

**THE INFLUENCE OF USING FREE WRITING TECHNIQUE TOWARDS  
STUDENTS' ANALYTICAL EXPOSITION TEXT WRITING ABILITY AT  
THE FIRST SEMESTER OF THE ELEVENTH GRADE OF  
MA AL- HIKMAH BANDAR LAMPUNG IN  
THE ACADEMIC YEAR OF 2017/2018**



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

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## **ABSTRACT**

### **THE INFLUENCE OF USING FREE WRITING TECHNIQUE TOWARDS STUDENTS' ANALYTICAL EXPOSITION TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF MA AL HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018**

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This research is conducted based on the phenomena taking place in school that are many students considered writing is difficult, the students have lack of vocabulary, the students cannot express their ideas in written form well especially in analytical exposition text, students writing score are still low, the students do not focus and feel bored when they write analytical exposition, the teaching technique that is used by teacher is still less enjoyable for the students.

The students' analytical exposition text writing score is below the criteria minimum mastery (KKM) at MA AL- HIKMAH Bandar Lampung. Therefore, this research discusses the influence of using free writing technique in teaching writing, especially for students' analytical exposition text writing ability. The objective of the research was to find out whether there is influence of using free writing technique towards students' analytical exposition text writing ability at the first semester of the eleventh grade of MA AL- HIKMAH Bandar Lampung in the Academic Year of 2017 / 2018.

The methodology of this research was quasi experimental design with the treatment held in 3 meetings, 2 x 45 minutes for each meeting. The population of this research was the regular class of the eleventh grade students of MA AL- HIKMAH Bandar Lampung. The total sample in this research was 77 students that were taken from two classes, IPA and IPS. In collecting the data, the writer used instruments pre-test and post-test. The instrument was analytical exposition writing test. After giving the post-test, the writer analyzed the data by using independent sample t-test.

From the data analysis, it was found that the result of test was  $t_{\text{observed}}$  (6.75) with  $t_{\text{critical}}$  (1.664), it means that the score of  $t_{\text{observed}}$  was higher than  $t_{\text{critical}}$ , so  $H_a$  is accepted. So, there was influence of using free writing technique towards students' analytical exposition text writing ability at the first semester of the eleventh grade of MA AL- HIKMAH Bandar Lampung in the Academic Year of 2017 / 2018.

**Keywords:** Analytical Exposition, Free Writing, Writing Ability, Quasi Experimental Class

## **DECLARATION**

Hereby, I state this thesis entitled “The Influence of Using Free Writing Technique Towards Students’ Analytical Exposition Text Writing Ability at the First Semester of the Eleventh Grade of MA AL- HIKMAH Bandar Lampung in the Academic Year of 2017/2018” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung,        2017  
Declared by,

Muhammad Al Mufarridun. A  
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## MOTTO

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ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ( )

( )

غَيْرَ مَمْنُونٍ ( )

1. Nun. By the pen and that which they write.
2. Thou art not, for thy Lord's unto thee, a madman
3. And Muhammad thine verily will be a reward unfailing
4. And Muhammad the art of a tremendous nature.<sup>1</sup>

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<sup>1</sup> Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, 10<sup>th</sup> Edition, (Maryland: Amana Publication 2004), p.240

## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Absa, S.Pd and Mrs Rohidaya, S.Pd who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved lecturers and my friends
3. My beloved big family.
4. My beloved Almamater UIN Raden Intan Lampung.

## CHAPTER I INTRODUCTION

### A. Background of the Problem

Burgmeier says language is the system of communication through which humans send messages.<sup>2</sup> According to Siahaan, language is a set of rules used by human as a tool of their communication.<sup>3</sup> In addition, based on Ar-Ruum verse 22 explained:

وَإِخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ

Meaning: And of His signs is the creation of the heavens and the earth, and the difference of your languages and colours. Lo! herein indeed are portents for men of knowledge.<sup>4</sup> So, language is very important because it is always used by people to communicate with other and as a media of communication to share information with other people by messages.

English is one of international languages that is used in over the world. According to Richards and Rodgers say English is the world's most widely studied foreign language.<sup>5</sup> Based on that, the writer concludes that English as the international language is needed and very important for human to communication in the world.

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<sup>2</sup>Arline Burgmeier, *Lexis Academic Vocabulary Study*, (New Jersey: Prentice-Hall Inc, 1991), p.1

<sup>3</sup> Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.1

<sup>4</sup> Al- Jazari, Syaikh Abu Bakar Jabir, *Tafsir Al- Quran Al- Aisar* (Jilid 5), (Jakarta Timur: Darus Sunnah Press, 2008).

<sup>5</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Method in Language Teaching*, (Cambridge: Cambridge University Press, 1986), p.3

Raimes says writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand.<sup>6</sup> It means that writing is complex skill because writing needs hard thinking to give ideas, feelings, sentence and paragraph to attainment of writing.

Sutanto states, writing is as a process of expressing idea our thoughts in words that should be done at our leisure. It can be very enjoyable as long as we have the ideas and the means to achieve it.<sup>7</sup> So, writing is an enjoyable activity as long as writer can create idea in her/his writing.

In islam, writing is the skill taught by Jibril to the prophet Muhammad SAW when he got the first relevant from Allah SWT. Allah states in the Holy Quran surah Al- Alaq verse 1-5:



“Proclaim (or read) in the name of the lord and cherisher, who created. Created man, out of a (mare) clot of congealed blood. Proclaim! And the Lord is most bountiful. He who taught (the use of) pen. Taught man that which he knew not”.<sup>8</sup>

<sup>6</sup>Ann Raimes, *Technique in Teaching Writing*, (Oxford: Oxford University press, 1983), p.2

<sup>7</sup>Leo Sutanto, *Essay Writing*, (Yogyakarta: CV. Andi Offset, 2007), p.1.

<sup>8</sup> Muhammad Taqi-ud-din Al Hilali and Muhammad Muhsin Khan, *Interpretation of The Meaning of The Noble Quran in The English Language*, (Riyadh: Darussalam,1996),p.902

God's the most Akram it is God who has made the pen as a tool to deliver ideas through writing and to provide understanding to others as his case orally which is also a tool to express ideas with speech.<sup>9</sup> The word qalam in the fourth verse means the tool to write (pen). It means that pen is used to write, and the result of using pen is writing. By writing the people will get some information. That is why human being needs to learn how to write correctly.

In fact, many students find difficulties in writing, because they did not know how they can express their idea well. Writing is one of difficult skills for many people. Based on the journal research of Spelkova and Hurst about teachers' attitude to skill and writing process in Latvia and Portugal, writing is the most difficult skill in English.<sup>10</sup> It means that writing is complex skill because the people who want to write they must use eyes, brain and hand.

