 'keyword' atau kosakata	60 menit

	yang mereka dapat.	
	- Siswa di minta untuk secara berkelompok menyusun kembali teks tersebut berdasarkan keyword yang mereka dapat.	
	- Siswa diminta bertukaran hasil kerja mereka dengan kelompok lainnya.	
	- Siswa diminta menganalisis dan membandingkan teks tersebut dengan teks aslinya.	
	- Secara berdiskusi siswa diminta untuk menganalisis grammar, textual cohesion dan logical sense.	
	3. Konfirmasi	
	- Siswa diminta untuk membacakan hasil teks yang mereka buat kepada siswa lainnya guna menemuka kesalahan yang dialami siswa.	
	- Siswa mengumpulkan hasil dari membuat cerita teks analytical exposition dan guru menilai hasil mereka	
3	**Penutup (post-activity)**	15 menit
	- Guru menanyakan kesulitan siswa dalam memahami materi yang di berikan.	
	- Melaskanakan penelitian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah di sampaikan.	
	- Memberikan kesimpulan tentang materi yang telah di pelajari.	
	- Menutup pelajaran dengan berdoa.	

H. Sumber/Bahan/Media

- Buku: bahasa inggris Erlangga "Look Ahead" kelas XI.

- Media : white board, board marker, Teks Analytical Exposition tentang "Computer"

I. Penilaian

1. Teknik   : Test Menulis

2. Bentuk Instrumen   : Menulis Teks

3. Penilaian   :

Komponen siswa dalam membuat analytical exposition teks berdasarkan aspek menulis.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragaf	20
Vocabulary	Ketepatan penggunakan kosa kata	20
Language use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami	30
Mechaanics	Ketepatan tanda baca dan ejaan	10
Jumlah		100

Merbau Mataram,   2016

Mengetahui

Guru Bahasa Inggris   Mahasiswa Peneliti

Rani Astuti, S.Pd   Handrini Astuti

Menyetujui

Kepala SMA Karya Mataram

Syamsuddin, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	**: SMA Karya Mataram**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: XI/1 (Satu)**
Pertemuan ke-	**: 3 (Experimental Class)**
Aspek/Skill	**: Writing**
Alokasi Waktu	**: 2X45 menit**

A. Standar Kompetensi

6. Mengungkapkan makna dalam teks esei berbentuk *report, narrative,* dan *analytical exposition* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

6.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative,* dan *analytical exposition.*

C. Indikator

1. Memahami pengertian teks analytical exposition.
2. Mengidentifikasi tujuan dari teks analytical exposition.
3. Mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk analytical exposition.
4. Menulis teks berbentuk analytical exposition dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar, siswa diharapkan mampu :

1. Siswa mampu memahami pengertian teks analytical exposition.

2. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk analytical exposition.

3. Siswa mampu mengidentifikasi berbagai informasi rinci dalam teks analytical exposition.

4. Siswa mampu mengidentifikasiciri-ciri kebahasaan dalam teks analytical exposition.

5. Siswa mampu menulis teks berbentuk analytical exposition dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

E. Materi Pembelajaran

1. Definition of Analytical Exposition Text

   Analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding. Social function of analytical exposition is persuade to reader or listener about something is the case. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order. The arragement of the make sure it that we have used grammar correctly.

2. Generic structures which are used in analytical exposition text

   a. Thesis

      In this part, the writer introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraf of analytical exposition text.

   b. Argument

In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in an analytical exposition text there are more than two arguments. The more arguments presented, the more belief from the reader that the discussion of the topic is a very important one and needs to attention.

c. Reiteration

This is the last part of analytical exposition text. *Reiteration* contains restatement of the main idea on the first paragraph. It is also called as a conclusion of the whole text.

Exampe :

	The Dangerous of Using Drugs
Thesis	Everybody must pay attention of drugs. Drugs are very dangerous for us. Why it is very dangerous for us? Because its can caused harm to our body.
Arguments	In terms of health, many organs in our body can be harm because using drug. In general, the impact of using drug are can unconscious, make us hallucinate, can harm our nerve, and cause addictive effect. Beside that, using drugs can make the users depressed, liver disease, schizophrenia, blockage of blood vessels, dehydration, optic nerve damage, brain damage, and finally it can cause DEATH!
	When viewed in terms of Islamic law, drugs are forbidden. Because it is cause badness, self harm, debilitate. And Islam proscribes all that can cause badness, self harm because it is included zhalim. Also if we using drugs, it means we already do the forbidden things in Islam, it means we sin. So, in terms of Islamic law, using drugs also dangerous.
	Furthermore, if the users of drugs are teenagers, it can endanger their future, and endanger their homeland, their country. From the data, 32 percent of drugs users in Indonesia are teenagers, so, if many teenagers –in this case Indonesia- use drugs, it can be endanger this country, harm youth generation, whereas youths are nation expectation. If the youth using drugs, our nation can be destroy!
Reiteration	So, from now on we must pay attention of drugs, because it's very dangerous, both in terms of health, religion (Islam), nationality and state.