Based on the preliminary research in MA. Al- Hikmah Bandar Lampung at the eleventh grade, by interviewing the English teacher, Mr. Yayan said that the students' problem in learning writing are: (1) the students still cannot develop and express their idea to write so the students are lazy to write, (2) the students do mistake due to lack

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<sup>9</sup> Teungku Muhammad Hasbi ash- Shiddieqy, *Tafsir Al Quranul Majid An- Nuur 5 Surat 42-114*, (Semarang: PT Pustaka Rizki Putra, 2000), p.4646

<sup>10</sup> Innelsa Spelkova and Nicholas Hurst, *Teachers' attitudes to Skill and writing Process in Latvia and Portugal*, Available on <http://web.letras.up.pt/nrhurst/Writing%20Article%20for%20APPI%20Journal.pdf> (access on Friday, October 12, 2014)



of vocabularies, (3) the students feel bored when they write, (4) the students do not focus when the teacher explains about writing.<sup>11</sup>

The writer also asked the teacher about the students' English ability especially in analytical exposition text. From that interview the writer got that more than 60% of students of eleventh grade did not pass the minimum score as shown on the table.

**Table 1**  
**Students' Score of Analytical Exposition Text at Eleventh Grade of MA Al – Hikmah in the Academic Year of 2017/2018**

No	Students' Score	Number of Students	Percentage
1	< 70	74	71.15%
2	70	30	28.85%
	<b>Total</b>	<b>104</b>	<b>100%</b>

Source: *The data from English teacher of MA Al- Hikmah Bandar Lampung.*

From the data on Table 1, it can be seen that from 104 students of eleventh grade of MA Al – Hikmah there are 74 students (71.15%) got score under 70. Because the criteria of minimum mastery (KKM) score of English subject at that school is 70. It indicated that most students still face difficulties in writing analytical exposition text.

Based on the questionnaire that the writer gave to the students, the writer also found some factors of students' problems in learning English especially writing analytical exposition text those are (1) the students got problem in developing idea so they are lazy to write analytical exposition text. (2) the students have difficulties find meaning

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<sup>11</sup> Yayan, *Interview to English Teacher of MA Al- Hikmah*, on July, 15<sup>th</sup>, 2017, unpublished.

of vocabulary. (3) the students have lack of attention when teacher teaches writing (4) the students feel bored when they write. Besides, the class condition is boring, teacher's teaching way is boring and less interesting.

To help students' problems, the writer would like to propose a technique which is free writing technique. Free writing is a way to get and then develop ideas.<sup>12</sup> Elbow says free writing helps you pour more attention, check and energy into what you write.<sup>13</sup> Based on theories above by using free writing, the students will not feel bored, give more attention and develop ideas to write. When they feel interested in learning English and then the teacher will be easier to deliver the material and reach the goal of teaching and learning.

Based on the research journal of Nurfiyalanti about Improving Writing Skill by Using Free Writing Technique at Second Year Students English Education, there are a few effects of free writing in learning such as: (1) free writing technique can improve the students' writing skill, (2) the students can develop idea in written form, (3) free writing help the students to get more attention, focus and energy to write<sup>14</sup>

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<sup>12</sup> Alice Oshima, Ann Hogue, Addison Wesley Longman, *Introduction to Academic Writing, Second Edition (The Longman Academic Writing Series)*, Mishawaka: Addison Wesley Publishing Company, 1996, p.15

<sup>13</sup> Peter Elbow, *Writing Without Teachers*, (London: Oxford University Press, 1978), p.8

<sup>14</sup> Nurfiyalanti, *Improving Writing Skill by Using Free Writing Technique at the Second-Year Students English Education Departement Faculty of Education and Teachers Training University Palu*, Journal English Language Teaching (ELT), 2014, accessed on [http://jurnal.untad.ac.id/article>viewfile](http://jurnal.untad.ac.id/article/viewfile), (on Tuesday 30<sup>th</sup>, May 2017).

In addition, another research conducted by Asri Retnaningtyas about The Effect of Using Free Writing Technique on the Tenth Year Students' Writing Fluency at SMA Negeri 1 Pakusari also revealed that free writing help the teacher to effective teaching and learning to teach writing.<sup>15</sup>

Based on the explanations above, the write conducted a research entitled “The Influence of using Free Writing Technique towards Students' Analytical Exposition Text Writing Ability at the First Semester of the Eleventh Grade of MA AL-HIKMAH Bandar Lampung in the Academic Year of 2017 / 2018”.

### **B. Identification of the Problem.**

Based on the background of the problem above, the writer identified the problems as follows :

1. The students have lack of vocabulary.
2. The students cannot express their ideas in written form well especially in analytical exposition text.
3. Students writing score are still low.
4. The students do not focus and feel bored when they write analytical exposition.
5. The teaching technique that is used by teacher is still less enjoyable for the students.

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<sup>15</sup> Astri Retnaningtyas, *The Effect of Using Free Writing Technique on Tenth Year Students' Writing Fluency at SMA Negeri 1 Pakusari Jember*, 2011, accessed on <http://contohjudulskripsi.jyt1.com/pdfEffect-of-Using-Free-Writing-Technique>, (on Tuesday 30<sup>th</sup>, May 2017).

### **C. Limitation of the Problem**

In this research, the writer focused on the influence of using free writing technique towards students' analytical exposition text writing ability at the first semester of the eleventh grade of MA Al- Hikmah Bandar Lampung in the academic year of 2017/2018.

### **D. Formulation of the Problem**

In this research, the formulation of the problem was formulated as follows:

“Is there any significant Influence of Using Free Writing Technique Towards Students' Analytical Exposition Text Writing Ability at the First Semester of the eleventh grade of MA AL- HIKMAH Bandar Lampung in the Academic Year of 2017/ 2018”.

### **E. Objective of the Research**

Based on the formulation of the problem, the objective of the research was to know whether there is any significant influence using free writing technique towards students' analytical exposition text writing ability at the first semester of the eleventh grade of MA Al – Hikmah Bandar Lampung in the Academic Year of 2017/2018.

### **F. Uses of the Research**

After doing this research, the writer expected that the result of this research would be:

1. Theoretically, this research is expected to find out what are the students' difficulties in understanding an analytical exposition text writing ability.

2. Practically, this research was expected to find out the extent to which free writing technique influence the students in analytical exposition text writing ability.

## **G. Scope of the Research**

### **1. Research Subject**

The research subject was the students at the first semester of the eleventh grade of MA Al – Hikmah Bandar Lampung.

### **2. Research Object**

The research object was the influence of using free writing technique towards students' analytical exposition text writing ability.

### **3. Research Place**

The research was conducted at MA Al – Hikmah Bandar Lampung.

### **4. Research Time**

The research was conducted at the first semester in the Academic Year of 2017/2018.

## CHAPTER II

### FRAME OF THEORIES AND THINKING, AND HYPOTHESIS

#### A. Concept of Teaching English as a Foreign Language

According to Harmer, teaching means to give someone knowledge or to instruct or to train someone.<sup>16</sup> Thus, by teaching or being a teacher, someone transfers knowledge, guides and coach other people in learning process. According to Littlewood, many teachers use the learners mother tongue in this aspect of their work.<sup>17</sup> Therefore, many teachers use mother tounge in learning so the students can undestand the material easier.

According to An- Nahl verse 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِّ لَهُمْ  
بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ  
أَعْلَمُ بِالْمُهْتَدِينَ

Meaning: Prophet Muhammad Saw call all men to the way (the Lord) watches you with wisdom (with wisdom according to their level of intelligence) and good teaching and help them in the best way. Verily, the Lord cares for you, He is the one who

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<sup>16</sup>Jeremy Harmer, *How to Teach English* (London: Longman, 2002), p.56.

<sup>17</sup> William Littlewood, *Communicative Language Teaching*, (London: Cambridge University Press, 1981), p. 45.

knows better (about who goes astray from His way and who is the one who knows the guided).<sup>18</sup>

It is supported by Harmer, English as foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country.<sup>19</sup> It means that many students just use English for their communication in the school or institution. And then the teacher has to use effective way so the students use English in their daily communication.

In Indonesia, English is learned at schools and people do not speak the language in the society.<sup>20</sup> Consequently, in Indonesia, many people think that English is difficult because they are do not practice to use it in their daily life.

From those theories, the writer concludes that teaching English as foreign language is an action to transfer English knowledge from the teacher to the students. Many students are not good in English because they just practice it in their school or institution. In this case, the teacher's ability in creating effective and good way in teaching English is very important to make the students more interested in learning English.

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<sup>18</sup> Mannan, Muntaha Abdul. *Tafsir Al-Qur'an Tematis* (Jember: LP2SM "Gita Bahana", 1993), p.40

<sup>19</sup> Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2004), p.39.

<sup>20</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.22.

## **B. Concept of Writing**

According to Hyland, writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge.<sup>21</sup> As a result, writing is a result that is got by a process to construct some aspects of writing like grammatical and writer knowledge or experience.

Additionally, Emelie says that process writing gives students the opportunity to use both expressive writing and to use writing as a tool for learning and thinking - Let the students think with a pen in their hand.<sup>22</sup> It means, when someone writes, obviously someone have studied and thought. By writing, someone will use his/her hand to write and brain to compose excellent writing.

McKay says writing is both a process and product.<sup>23</sup> Thus, writing as process involves the planning or pre-writing, drafting, revising or editing process that writers experience to produce a piece of writing. In this case, there are two forms of writing, for instance printed book and in electronic form (e-mail, e-book, mobile phone text, and so forth). It is determined by different purposes, audiences and context, such as letters, naratives, shared books that children produce in the classroom, illustrated sentences, and so on.

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<sup>21</sup> Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.3

<sup>22</sup> Ahlsen Emelie and Nathalie Lundh, *Teaching Writing in Theory and Practice*, (Lararhogkolan: Stockholm Institute of Education, 2007), p.7

<sup>23</sup> Penny Mckay, *Assessing Young Language Learners*, (Cambridge: Cambridge University Press, 2008), p. 245



According to Hartley writing is often characterized as a hierarchically organized, goal-directed, problem solving process. Writing is a recursive process”.<sup>24</sup> Therefore, writing is an activity that must be done rapidly appropriate the writing process. Writing as a process to produce written product that will be used for readers.

In short, writing is both of process and product. To produce good product of writing the writer must do it in some stages that is called as a writing process that must keep attention by writer. They are planning, drafting, editing/revising and final version. Beside that, the written form should be unity and coherence. If both of aspects and elements of writing are done well, the writer will produce good writing that can read by readers.

### **C. Concept of Writing Ability**

Tribble states that writing ability is one of skill in English have to be mastered. In other hand, writing is a language skill which is difficult to acquire.<sup>25</sup> So, writing is not easy so that the writing ability must be trained step by step. Raimes states that writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand.<sup>26</sup>

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<sup>24</sup>Hartley James, *Academic for Writing and Publishing: A Practical Handbook*, (New York: Routledge, 2008), p.10

<sup>25</sup> Christopher Tribble, *Language Teaching Writing*, (England: Oxford University Press, 1996), p.3.

<sup>26</sup>Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.2.

Based on explanation above writing ability is one of English skill that aims to express the ideas, thoughts, and feelings in order to the readers can understand about the writers' ideas, thoughts and feelings.

Writing has some components that must be attended. Tribble states there are five scoring criteria for scoring of writing, they are:

1. Content (the ability to think creatively and develop thoughts).
2. Organization (the ability to write in appropriate manner).
3. Vocabulary (the ability to use of word / idiom).
4. Language (the ability to write in appropriate structure).
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).<sup>27</sup>

It means that in doing writing, the students have to attend the five components of writing in order to create good writing.

To accomplish good writing, the writer also work hard to find right ways to do it. As bad written will be appearing ambiguous meaning in reader mind. So, writing ability is very important for writer especially to get excellent writing. Brown gives some tips that can help to improve writing ability:

1. use acceptable grammatical systems (e.g tense, agreements, pluralization, patterns and rules);
2. express a particular meaning in different grammatical forms;
3. use cohesive device in written discourse;
4. use the rhetorical forms and conventions of written discourse;
5. appropriately accomplish the communicative functions of written texts according to form and purpose;
6. convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information, given information, generalization,

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<sup>27</sup>Christopher Tribble, *Op. Cit.*, p. 130

- and exemplification;
7. distinguish between literal and implied meaning when writing;
  8. correctly convey culturally specific references in the context of the written text;
  9. develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing device, writing with fluency in the list drafts, using paraphrases and synonym, soliciting peer and instructor feedback and using feedback for revising and editing;
  10. brush up on grammar and style;<sup>28</sup>

In conclusion, writing ability is an ability to produce good writing. To produce good writing, the writer should study hard and practice more so that the readers can understand the written form that is produced. As writing will be useless if it can not understand and give some impression to readers and the readers must paying attention to the five important points of writing such as content, grammar, organization, vocabulary, and mechanics.

#### **D. Concept of Teaching Writing**

According to Praveen and Patel, "in the beginning the teacher must teach every thing by demonstration. It is very necessary that the teacher gives students necessary practice in pattern drawing. It helps the students to write correct spelling because they have reproduce the visual image that they get while reading. The teaching of print script is profitable also because it gives less strain to the muscles because effort is not

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<sup>28</sup> H. Douglas Brown, *Principle of Language Learning and Teaching*, 4<sup>th</sup> Edition, (California: Addison Wesley Longman, 2000), p. 343

to be made to join letters”.<sup>29</sup> Therefore, the teacher must give the example for the student so the student can easily to practice writing.

According to Beth, *et al* writing begins with passion for the subject, passion for the genre, passion for the ideas. Passion is the engine that drives writing. Without it, writers cannot sustain the energy to finish. Students do not truly learn to write until they fall in love with a story, a genre, a subject, or an idea and write about it with all their heart”.<sup>30</sup> Likewise, the start of writing is what we love to write such as we love a story, a genre or a subject. That can supply our energy to write.

Based on that statement, the writer assumes that teaching writing is started from the easiest one so the student is easier to understand. Then the student have to know what he or she likes to write

### **E. Genre of Text**

According to Djuharie, there are many kinds of texts that are descriptive, narrative, report, recount, explanation, hortatory exposition, review, spoof, anecdote, news item, analysis exposition and procedure text.<sup>31</sup> It means there are many texts that the students must know.