Source:inggris/https://englishadmin.com/2015/11/6-contoh-analytical-exposition

F. Metode/Teknik Pembelajaran

- Dictogloss Technique

G. Langkah-Langkah Pembelajaran

No	Kegiatan	Alokasi Waktu
1	**Pendahuluan (pre-activity)** - Guru mengucapkan salam ketika memasuki kelas - Berdo'a bersama - Guru memberikan motivasi kepada siswa terkait materi yang akan dipelajari - Guru memberikan gambaran tentang materi yang akan dipelajari. - Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.	15 menit
2	**Inti (While-Activity)** **1. Explorasi** - Beberapa siswa diminta untuk menjelaskan materi teks analytical exposition yang sudah dipelajari minggu lalu kepada siswa lainnya. - Siswa dijelaskan sedikit atau hanya mengulas kembali tentang pengertian dan generic structure teks analytical exposition. **2. Elaborasi** - Siswa diminta untuk membuat kelompok yang terdiri dari empat orang dan disetiap kelompok ada satu orang yang menjadi penulis. - Pada tahapan dictation, guru membacakan teks sebanyak dua kali. - Saat membacakan teks pertama kali, guru membacakan teks analytical Exposition tentang "Drug"dengan kecepatan normal dan siswa diminta mendengarkan saja.	60 menit

	- Saat membacakan teks yang kedua kali, guru membaca ulang dengan kecepatan normal dan siswa diminta mendengarkan dan secara individu siswa diminta mencatat 'keyword' atau kosakata yang mereka dapat. - Siswa di minta untuk secara berkelompok menyusun kembali teks tersebut berdasarkan keyword yang mereka dapat. - Siswa diminta bertukaran hasil kerja mereka dengan kelompok lainnya. - Siswa diminta menganalisis dan membandingkan teks tersebut dengan teks aslinya. - Secara berdiskusi siswa diminta untuk menganalisis grammar, textual cohesion dan logical sense. **3. Konfirmasi** - Siswa diminta untuk membacakan hasil teks yang mereka buat kepada siswa lainnya guna menemuka kesalahan yang dialami siswa. - Siswa mengumpulkan hasil dari membuat cerita teks analytical exposition dan guru menilai hasil mereka.		
3	**Penutup (post-activity)** - Guru menanyakan kesulitan siswa dalam memahami materi yang di berikan. - Melaksanakan penelitian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah di sampaikan. - Memberikan kesimpulan tentang materi yang telah di pelajari. - Menutup pelajaran dengan berdoa.	15 menit	

H. Sumber/Bahan/Media

- Buku : bahasa inggris Erlangga "Look Ahead" kelas XI.

- Media : white board, board marker, teks analytical exposition tentang "Drug".

I. Penilaian

1. Teknik   : Test Menulis

2. Bentuk Instrumen   : Menulis Teks

3. Penilaian   :

Komponen siswa dalam membuat analytical exposition teks berdasarkan aspek menulis.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragaf	20
Vocabulary	Ketepatan penggunakan kosa kata	20
Language use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami	30
Mechaanics	Ketepatan tanda baca dan ejaan	10
	Jumlah	100

Merbau Mataram,   2016

Mengetahui

Guru Bahasa Inggris   Mahasiswa Peneliti

Rani Astuti, S.Pd   Handrini Astuti

Menyetujui

Kepala SMA Karya Mataram

Syamsuddin, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : **SMA Karya Mataram**

Mata Pelajaran : **Bahasa Inggris**

Kelas/Semester : **XI/1 (Satu)**

Pertemuan ke- : **1 (Control Class)**

Aspek/Skill : **Writing**

Alokasi Waktu : **2X45 menit**

A. Standar Kompetensi

6. Mengungkapkan makna dalam teks esei berbentuk *report, narrative,* dan *analytical exposition* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

6.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative,* dan *analytical exposition.*

C. Indikator

1. Memahami pengertian teks analytical exposition.
2. Mengidentifikasi tujuan dari teks analytical exposition.
3. Mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk analytical exposition.
4. Menulis teks berbentuk analytical exposition dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar, siswa diharapkan mampu :

1. Siswa mampu memahami pengertian teks analytical exposition.

2. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk analytical exposition.

3. Siswa mampu mengidentifikasi berbagai informasi rinci dalam teks analytical exposition.

4. Siswa mampu mengidentifikasiciri-ciri kebahasaan dalam teks analytical exposition.

5. Siswa mampu menulis teks berbentuk analytical exposition dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

E. Materi Pembelajaran

1. Definition of Analytical Exposition Text

Analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding. Social function of analytical exposition is persuade to reader or listener about something is the case. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order. The arragement of the make sure it that we have used grammar correctly.

2. Generic structures which are used in analytical exposition text

   a. Thesis

   In this part, the writer introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraf of analytical exposition text.

   b. Argument

In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in an analytical exposition text there are more than two arguments. The more arguments presented, the more belief from the reader that the discussion of the topic is a very important one and needs to attention.

c. Reiteration

This is the last part of analytical exposition text. *Reiteration* contains restatement of the main idea on the first paragraph. It is also called as a conclusion of the whole text.

Exampe :

	Is Smoking Good for Us?
Thesis	Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because ofdiseases caused by smoking.
Arguments	Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.
	Additionally, children of smoker are more likely to developbronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.
Reiteration	Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for every body else.