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<sup>29</sup>M. Jain. Praveen and Patel, *English Language Teaching (Methods, Tool and Technique)*, (Rajpur: Sunrise Publishers and Distributors, 2008), p.126

<sup>30</sup>Beth Lindy and Means, *Teaching Writing in Middle School (Tips, Trick and Technique)*, (California: Greenwood Publisher, 1998), p.21

<sup>31</sup> Otong Setiawan Djuharie, *Essay Writing* (Bandung: CV. Yrama Widya, 2009) p. 153

## 1. Descriptive Text

Pardiyono states that descriptive writing is a type of writing to describe living and non-living things to reader.<sup>32</sup> Thus, descriptive writing is a kind of writing that describe the readers about living and non-living so that the readers can imagine it.

Pardiyono says that there are several things that we need to know and understand about descriptive writing. They are purpose, rhetorical structure, and grammatical pattern.<sup>33</sup>

### a. Purpose

Description is a type of written text, which has the specific function to give description about an object (human or non human).

### b. Rhetorical structure

A descriptive writing has generic structure. They are:

- 1). Identification: general description about an object.
- 2). Description: specific description about an object.

### c. Grammatical Pattern

- 1). Use declarative sentence
- 2). Use simple present tense
- 3). Use conjunction

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<sup>32</sup> Pardiyono, *Pasti bisa, Teaching Genre Based Writing*, (Yogyakarta: CV Andi Offset, 2007), p. 33

<sup>33</sup> *Ibid*, p. 34

In the case point, descriptive writing is a type of writing that describes about an object such as things, places, animals or people specifically by using declarative sentence. This kind of writing describes an object so that the reader can imagine about the object because the writer describe it specifically.

## **2. Report text**

Report text is to describe the result of research, observation, or analysis. The data of research usually conclude the characteristic or condition of something. Report text usually found or presented in journals, diary, personal letter, or biography. The organization of report text as follows:

1. General classification, it introduces the topic of the report, general declaration of the report and the classification.
2. Description, it gives the information about characteristic of the topic.<sup>34</sup>

## **3. Procedure Text**

Procedure text is any written english text in which the writer describes how something is accomplished through a sequence of action or step goal, it is a purpose of doing instruction.<sup>35</sup> Anderson and Anderson say that a procedure is a piece of text that tells how to do something.<sup>36</sup> It means procedure text is a kind of text that gives

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<sup>34</sup> Otong Setiawan Djuharie, *Op. Cit.*, p.154

<sup>35</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2007), p.81

<sup>36</sup> Mark Anderson and Kathy Anderson, *Text Types In English*, (Australia: Macmillan, 1997), p. 1

instruction on how to do something through set of steps which should be completed in the sequence to get a goal.

To arrange a good procedure text, the text organization should be applied in writing procedure text. Derewianka mentions the text organizations of a procedure text as follows:

- a. The focus of instructional texts is on a sequence of actions
- b. The structure is easily recognized
- c. Each stage serves a particular function
- d. The text may also include comments on the usefulness, significance, danger, fun, etc.
- e. Headings, subheadings, numbers, diagrams, photos are often utilized to make instructions as clear and easy to understand as possible.<sup>37</sup>

Based on the explanation above, it can be concluded that the writer must keep attention on text organizations when they are going to make writing especially procedure text. It aims in order to get a good text and easily to be understood by the reader.

Anderson and Anderson say that there three components of generic structure of a procedure text, namely;

- a. An introductory statement that gives the aim or goal. This maybe the title of the text or an introductory paragraph.
- b. A list of the materials that will be needed to complete procedure:
- c. Steps describe steps in logical order to achieve the goal.
  - a) This may be a list or a paragraph.
  - b) This step may be left out in some procedures.
  - c) A sequence of steps in the order they need to be done:

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<sup>37</sup> Beverly Derewianka, *Exploring How Text Work*, (Newtown: Primary English, 1995), p. 27

- d) Numbers can be used to show first, second, third, and so on.
- e) The order is usually important; such word as now, next, and after this can be used.
- f) f) Usually the steps begin with a command such as add, stir, or push.<sup>38</sup>

Based on the explanation about the procedure text, the writer concludes that the procedure text is a text that tells about how to do something or instructions through a series of steps. There are three generic structures that should be contains in procedure text, they are goal, materials, and procedure or steps.

#### **4. Explanation**

The function of explanation text is to explain the process something, theory or culture phenomena. Explanation text also can used to describe or indicate the function of thing or equipment. The generic structures of explanation text are:

1. General Statment.
2. An explanation about the process or how something occurs.
3. Closing.<sup>39</sup>

#### **5. Narrative Text**

Rebecca says a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors.<sup>40</sup> Writing

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<sup>38</sup> Mark Anderson and Katy Anderson, *Op.Cit*, p. 52

<sup>39</sup> Otong Setiawan Djuharie, *Op. Cit.*, p.155

<sup>40</sup> J.L Rebecca, *A Critical Handbook of Children's Literature*, (Massachuset: Pearson Education Inc, 2003), p.56



narrative is really just putting what happen to somebody on paper.<sup>41</sup> Based on several definitions narrative text is a story complication or problematic events and it tries to find the resolutions to solve the problems.

Diana said that a narrative text usually has description of features and rhetorical steps:

### 1. Plot

Plot is the sequence of events showing characters in action. This sequence is not accidental but is chosen by the author as the best way of telling his or her story.

### 2. Characters

Characters are also easy to relate to and believe in. Characters come to life for the readers through what they say, their actions, and what others say about them.

### 3. Setting

Setting informs the reader of where the story is taking place, the setting falls into the background and the reader is not particularly aware of it.

In addition, Anderson and Anderson explain five steps in constructing a narrative text.

They are:

#### 1. Orientation

#### 2. Complication

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<sup>41</sup> Widiawati, S, *Pembelajaran dan Evaluasi Writing*, (Jakarta: Departemen Pendidikan and Kebudayaan Direktorat Jenderal Pendidikan Tinggi, 2003), p. 18

3. Sequence of events

4. Resolution

5. Coda

## **6. Recount Text**

Recount is a kind of genre used to retell events for the purpose of informing or entertaining.<sup>42</sup> Thus, recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between a writer/reader and speaker/listener.

Recount text has several elements, one of which is the generic structure. Generic structure of recount text is as follows:

### 1. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and through use the words (who, what, when, where, and why).

### 2. Series of events

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depend on the creativity of the writer.

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<sup>42</sup> Hartono, Rudi, *Genres of Text*, (Semarang: Unnes, 2005), p.6

### 3. Re-orientation

The final section concludes the recount by summarizing outcomes or results, evaluating the topics importance or offering personal comment or opinion.<sup>43</sup>

## 7. Hortatory Exposition

The purpose of hortatory exposition text is persuade the readers or listeners that something should or should not be the case. The generic structures are:

1. Thesis, it is about stating an issue of concern.
2. Argument, it gives reason for concern.
3. Recommendation, stating what ought or ought not to happen.<sup>44</sup>

## 8. Review

The social function of review text is to give a critique an art work. The generic structure of review text as follows:

1. Orientation, background information of the text.
2. Interpretative recount, concluding statment.
3. Evaluation, summary of art works including character and plot.