Source:http://freeenglishcourse.info/12-contoh-analytical-exposition

F. Metode/Teknik Pembelajaran

- Free Writing Technique

G. Langkah-Langkah Pembelajaran

No	Kegiatan	Alokasi Waktu
1	**Pendahuluan (pre-activity)** - Guru mengucapkan salam ketika memasuki kelas - Berdo'a bersama - Guru memberikan motivasi kepada siswa terkait materi yang akan dipelajari - Guru memberikan gambaran tentang materi yang akan dipelajari. - Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.	15 menit
2	**Inti (While-Activity)** **1. Explorasi** - Siswa dijelaskan tentang pengertian, generic structure, tenses didalam teks analytical exposition. - Siswa dijelaskan tentang free writing. - Siswa dijelaskan langkah-langkah free writing. **2. Elaborasi** - Siswa diberikan contoh bacaan teks analytical exposition dan memberikan beberapa informasi yang terdapat teks analytical exposition " ". - Siswa aktif difasilitasi dengan memberikan tugas writing untuk mengidentifikasi teks analytical exposition. - Siswa diminta menulis teks analytical exposition.	60 menit

	3. Konfirmasi	
	- Siswa diminta siswa untuk membacakan hasil teks yang mereka buat kepada siswa lainnya guna menemuka kesalahan yang dialami siswa. - Siswa mengumpulkan hasil dari membuat cerita teks analytical exposition dan guru menilai hasil mereka.	
3	**Penutup (post-activity)** - Guru menanyakan kesulitan siswa dalam memahami materi yang di berikan. - Melaskanakan penelitian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah di sampaikan. - Memberikan kesimpulan tentang materi yang telah di pelajari. - Menutup pelajaran dengan berdoa.	15 menit

H. Sumber/Bahan/Media

- Buku : bahasa inggris Erlangga Look Ahead kelas XI.

- Media : white marker, board marker, teks analytical exposition tentang "smoking"

I. Penilaian

1. Teknik   : Test Menulis

2. Bentuk Instrumen   : Menulis Teks

3. Penilaian   :

Komponen siswa dalam membuat analytical exposition teks berdasarkan aspek menulis.

Aspek	**Deskripsi**	**Skor**
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragaf	20

Vocabulary	Ketepatan penggunakan kosa kata	20
Language use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami	30
Mechaanics	Ketepatan tanda baca dan ejaan	10
Jumlah		100

Merbau Mataram,   2016

Mengetahui

Guru Bahasa Inggris   Mahasiswa Peneliti

Rani Astuti, S.Pd   Handrini Astuti

Menyetujui

Kepala SMA Kary Mataram

Syamsuddin, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan   : **SMA Karya Mataram**

Mata Pelajaran   : **Bahasa Inggris**

Kelas/Semester   : **XI/1 (Satu)**

Pertemuan ke-   : **2 (Control Class)**

Aspek/Skill   : **Writing**

Alokasi Waktu   : **2X45 menit**

A. Standar Kompetensi

6. Mengungkapkan makna dalam teks esei berbentuk *report, narrative,* dan *analytical exposition* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

6.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative,* dan *analytical exposition.*

C. Indikator

1. Memahami pengertian teks analytical exposition.
2. Mengidentifikasi tujuan dari teks analytical exposition.
3. Mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk analytical exposition.
4. Menulis teks berbentuk analytical exposition dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar, siswa diharapkan mampu :

1. Siswa mampu memahami pengertian teks analytical exposition.

2. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk analytical exposition.

3. Siswa mampu mengidentifikasi berbagai informasi rinci dalam teks analytical exposition.

4. Siswa mampu mengidentifikasiciri-ciri kebahasaan dalam teks analytical exposition.

5. Siswa mampu menulis teks berbentuk analytical exposition dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

E. Materi Pembelajaran

1. Definition of Analytical Exposition Text

Analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding. Social function of analytical exposition is persuade to reader or listener about something is the case. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order. The arragement of the make sure it that we have used grammar correctly.

2. Generic structures which are used in analytical exposition text

   a. Thesis

   In this part, the writer introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraf of analytical exposition text.

   b. Argument

In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in an analytical exposition text there are more than two arguments. The more arguments presented, the more belief from the reader that the discussion of the topic is a very important one and needs to attention.

c. Reiteration

This is the last part of analytical exposition text. *Reiteration* contains restatement of the main idea on the first paragraph. It is also called as a conclusion of the whole text.

Example:

	Controlling Children Using Computer
Thesis	Computer and internet are useful as well as powerful. Information about health and safe usage of computer and Internet, especially for children, should be owned by each family. Computer connected to internet is powerful way to socialize with others. It can be good but also bad effect. Recently we hear a lot of children get the advantage of social networking sites but we often see the news about the disadvantage of it for children. Healthy and safety of computer and Internet usage should continue to be campaigned.
Arguments	The role of parent in assisting and directing children in using computer is very necessary. Installation of software monitor such as key logger which has function to watch and note all activities relating to keyboard usage is helpful but not enough to protect children from potential harms. Children tend to hide what they have done in front of the computer to their parent. They see that all of they have done are their privacy and no one may know.
	We can not <u>prevent children</u> from using computer because it is multifunctional. However, many parents worry about what their kids do in front of the computer; whether they are doing homework or even just playing games. Or spending all time to surf internet which is the materials do not fit with his age. There is a tendency, especially teenagers, want to become acquainted with many strangers outside. The lack parental supervision of children's activities is likely to pose a potential danger to them.
Reiteration	So parental monitor against the use of computers needs to be done from time to time.