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<sup>43</sup> Ken Hyland, *Genre and Second Language Writing*, (London: The University of Michigan, 2004), p.16

<sup>44</sup> Otong Setiawan Djuharie, *Op .Cit.*, p.19

## 9. Spoof

According to Jonathan spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.<sup>45</sup> It can be assumed that spoof to tell an event with a humorous twist and entertain the readers.

The generic structure of spoof as follows:

1. Orientation
2. Events
3. Twist<sup>46</sup>

## 10. Anecdote

Anecdote is such a recount text, that is report an event or experience, but in the end of the story, it has funniest case. The organization of this text as follows:

1. Abstract
2. Orientation, it is the beginning of the story, tell about shape, place, and time.
3. Events, it is tells what happened it that story.
4. Crisis, there is problem in this section.
5. Reaction, it is an action from the problem.
6. Coda, it is the changing of the shape and message from the story.

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<sup>45</sup> Jonathan, *Spoof*, available at: [http:// www.spoofstext.com/2009/01/private-conversation.html](http://www.spoofstext.com/2009/01/private-conversation.html). Accessed on (May 4, 2017)

<sup>46</sup> *Ibid*

7. Re-orientation, it is the concluding of the story.<sup>47</sup>

## 11. News Items

News item is a type of the text that has the main function or communicative purpose to inform readers or listeners or viewer about events of the day that are considered newsworthy or important.<sup>48</sup> Thus, news item is inform the readers, listeners of viewers about event of the day which are considered news worthy or important.

Generic structure:

1. Newsworthy event(s): recounts the event in summary form.
2. Background events: elaborate what happened to whom in what circumstances.
3. Sources: comments by participants in witness and authorities expert on the event.<sup>49</sup>

## 12. Analytical Exposition

Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. To persuade the reader or listener that there is something that, certainly, needs to get attention to analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.<sup>50</sup>

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<sup>47</sup> Otong Setiawan Djuharie, *Op.Cit.*, p.22

<sup>48</sup> Adrian Santoso, *News Item Text*, available at <https://prezi.com/m/cmoj515gqasr/news-item-text/>. Accessed on (May 4, 2017)

<sup>49</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Gerd Stabler, 1994), p.200

<sup>50</sup> Muhammad Abrar Zahoor, Fakhar Bilal, *Marxist Historiography: An Analytical Exposition of Major Themes and Premis*, (London: W.W. Norton Company,1978), p. 220

Social function of it is to give the readers an argument or opinion from writer about the topic. The organization of it as follows:

1. Thesis, it usually includes a preview argument or opinion.
2. Arguments, it consist of a point and elaborate sequence.
3. Reiteration, testate the position more forcefully.<sup>51</sup>

In this research, the writer will focus on the Analytical Exposition text is a text elaborates the writer's idea about the phenomenon surrounding. It can be said that while having text, the writer's opinion is involved. In addition, the Analytical Exposition text includes in the syllabus at the second semester of the eleventh grade.

#### **F. Concept of Analytical Exposition Text**

Djuharie states that analytical exposition is a text elaborates the writer's idea about the phenomenon surrounding<sup>52</sup>It can be said that while having the text, the writer's opinion is involved. In addition, Gerot and Wignell state that the social function of analytical exposition is to persuade the reader or listener that something is the case.<sup>53</sup>

To make the readers easily get the purpose of the text, it is necessary to arrange the text in good order. The arrangement of the text stresses on the thesis, argument and

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<sup>51</sup> *Ibid*, p.221

<sup>52</sup>Otong Setiawan Djuharie, *Op.Cit*, p.161

<sup>53</sup>Linda Gerot and Peter Wignell, *Op.Cit*, p.197

reiteration. The other important one is make it sure that we have used grammar correctly

## 1. Generic Structure of Analytical Exposition Text

Gerot and Wignel reveal that the structural of an analytical exposition text consists of thesis, arguments, and reiteration.

### 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 are more than two arguments. The more arguments presented, the more 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.<sup>54</sup>

## 2. Grammatical Feature of Analytical Exposition Text

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<sup>54</sup>*Ibid*, pp.197-198

Grammatical features are the characteristics of the text. Each genre has different grammatical features. It determines what sort of the text recognized. The features are served in different ways. In short description, Gerot and Wignell state that significant grammatical features of analytical exposition text are as follows:

- a. Focus on generic human and non-human participants,
- b. Use of simple present tense,
- c. Use of relational process,
- d. Use of internal conjunction to stage argument,
- e. Reasoning through causal conjunction or normalization.<sup>55</sup>

Based on the statement above it can be concluded that an analytical exposition is a kind of text that highlights the writer's ideas about a certain case and is aimed to persuade the readers to agree with the proposed idea.

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

<b>The Importance of Breakfast</b>	
<b>Thesis</b>	Why is breakfast important? "Breakfast like a King, Lunch like a Prince and Dine like a Pauper" It's a well known phrase, but do you follow it?
<b>Argument</b>	Breakfast provides many benefits to our health and wellbeing. Breakfast provides

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<sup>55</sup>*Ibid.*, p.198



the body and brain with fuel after an overnight fast – that’s where its name originates, breaking the fast! Without breakfast you are effectively running on empty, like trying to start the car with no petrol!

### **Argument**

Breakfast support cognitive function. Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Breakfast provides energy, studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels.

### **Re-iteration**

Breakfast provides energy needs. People’s energy needs vary depending on activity levels and life stage but typically men require more energy than women. Growing children require a lot of energy, as an example boys aged 7-10 years should consume approximately 1970 kcals per day, and girls aged 7-10 years should consume approximately 1740 kcals.

*(source:<http://www.shakeupyourwakeup.com/why-is-breakfast-important>)*

Figure 1

Example of Analytical Exposition

## **G. Concept of Writing Ability in Analytical Exposition Text**

According to Tribble, writing ability is one of skill in English have to be mastered. In other hand, writing is a language skill which is difficult to acquire.<sup>56</sup> It means writing is not easy so that the writing ability must be trained step by step. Raimes states that

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<sup>56</sup> Christopher Tribble, *Language Teaching Writing, Op.Cit.*, p.3

writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand.<sup>57</sup>

From the explanation about writing ability is the ability to create words or idea of the writer by expressing their ideas, feeling, and thought in order to transfer a message to the readers by paying attention to the five important points of writing such as content, grammar, organization, vocabulary, and mechanics.

Djuharie states that analytical exposition is a text elaborates the writers idea about the phenomenon surrounding.<sup>58</sup>It can be said that while having the text, the writer's opinion is involved. As a result, the students' writing ability in analytical exposition text is the ability in expressing ideas, feeling, and thought in a kind of text highlights ideas about a certain case and is aimed to the readers to persuade agree with the proposed ideas by paying attention to the five important points of writing such as: content, grammar, organization, vocabulary, and mechanics.

## **H. Concept of Approach, Method, and Technique**

In general area of methodology, people talk about approaches, methods, technique, and procedures, all of which go into the practice of English teaching. According to Brown, approach theoretically well-informed positions and belief about the nature of language, the nature of language learning and the applicability of both to pedagogical

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<sup>57</sup> Ann Raimes, *Technique in Teaching Writing, Op.Cit.*, p.2

<sup>58</sup> Otong Setiawan Djuharie, *Essay Writing, Op. Cit.*, p.161

setting.<sup>59</sup> Based on the statement about approach is a set of correlative assumptions dealing with the nature of language learning and teaching.