Source:http://freeenglishcourse.info/12-contoh-analytical-expositionterbaikbahasainggris

F. Metode/Teknik Pembelajaran

- Free Writing Technique

G. Langkah-Langkah Pembelajaran

No	Kegiatan	Alokasi Waktu
1	**Pendahuluan (pre-activity)** - Guru mengucapkan salam ketika memasuki kelas - Berdo'a bersama - Guru memberikan motivasi kepada siswa terkait materi yang akan dipelajari - Guru memberikan gambaran tentang materi yang akan dipelajari. - Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.	15 menit
2	**Inti (while-activity)** **1. Explorasi** - Siswa diberikan pertanyaan tentang materi teks analytical exposition yang sudah di pelajari minggu lalu kepada siswa. - Siswa dijelaskan sedikit atau hanya mengulas kembali tentang pengertian dan generic structure teks analytical exposition. **2. Elaborasi** - Siswa diberikan contoh bacaan teks analytical exposition dan memberikan beberapa informasi yang terdapat dalam teks analytical exposition " - Siswa aktif difasilitasi dengan memberikan tugas writing untuk mengidentifikasi teks analytical exposition. - Siswa diminta siswa menulis teks analytical exposition.	60 menit

	3. **Konfirmasi**	
	- Siswa diminta untuk membacakan hasil paragraf yang mereka buat kepada siswa lainnya guna menemukan kesalahan yang dialami siswa.	
	- Siswa mengumpulkan hasil dari membuat teks analytical exposition dan guru menilai hasil mereka.	
3	**Penutup (post-activity)**	15 menit
	- Guru menanyakan kesulitan siswa dalam memahami materi yang di berikan.	
	- Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan.	
	- Membuat kesimpulan tentang materi yang telah dipelajari.	
	- Menutup pelajaran dengan berdoa.	

H. Sumber/Bahan/Media

- Buku : bahasa inggris Erlangga Look Ahead kelas XI.

- Media : white marker, board marker, teks analytical exposition tentang "Computer"

I. Penilaian

1. Teknik : Test Menulis

2. Bentuk Instrumen : Menulis Teks

3. Penilaian :

Komponen siswa dalam membuat analytical exposition teks berdasarkan aspek menulis.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragaf	20
Vocabulary	Ketepatan penggunakan kosa kata	20

Language use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami	30
Mechaanics	Ketepatan tanda baca dan ejaan	10
Jumlah		100

Merbau Mataram,　　2016

Mengetahui

Guru Bahasa Inggris　　　　　　　　　　　　Mahasiswa Peneliti

Rani Astuti, S.Pd　　　　　　　　　　　　Handrini Astuti

Menyetujui

Kepala SMA Karya Mataram

Syamsuddin, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : **SMA Karya Mataram**

Mata Pelajaran : **Bahasa Inggris**

Kelas/Semester : **XI/1 (Satu)**

Pertemuan ke- : **3 (Control Class)**

Aspek/Skill : **Writing**

Alokasi Waktu : **2X45 menit**

A. Standar Kompetensi

6. Mengungkapkan makna dalam teks esei berbentuk *report, narrative,* dan *analytical exposition* dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

6.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative,* dan *analytical exposition.*

C. Indikator

1. Memahami pengertian teks analytical exposition.
2. Mengidentifikasi tujuan dari teks analytical exposition.
3. Mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk analytical exposition.

4. Menulis teks berbentuk analytical exposition dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar, siswa diharapkan mampu :

1. Siswa mampu memahami pengertian teks analytical exposition.

2. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk analytical exposition.

3. Siswa mampu mengidentifikasi berbagai informasi rinci dalam teks analytical exposition.

4. Siswa mampu mengidentifikasiciri-ciri kebahasaan dalam teks analytical exposition.

5. Siswa mampu menulis teks berbentuk analytical exposition dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

E. Materi Pembelajaran

1. Definition of Analytical Exposition Text

Analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding. Social function of analytical exposition is persuade to reader or listener about something is the case. To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order. The arragement of the make sure it that we have used grammar correctly.

2. Generic structures which are used in analytical exposition text

   a. Thesis

   In this part, the writer introduces the topic or main idea will be discussed. Thesis is always presented on the first paragraf of analytical exposition text.

   b. Argument

   In this part, the writer presents arguments or opinions to support the writer's main idea. Usually in an analytical exposition text there are more than two arguments. The more arguments presented, the more belief from the reader that the discussion of the topic is a very important one and needs to attention.

   c. Reiteration

   This is the last part of analytical exposition text. *Reiteration* contains restatement of the main idea on the first paragraph. It is also called as a conclusion of the whole text.

Exampe :

The Dangerous of Using Drugs	
Thesis	Everybody must pay attention of drugs. Drugs are very dangerous for us. Why it is very dangerous for us? Because its can caused harm to our body.
Arguments	In terms of health, many organs in our body can be harm because using drug. In general, the impact of using drug are can unconscious, make us hallucinate, can harm our nerve, and cause addictive effect. Beside that, using drugs can make the users depressed, liver disease, schizophrenia, blockage of blood vessels, dehydration, optic nerve damage,

brain damage, and finally it can cause DEATH!

When viewed in terms of Islamic law, drugs are forbidden. Because it is cause badness, self harm, debilitate. And Islam proscribes all that can cause badness, self harm because it is included zhalim. Also if we using drugs, it means we already do the forbidden things in Islam, it means we sin. So, in terms of Islamic law, using drugs also dangerous.

Furthermore, if the users of drugs are teenagers, it can endanger their future, and endanger their homeland, their country. From the data, 32 percent of drugs users in Indonesia are teenagers, so, if many teenagers –in this case Indonesia- use drugs, it can be endanger this country, harm youth generation, whereas youths are nation expectation. If the youth using drugs, our nation can be destroy!

Reiteration	So, from now on we must pay attention of drugs, because it's very dangerous, both in terms of health, religion (Islam), nationality and state.

Source:inggris/https://englishadmin.com/2015/11/6-contoh-analytical-exposition

F. Metode/Teknik Pembelajaran

- Free Writing Technique

G. Langkah-Langkah Pembelajaran

No	Kegiatan	Alokasi Waktu
1	**Pendahuluan (pre-activity)** - Guru mengucapkan salam ketika memasuki kelas - Berdo'a bersama - Guru memberikan motivasi kepada siswa terkait materi yang akan dipelajari - Guru memberikan gambaran tentang materi yang akan dipelajari.	15 menit

	-	Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.	
2	**Inti (while-activity)**		60 menit
	1. Explorasi		
	-	Siswa diberikan pertanyaan tentang materi teks analytical exposition yang sudah di pelajari minggu lalu kepada siswa.	
	-	Siswa dijelaskan sedikit atau hanya mengulas kembali tentang pengertian dan generic structure teks analytical exposition.	
	2. Elaborasi		
	-	Siswa diberikan contoh bacaan teks analytical exposition dan memberikan beberapa informasi yang terdapat dalam teks analytical exposition "	
	-	Siswa aktif difasilitasi dengan memberikan tugas writing untuk mengidentifikasi teks analytical exposition.	
	-	Siswa diminta menulis teks analytical exposition.	
	3. Konfirmasi		
	-	Siswa diminta untuk membacakan hasil paragraf yang mereka buat kepada siswa lainnya guna menemukan kesalahan yang dialami siswa.	
	-	Siswa mengumpulkan hasil dari membuat teks analytical exposition dan guru menilai hasil mereka.	
3	**Penutup (post-activity)**		15 menit
	-	Guru menanyakan kesulitan siswa dalam memahami materi yang di berikan.	
	-	Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan.	

| | - Membuat kesimpulan tentang materi yang telah dipelajari. | |
| | - Menutup pelajaran dengan berdoa. | |

H. Sumber/Bahan/Media

- Buku : bahasa inggris Erlangga Look Ahead kelas XI.

- Media : white marker, board marker, teks analytical exposition tentang "Drug"

I. Penilaian

1. Teknik   : Test Menulis

2. Bentuk Instrumen   : Menulis teks

3. Penilaian   :

Komponen siswa dalam membuat analytical exposition teks berdasarkan aspek menulis.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragaf	20
Vocabulary	Ketepatan penggunakan kosa kata	20

Language use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami	30
Mechaanics	Ketepatan tanda baca dan ejaan	10
Jumlah		100

Merbau Mataram,   2016

Mengetahui

Guru Bahasa Inggris   Mahasiswa Peneliti

Rani Astuti, S.Pd   Handrini Astuti

Menyetujui

Kepala SMA Karya Mataram

Syamsuddin, S.Pd

Appendix 13

NO	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Total	Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	A1	16	15	16	16	16	16	23	22	8	8	79	77	156	78
2	A2	16	16	15	15	16	16	23	22	8	8	78	77	155	77.5
3	A3	16	16	16	15	16	16	24	23	8	8	80	78	158	79
4	A4	17		17	16	16	16	24	23	9	8	83	63	146	73
5	A5	15	15	16	15	16	16	23	22	8	8	78	76	154	77
6	A6	16	16	16	16	17	17	23	23	8	8	80	80	160	80
7	A7	15	14	15	15	15	15	22	22	8	8	75	74	149	74.5
8	A8	16	15	16	15	16	16	23	24	8	8	79	78	157	78.5
9	A9	15	14	15	14	15	15	22	21	9	8	76	72	148	74
10	A10	18	17	17	15	18	19	23	24	8	8	84	83	167	83.5
11	A11	18	17	19	17	18	19	23	24	9	8	87	85	172	86
12	A12	16	16	16	15	16	16	23	22	8	9	79	78	157	78.5
13	A13	16	15	16	15	15	16	22	21	8	8	77	75	152	76
14	A14	16	16	16	15	16	16	23	22	8	8	79	77	156	78
15	A15	17	16	17	16	17	17	23	23	8	8	82	80	162	81
16	A16	17	16	16	16	17	17	23	23	8	8	81	80	161	80.5
17	A17	15	14	15	15	15	15	23	23	8	8	76	75	151	75.5
18	A18	15	14	15	15	14	15	22	21	8	8	74	73	147	73.5
19	A19	16	15	16	16	16	16	23	22	8	8	79	77	156	78
20	A20	18	18	17	17	18	17	24	23	9	9	86	84	170	85
21	A21	16	15	16	16	15	15	22	21	8	8	77	75	152	76
22	A22	17	16	17	17	16	16	23	23	9	8	82	80	162	81
23	A23	14	13	14	13	14	14	22	21	8	8	72	69	141	70.5
24	A24	18	17	17	17	17	18	24	22	9	8	85	82	167	83.5