Harmer states that people use the term approach to refer the theories about the nature of language and language learning which the sources of the way things are done in the classroom and which provide the reasons for doing them.<sup>60</sup> Consequently, approaches use to refer the theories about the nature of language and as language learning for the students.

A method is the partial realization of an approach. The originators of a method have arrived at decisions about types of activity, roles of teachers and learners, the kind of material which will be helpful and some models of syllabus organization. Method includes various procedures and technique as part of their standard fare.<sup>61</sup> It means that method has standard to be achieved.

Setiyadi says that a technique is implementation, meaning that a technique is something that actually takes place in language teaching and learning in the classroom.<sup>62</sup> Therefore, technique is the activity takes place in learning process. Technique must be consistent with a method and therefore in harmony with an approach as well.

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<sup>59</sup>H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (4<sup>th</sup> ed) (New York: Longman, 2001), p.16.

<sup>60</sup>Jeremy Harmer, *The Practice of Language Teaching* (4<sup>th</sup> ed) (London: Longman, 1999), p.62.

<sup>61</sup>*Ibid*, p.62

<sup>62</sup>Ag. Bambang Setiyadi, *Teaching English As a Foreign Language*, (Yogyakarta: Graha Ilmu , 2006), p.14

Based on the statements above, in order to solve the problem in learning English free writing is one of technique in teaching learning process. Therefore, by using this technique in learning English writing students will have fun and relax and are not bored. And then technique also can help the students in exploring ideas.

## **I. Concept of Free Writing Technique**

### **1. Definition of Free Writing Technique**

Free writing is means of teaching students that personal and emotional aspects of the “self” are welcome and are often seen in all types of writing.<sup>63</sup> Thus free writing is a tool of teaching students aspect in all types of writing personally and emotionally.

Free writing has become a staple in teaching of writing as a heuristic for generating ideas.<sup>64</sup> It means that free writing is technique to teach writing for getting ideas in writing. Oshima says that free writing is a way to get and then to develop ideas.<sup>65</sup> Free writing helps you pour more attention, focus, and energy into what you write.<sup>66</sup> It means that free writing can be used by the students help to generate the idea and engage themselves more deeply in writing their expressions dealing with their

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<sup>63</sup> Major, Wendy, *Freewriting: A Means of Teaching Critical Thinking to College Freshmen*, available at: [http:// grammar.ccc.commnet.edu/grammar/composition/major\\_freewriting.htm](http://grammar.ccc.commnet.edu/grammar/composition/major_freewriting.htm). Accessed on (May 17, 2017)

<sup>64</sup> Briggs T.J., *Towards a Pedagogy of Free Writing*, available at: [https:// www.hastac.org/ Towards-a-Pedagogy-of- Free writing](https://www.hastac.org/Towards-a-Pedagogy-of-Free-writing). Accessed on ( May 17, 2017)

<sup>65</sup> Alice Oshima , Ann Hogue , Addison Wesley Longman. *Introduction to Academic Writing*, Second Edition, The Longman Academic Writing Series, (England: Addison Wesley Publishing Company, 1996), p.15

<sup>66</sup> Peter Elbow, *Writing Without Teacher*, (London: Oxford University Press, 1973), p. 8

imagination or their own experience. Free writing is a beneficial technique for students of English, despite some of the obvious difficulties for learners of English.<sup>67</sup>

Based on theories above the writer concludes that free writing is one technique to teaching writing for the students and help them to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experience.

## **2. Procedure of Free Writing Technique**

### **1) Pre- teaching**

#### **a. Review the previous lesson**

The activity was conducted check the students' understanding and remind them to the previous lesson in order they are ready to learn the new topic.

#### **b. The teacher explained the purpose of the learning**

Before the process teaching and learning begin, the teacher will explain purpose and

What the students reach after learning the material.

#### **c. The teacher explains the assignment for the students.**

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<sup>67</sup> Kenneth J. Dickson, *Free Writing, Prompts, and Feedback* (The Internet TESL Journal), Taipei, Taiwan: Chinese Culture University. Available at [http:// Iteslj.org/Techniques/Dickson-Freewriting.html](http://Iteslj.org/Techniques/Dickson-Freewriting.html) accessed on ( May 17, 2017)

## 2) Whilst- Teaching

### A. Exploration

- a. The teacher shows the topic to the students.
- b. The teacher guides the students to explore idea if the student does not have any idea of what to write about.
- c. The teacher asks the students what they thinking about the topic and write it.
- d. The teacher gives a time limit to student and writing about the topic.
- e. The teacher leads the student to mention the words that related to the topic that is given.

### B. Elaboration

- a. The teacher explains the generic structure of an analytical exposition text.
- b. The teacher explains what is the analytical exposition.
- c. The teacher gives the example how to make an analytical exposition by using free writing technique.
- d. The teacher gives an assignment to the students.

### C. Confirmation

In this stage the students revised and edit their writing. The students discuss about Their work with another students or teacher.

### 3) Post-teaching

In this stage the teacher guide the students to make conclusion about material that they have learned.<sup>68</sup>

In addition of procedure free writing:

1. The teacher gives the topic.
2. The students write about the topic until run out of ideas.
3. After the student runs out ideas, the teacher asks the students reread students' paper and circle main idea.
4. After the students finish free writing, the teacher underlines or circle the students' mistakes. (Example: spelling mistakes, wrong construction and etc)
5. The teacher gives before the time end.
6. The teacher discusses about students' mistakes and then gives them correct ones.<sup>69</sup>

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<sup>68</sup> Andri Wicaksono, Ahmad Subhan Roza, *Teori Pembelajaran Bahasa*, (Yogyakarta: Garudhawaca, 2015), pp.138-141

<sup>69</sup> Forget A, *Max Teaching with Reading and Writing*, (Demand: Trafford Publishing, 2004), p.147

Based on the consideration of time, the writer modifies the procedure of teaching analytical exposition text through free writing that is explained some of theories. As a result, the procedure used by the writer is as follows:

1. The writer will explain about definition of free writing, rhetorical structure and language feature of analytical exposition, and give the example.
2. The writer gives the topic related to the analytical exposition text.
3. The writer guides the students to explore idea if the student does not have any idea of what to write about.
4. The students start to write with using free writing.
5. The students submit their writing. The teacher check students' writing in teachers' house because of limited time.
6. In the next meeting, the writer gives students' mistakes in writing analytical exposition and discusses together.
7. The teacher will tell students' progress in writing analytical exposition.

### **3. Advantages of Free Writing Technique**

1. Free writing makes writing easier by helping you with the root psychological or existential difficulty in writing.
2. Finding words in your head and putting them down on a blank piece of paper.
3. Free writing helps you learn to write when you don't feel like writing.



4. Free writing teaches you to write without thinking about writing.<sup>70</sup>
5. Free writing helps you pour more attention, focus, and energy into what you write.<sup>71</sup>

By using free writing makes students easier to get and explore idea to writing, increase creativity, more focus, more attention and energy as well as more enjoyable in writing.