Score Post-Test Experimental Class and Control Class

No	Code	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	Total	Mean
25	A25	15	15	14	15	16	15	22	21	9	8	76	74	150	75
1	E1	15	15	15	15	16	15	20	21	9	8	75	74	149	74.5
2	E2	14	13	14	15	14	15	20	19	8	8	70	70	140	70
3	E3	16	15	16	15	16	15	22	20	8	7	78	72	150	75
4	E4	18	17	18	16	15	15	23	23	8	8	82	79	161	80.5
5	E5	15	14	15	14	16	15	20	19	8	8	74	70	144	72
6	E6	17	18	16	16	16	15	20	19	8	9	77	77	154	77
7	E7	15	14	15	14	14	14	16	17	8	8	68	67	135	67.5
8	E8	15	14	15	14	14	14	17	16	8	7	69	65	134	67
9	E9	18	18	18	17	17	16	23	23	9	8	85	82	167	83.5
10	E10	14	13	14	13	15	14	17	17	8	7	68	64	132	66
11	E11	14	13	14	13	14	13	18	17	8	8	68	64	132	66
12	E12	14	14	14	14	14	14	18	17	8	8	68	67	135	67.5
13	E13	13	14	13	14	14	14	18	17	8	8	66	67	133	66.5
14	E14	15	14	14	15	15	14	18	17	8	8	70	68	138	69
15	E15	16	15	15	14	15	14	20	19	8	8	74	70	144	72
16	E16	15	14	15	15	15	15	18	18	8	8	71	70	141	70.5
17	E17	14	13	14	14	14	14	17	16	9	8	68	65	133	66.5
18	E18	15	14	15	14	15	15	19	18	8	8	72	69	141	70.5
19	E19	16	15	15	14	14	14	20	20	8	7	73	70	143	71.5
20	E20	15	14	14	14	14	13	18	17	8	8	69	66	135	67.5
21	E21	14	13	14	13	15	14	19	18	8	8	70	66	136	68
22	E22	15	14	15	15	15	15	19	18	8	8	72	70	142	71
23	E23	14	13	14	13	14	14	17	16	8	6	67	62	129	64.5
24	E24	15	15	15	14	14	14	20	19	8	8	72	70	142	71
Total		766	717	757	732	756	749	1029	999	402	389	3710	3586	7296	3648

Note : R1 =The Researcher

R2=The English Teacher

Appendix 11

NO	Code	Content		Organization		Vocabulary		Language		Mechanic		Total		Total	Average
		R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2		
1	A1	10	10	11	10	11	10	13	12	6	6	51	48	99	49.5
2	A2	12	11	12	11	12	11	14	13	7	6	57	52	109	54.5
3	A3	13	12	13	12	15	14	17	16	7	7	65	61	126	63
4	A4	14	13	14	13	14	13	15	13	7	7	64	59	123	61.5
5	A5	13	12	14	12	11	11	13	12	6	6	57	53	110	55
6	A6	14	13	13	13	12	16	15	15	7	7	61	64	125	62.5
7	A7	12	11	13	11	11	10	12	11	6	5	54	48	102	51
8	A8	13	13	14	12	14	13	15	16	7	7	63	61	124	62
9	A9	12	11	12	11	11	10	13	12	7	6	55	50	105	52.5
10	A10	12	12	10	9	10	10	12	10	6	6	50	47	97	48.5
11	A11	14	14	14	14	13	12	20	18	7	8	68	66	134	67
12	A12	14	12	13	12	14	13	15	14	8	7	64	58	122	61
13	A13	10	9	11	8	12	11	15	17	6	5	54	50	104	52
14	A14	13	12	13	12	13	13	17	15	8	8	64	60	124	62
15	A15	13	12	12	12	12	12	18	17	8	8	63	61	124	62
16	A16	14	14	14	13	12	11	16	15	8	7	64	60	124	62
17	A17	12	11	12	11	12	12	11	13	7	7	54	54	108	54
18	A18	14	14	15	14	13	14	15	15	5	4	62	61	123	61.5
19	A19	12	11	12	11	12	11	15	15	7	7	58	55	113	56.5
20	A20	14	15	15	17	15	13	17	15	8	8	69	68	137	68.5
21	A21	12	11	12	11	11	10	15	16	7	6	57	54	111	55.5
22	A22	11	10	11	11	11	10	17	15	6	6	56	52	108	54
23	A23	13	13	13	13	13	12	17	15	8	7	64	60	124	62
24	A24	13	12	14	11	12	11	14	14	7	7	60	55	115	57.5

25	A25	12	11	11	10	11	10	15	14	7	6	56	51	107	53.5
1	E1	11	10	11	11	12	11	12	11	7	6	53	49	102	51
2	E2	12	11	11	10	11	10	14	13	7	7	55	51	106	53
3	E3	13	12	12	12	11	11	18	17	6	5	60	57	117	58.5
4	E4	12	11	12	13	13	12	18	19	7	8	62	63	125	62.5
5	E5	14	13	14	14	14	15	17	15	8	8	67	65	132	66
6	E6	14	13	14	13	13	12	15	14	8	8	64	60	124	62
7	E7	11	12	13	10	11	10	13	11	7	8	55	51	106	53
8	E8	12	11	13	12	10	8	17	18	7	8	59	57	116	58
9	E9	16	17	16	15	14	12	18	16	8	8	72	68	140	70
10	E10	12	10	12	11	11	10	15	17	7	6	57	54	111	55.5
11	E11	14	12	14	12	12	10	16	15	7	7	63	56	119	59.5
12	E12	14	14	14	11	12	13	15	15	8	8	63	61	124	62
13	E13	12	11	13	11	11	12	14	13	7	6	57	53	110	55
14	E14	13	11	14	13	12	12	14	13	8	8	61	57	118	59
15	E15	15	15	12	13	13	11	17	15	8	8	65	62	127	63.5
16	E16	12	11	12	11	10	11	14	13	7	6	55	52	107	53.5
17	E17	13	13	13	13	13	12	17	15	7	7	63	60	123	61.5
18	E18	10	11	11	11	11	11	14	12	7	7	53	52	105	52.5
19	E19	11	12	11	10	12	11	15	13	7	8	56	54	110	55
20	E20	12	11	12	11	11	11	14	13	6	6	55	52	107	53.5
21	E21	13	12	14	13	13	12	15	13	7	7	62	57	119	59.5
22	E22	12	11	12	11	12	12	14	15	8	7	58	56	114	57
23	E23	11	10	11	12	11	11	13	12	7	7	53	52	105	52.5
24	E24	15	16	14	12	12	12	21	19	8	9	70	68	138	69
Total		620	589	623	579	592	565	746	705	347	337	2928	2775	5703	2851.5

Note : R1 =The Researcher

R2=The English Teacher

Appendix 21

SILABUS PEMBELAJARAN

Sekolah   : **SMA Karya Mataram**

Kelas   : **XI (Sebelas)**

Mata Pelajaran   : **Bahasa Inggris**

Semester   : **1 (Satu)**

Standar Kompetensi : Menulis
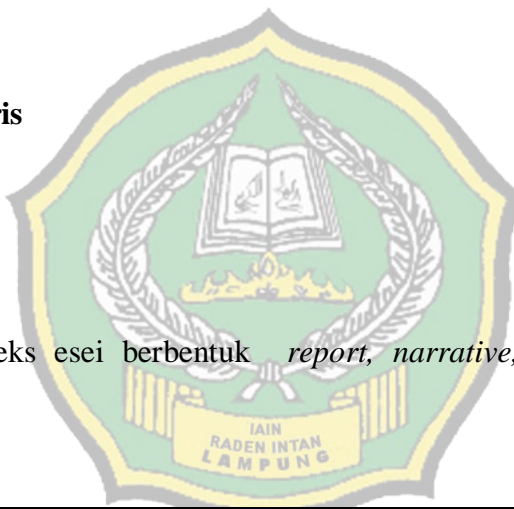
6. Mengungkapkan makna dalam teks esei berbentuk *report, narrative,* dan *analytical exposition* dalam konteks

    kehidupan sehari-hari

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Waktu	Sumber Belajar
6.2Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam	***Writing procedure texts***	• Membaca nyaring bermakna teks *explanation* secara individu • Mendiskusikan berbagai	• Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna	Tugas	1 x 45	Buku bahasa inggris yang relevan. English

| bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report, narrative,* dan *analytical exposition.* | | aspek dari teks seperti isi, struktur teks, secara berkelompok.

Berlatih menggunakan kalimat *present tense* dalam bentuk kalimat komplek yang menyatakan proses terjadinya sesuatu dan kalimat yang menyatakan kontra. | kalimat dalam teks yang dibaca

• Mengidentifikasi komplikasi dalam sebuah cerita narasi
• Mengidentifikasi kejadian dalam teks yang dibaca
• Mengidentifikasi proses sebuah peristiwa
• Mengidentifikasi argument yang pro dan kontra dalam teks
• Mengidentifikasi langkah-langkah retorika dari teks | Portofolio | 1 x 45 | Dictionary

Teks Analytical Exposition

Koran

Benda Sekitar

Koran berbahasa Inggris |

Appendix 15

Student's Score Pre-test and Post-test in Experimental Class and Control Class

No	Code	Pre-test Score X1	Code	Post-test Score X2	No	Code	Pre-test Score Y1	Code	Post-test Score Y2
1	A10	48.5	A23	70.5	1	E1	51	E23	64.5
2	A1	49.5	A18	73.5	2	E19	52.5	E11	66
3	A7	51	A9	74	3	E24	52.5	E10	66
4	A13	52	A7	74.5	4	E2	53	E17	66.5
5	A9	52.5	A25	75	5	E7	53	E13	66.5
6	A25	53.5	A17	75.5	6	E17	53.5	E8	67
7	A22	54	A13	76	7	E21	53.5	E12	67.5
8	A17	54	A21	76	8	E20	55	E7	67.5
9	A2	54.5	A5	77	9	E13	55	E20	67.5
10	A5	55	A2	77.5	10	E10	55.5	E21	68
11	A21	55.5	A19	78	11	E23	56.5	E14	69
12	A19	56.5	A14	78	12	E8	57	E2	70
13	A24	57.5	A1	78	13	E3	58	E16	70.5
14	A18	57.5	A12	78.5	14	E14	59	E18	70.5
15	A12	61	A8	78.5	15	E11	59.5	E24	71
16	A4	61.5	A3	79	16	E22	59.5	E22	71
17	A6	62	A5	80	17	E18	61.5	E19	71.5
18	A8	62	A16	80.5	18	E12	62	E15	72
19	A14	62	A4	81	19	E6	62	E5	72
20	A15	62	A15	81	20	E4	62.5	E1	74.5
21	A16	62	A22	81	21	E16	63.5	E3	75
22	A23	62	A24	83.5	22	E5	66	E6	77