#### **4. Disadvantages of Free Writing Technique**

1. The writer stops repeatedly, writers briefly, and is always looking around. He/she never seems to concentrate for more than a few seconds at a time.
2. The use of an eraser, liquid paper or scoring out of whatever has been written indicate a writer with perfectionism as his/ her ideal.
3. Frequent use of the pocket electronic dictionary or flipping of dictionary pages indicates someone pursuing the most accurate word possible.
4. Since a quiet class is usually required for this task, the talker is immediately noticed above the silence of the classroom, either as the buzz from the back of the class or audible words coming from the corner.
5. The writer has another piece of paper on which is written a topic, title and even some notes or a plan. He/she can be seen copying or referring to it frequently.<sup>72</sup>

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<sup>70</sup>Peter Elbow, *Writing Without Teachers*, *Op. Cit.*, p.14

<sup>71</sup>*Ibid*

To solve those problems the teacher gives solution such as: (1) the teacher asks the students to make an outline (2) the teacher encourages students to be more confident (3) the teacher gives the keywords in accordance with the topic (4) the teacher control the class by having them quiet for sometimes (5) the teacher monitors the class accordingly.

## **J. Concept of Guided Writing Technique**

### **1. Definition of Guided Writing Technique**

Guided writing is the process where teachers develop and guide students' writing through discussion, joint text construction and evaluation of their independent writing.<sup>73</sup> It means that guided writing involves a teacher working with a group of learners on a writing task.

Tyner defines guided writing as an instructional writing context chiefly teaching the writing process through modeling, support, and practice.<sup>74</sup> Based on theory above Guided writing is activities help students learn to write by providing them with a partially completed draft or some other form of assistance.

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<sup>72</sup> *Ibid.* P.10

<sup>73</sup> Parsons and Sharon, *Bookwise 4 Teacher's Guide*, (Cheltenham: Nelso ThornesLtd, 2001), P.12.

<sup>74</sup> Tyner B. Beginning reading instruction and the small-group differentiated reading model. *In Small-Group Reading Instruction* (pp. 1–16). (Newark, DE: International Reading Association, 2004).

In addition Dunigan states that guided writing is a step by step recipe for writing that include splanning, writing, editing, revising and publishing.<sup>75</sup> Seeing some explanations above through guided writing, students are supported during the different stages of the writing process.

Guided writing is an essential tool in a balanced writing curriculum, providing an additional supported step towards independent writing.<sup>76</sup> It means that guided writing help students to improve their writing and to work with increasing independence.

From the three definitions mentioned above the writer concludes guided writing can be fully exploited by providing learners with the language they need to complete the task together with the teacher and through guided writing, students are supported during the different stages of the writing process

## **2. Procedure of Guided Writing Technique**

Dunigan states several steps of guided writing activity:

- 1) Planning:the students identify,collect and organize the ideas.
- 2) Packaging: the teacher guides the students in a write-along as they follow the plan to write their first draft.

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<sup>75</sup>Jima Dunigan, 2008. *Classroom Authoring Guided Writing*.(Teachers Created Resources), P.13.

<sup>76</sup> Lori D. Oczkus, <https://www.google.com/search?q=guided+writing&ie=utf-8&oe=utf-8#q=guided+writing+technique&start=10>, on October 13<sup>th</sup> 2016.

- 3) Popping: using the established rubric, the teacher and individual student conference on paragraphs. Popping ideas and words in, out, or around.
- 4) Polishing: the students polish their writing project, with assistance as needed to compose a final draft.
- 5) Publishing: the students shared their completed work.<sup>77</sup>

Based on procedure above guided writing focused on the needs of the group, the teacher is able to observe and respond to the needs of individual of the group, provides the teacher with the opportunity to extend and challenge the groups of student. Guided writing can take place at any stage of the writing process.

Suprpto says there are two important stages in teaching by using guided questions, they are:

1. The teacher asks the students to write a basic knowledge of the subject.
2. The teacher responds the students answer by providing questions containing wh-questions.<sup>78</sup>

In additionally for procedure of guided writing:

1. Effective teaching of writing begins with assessment and the identification of the learning needs of the class.

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<sup>77</sup> Jima Dunigan, *Classroom Authoring Guided Writing. Op. Cit.*, p.14

<sup>78</sup> Nadia Suprpto, *Learning by Questioning (Pembelajaran Melalui Media Bertanya)*, Available online at <http://blog.elearning.unesa.ac.id>. (Accessed on January 9, 2015)

2. Using this information and other relevant information, the teacher then groups the children with similar needs.
3. The number of groups in any one class will vary but it must be manageable.
4. The number of children in any group will also vary, usually six to eight children form a manageable group.
5. The group should be flexible to enable each child to achieve success.<sup>79</sup>

It means that the teacher is able to observe and respond to needs of individuals within the group and the teacher to give immediate feedback on success.

To apply guided writing in teaching analytical exposition text, the writer proposes some steps as follows:

1. The writer explains about analytical exposition.
2. After explaining about analytical exposition, the writer explain about guided writing.
3. Then, the writer explains and gives the example of making analytical exposition text by using guided writing.
4. The writer asks the students to make analytical exposition text.
5. The writer guides the students in gathering ideas to make analytical exposition text by using guided writing

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<sup>79</sup> Primary National Strategy. 2007. *Improving Writing with a Focus on Guided Writing*. P.12 available at [https://c--apps-suffolklearning-cms-bl\\_3-7-2012-115249\\_lit\\_write\\_imp\\_book](https://c--apps-suffolklearning-cms-bl_3-7-2012-115249_lit_write_imp_book).

6. The writer asks the students to collect the analytical exposition text they made.
7. The writer and the students check the result together.
8. The writer gives feedback to the students.

Based on the Explanation above, the writer can take a conclusion that there are some steps that can be followed by the teachers when they are going to teach analytical exposition text by using guided writing. Those steps can help the teachers teach easily.

In additionally for procedure of guided writing:

1. Effective teaching of writing begins with assessment and the identification of the learning needs of the class.
2. Using this information and other relevant information, the teacher then groups the children with similar needs.
3. The number of groups in any one class will vary but it must be manageable.
4. The number of children in any group will also vary, usually six to eight children form a manageable group.
5. The group should be flexible to enable each child to achieve success.<sup>80</sup>

It means that the teacher is able to observe and respond to needs of individuals within the group and the teacher to give immediate feedback on success.

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<sup>80</sup> Primary National Strategy. 2007. *Improving Writing with a Focus on Guided Writing*. P.12 available at [https://c--apps-suffolklearning-cms-bl\\_3-7-2012-115249\\_lit\\_write\\_imp\\_book](https://c--apps-suffolklearning-cms-bl_3-7-2012-115249_lit_write_imp_book).

Based on explanation procedure above guided writing focused on the needs of the group, the teacher is able to observe and respond to the needs of individual of the group, provides the teacher with the opportunity to extend and challenge the groups of student and then to give immediate feedback on success.