23	A3	63	A10	83.5		23	E15	69	E4	80.5
24	A11	67	A20	85		24	E9	70	E9	83.5
25	A20	68.5	A11	86		Total		1400.5	Total	1695
Total		1444.5	Total	1961		Mean		58.35416667	Mean	70.625
Mean		57.78	Mean	78.44		Median		58.5	Median	70.25
Median		57.5	Median	78		Modus		52.5	Modus	67.5
Modus		62	Modus	81						

Appendix 20

Hypothesis Test

The Calculating of Hypothetical Analysis by using Independent t-test

The formula t-test:

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

The deviation : Experimental Class

To analyze the significance of the treatment Effect Test is used :

The Formula is :

$M_x \quad = \frac{\sum x}{N}$

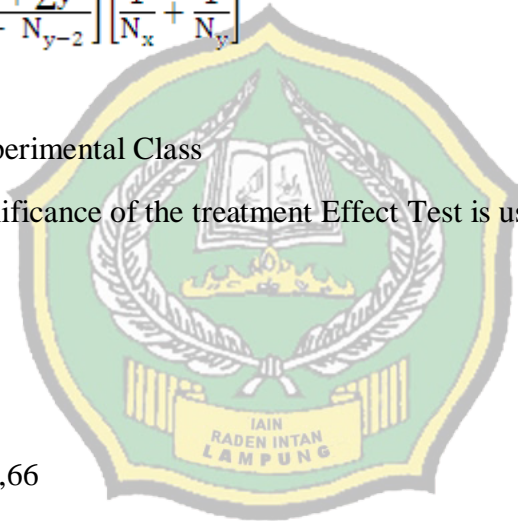$Mx \quad = \frac{516,5}{25} = 20,66$

$\sum x^2 \quad = \sum X^2 - \frac{(\sum x)^2}{N}$

$\sum x^2 \quad = 11312,25 - \frac{(516.5)^2}{25}$

$\quad = 11312,25 - \frac{266772,3}{25}$

$\quad = 11312.25 - 10670,89$
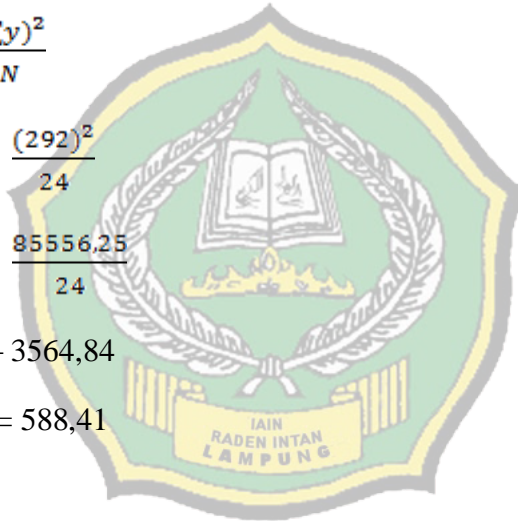
$\quad = 641,36$

The deviation : Control Class

To analyze the significance of the treatment Effect Test is used :

The Formula is :

$$M_y = \frac{\sum y}{N}$$

$$M_y = \frac{292}{24} = 12{,}1875$$

$$\sum y^2 = \sum Y^2 - \frac{(\sum y)^2}{N}$$

$$= 4153{,}25 - \frac{(292)^2}{24}$$

$$= 4153{,}25 - \frac{85556{,}25}{24}$$

$$= 4153{,}25 - 3564{,}84$$

$$= 588{,}4063 = 588{,}41$$

The Calculating of Hypothesis Test

$$t_{\_test} = \frac{|Mx - My|}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$= \frac{|20{,}66 - 12{,}1875|}{\sqrt{\left(\frac{641{,}36 + 588{,}41}{25 + 24 - 2}\right)\left(\frac{1}{25} + \frac{1}{24}\right)}}$$

$$= \frac{8{,}4725}{\sqrt{\left(\frac{8{,}4725}{47}\right)\left(\frac{49}{600}\right)}}$$

$$= \frac{8,4725}{\sqrt{(26,17)(0.0817)}}$$

$$= \frac{8,4725}{\sqrt{2,138089}}$$

$$= \frac{8,4725}{1,46} \qquad = 5,8031$$

$df = Nx+Ny-2$

$df = 25+24-2= 47$

The Value of $t_{critical}$ at df= 47 and at significant 5% (0.05) is 2.02

H_a is accepted of $t_{observed}$ is higher than $t_{critical}$ or ($t_{observed} > t_{critical}$)

H_o is rejected of t-observed is lower than t-critical or ($t_{observed} < t_{critical}$)