### **3. Advantages of Guided Writing Technique**

1. Facilitates teaching and learning of individual students.
2. Provides the teacher with the opportunity to extend and challenge more able groups of students.
3. Builds the confidence.
4. Encourages the students to be active participants in discussions about writing.<sup>81</sup>

By using guided writing gives the chance in teaching and learning individual students, group students, active students in discussion, confident about writing what have been written.

### **4. Disadvantages of Guided Writing Technique**

Disadvantages of guided writing comes from Mohammad Yunus who states that:

1. The teacher takes a long time in the learning process.
2. Teacher needs more difficulty in guiding learners who need guidance.

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<sup>81</sup> Shelley Peterson, *Guided Writing Instruction*, (Winipeg: Hignell Book Printing, 2003), p. 5

3. The big class needs many teachers in the learning guidance.<sup>82</sup>

To solve those problems the teacher gives solution such as: (1) the teacher gives the limited time in learning process (2) the teacher gives the chance to ask about difficulty the students have (3) the teacher makes small groups of students

### **K. Frame of Thinking**

Teaching English as foreign language is an action to transfer English knowledge from the teacher to the students. In learning English, the students are going to learn about the four skills. They are listening, speaking, reading, and writing. Writing is the last skill of English subject. Most of students say that writing is the most difficult skills in English.

Writing becomes the difficult skill because it contains of some components of the language that should be mastered by the students such as spelling, grammar, punctuation, and others. Besides, writing is also the way to communicate with other people through piece of paper. In writing, the students are going to write about their idea, minds, feelings, and others in order to communicate or give the information.

In senior high school there are 12 genre of text must be learned such as: (1) descriptive text (2) report text (3) procedure text (4) explanation (5) narrative (6) recount (7) hortatory exposition (8) review (9) spoof (10) anecdote (11) news item (12) analytical

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<sup>82</sup> Mohammad Yunus and Suparno, *Keterampilan Menulis*, (Bandung: PT Rosdakarya, 2005), p.60



exposition. In fact many students of MA AL- Hikmah Bandar Lampung get problem in learn analytical exposition.

In order to help the students in writing analytical exposition, an English teacher must have a good technique to teach. In this case, the teacher is going to teach the students by using free writing technique in teaching writing analytical exposition. Same as other writing, analytical exposition also need an idea to write. By using free writing the students can learn more actively and more creatively to get idea.

Free writing is a beneficial technique to teaching writing for the students and help them to generate idea, focus and engage themselves more deeply in writing their expressions dealing with their imagination or their own experience and the writer hopes that the students will improve and increase their creativity in learning English especially in writing analytical exposition.

#### **L. Hypothesis.**

Based on the frame of thinking above, the writer proposes the hypotheses as follows:

H<sub>a</sub> : There is a significant influence of using free writing towards students' analytical exposition text writing ability at the first semester of the eleventh grade of MA Al – Hikmah Bandar Lampung in the Academic Year of 2017/2018.

H<sub>o</sub> : There is no significant influence of using free writing towards students' analytical exposition text writing ability at the first semester of the

eleventh grade of MA Al – Hikmah Bandar Lampung in the Academic  
Year of 2017/2018.

## **CHAPTER III RESEARCH METHODOLOGY**

### **A. Research Design**

In this research, the writer used quasi experimental design. Especially pre-test and post-test control group design which seeing the students' writing analytical exposition text ability by using free writing technique. According to Creswell, quasi experiments include assignment, but not random assignment of participants to groups.<sup>83</sup> It means that the writer applied the pre-test and post-test design approach to a quasi experimental design, the writer assigned intact groups the experimental and control treatments, administers a pre-test to both groups, conducts experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two groups after that the writer gave pre-test and post-test for both of class groups to know the differences between the two groups and only conducted the experimental treatment in experimental class.

In this research, the writer used two classess, they were the experimental class and control class. The experimental class received the treatment by using Free Writing Technique and the control class teached by using guided writing.

The design can be presented as follows:

G1: T1 X T2

G2: T1 O T2

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<sup>83</sup> John W. Creswell, *Educational Research, Quantitative and Qualitative Research*, Fourth Edition (Boston: Pearson Education, 2012), pp.309-310

Note:

- G1 : Experimental class
- G2 : Control class
- T1 : Pre-test
- T2 : Post-test
- X : Treatment by using Free Writing Technique
- O : Treatment by using Guided Writing Technique

## **B. Research Variable**

A great deal of research was carried out in order to explore the strength of relationships between variables.

1. Independent variable was Free Writing Technique symbolized as (X).
2. The dependent variable was students' writing analytical exposition text ability as (Y).

## **C. Operational Definition of Variable**

The operational definition of variable was used to explain the variables which were used in this research to avoid misconception of variables presented in this research.

The operational definitions of variables were as follows:

1. Free writing technique is one technique to teach writing by making the students want to write and help them to generate the idea and engage themselves more deeply in the process of writing dealing with their own experiences.
2. Students' writing ability in analytical exposition text is the the ability in expressing ideas, feeling, and thought in a kind of text highlights ideas about a certain case and is aimed to the readers to persuade agree with the proposed

ideas by paying attention to the five important points of writing such as: content, grammar, organization, vocabulary, and mechanics.

## D. Population, Sample and Sampling Technique

### 1. Population

Fraenkel and Wallen say that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population.<sup>84</sup> It means that the larger group which information was obtained and apply the results. Population of this research was the students at the first semester of the eleventh grade of MA Al-Hikmah Bandar Lampung in the academic year 2017/2018.

The population of this research consisted of 104 students including three classes. Here is the table of the students' number in detail:

**Table 2**  
**The Situation of the Eleventh Grade of MA Al Hikmah**  
**In the Academic Year 2017-2018**

No	Class	Gender		Total
		Male	Female	
1	Agama	21	16	37
2	IPS	23	15	38
3	IPA	14	25	39
<b>The total number of students</b>				<b>104</b>

Source: MA Al-Hikmah Bandar Lampung in academic year 2017/2018.

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<sup>84</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education seventh edition*, (New York: McGraw-Hill, 2009), p. 90

## **2. Sample**

The sample of the research was two classes, one class as the experimental class and another one as the control class.

## **3. Sampling Technique**

In getting the sample from population, the writer used cluster random sampling. Fraenkel and Wallen say that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.<sup>85</sup> It means that the experimental and control class were chosen randomly by using a small piece of paper and the name of each class was written in a small piece of paper and then the papers rolled and shaken. The first paper was an experimental class and the second paper was control class.

## **E. Research Procedure**

In conducting this research, the writer applied some procedures as follows:

### **1. Finding the subject of research**

The writer chose the students of twelfth grade of MA- Al Hikmah Bandar Lampung as a subject of the research. One class was experimental class and one class was control class.

### **2. Designing the instruments of the research**

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<sup>85</sup>*Ibid.* p. 95

The instrument of this research was writing test. The students got the same instrument for both classes in several topics.

### **3. Administering of Pre-test**

The pre-test was used to find out the students' initial ability. Here, students had been assigned to write analytical exposition that consists of 100 words based on the topic chosen. The topics were:

1. The importance of library
2. Cars and accident
3. The importance of laptop for smart students

### **4. Conducting treatments**

The treatments had been done in three times after pre- test. In the first treatment, the writer as the teacher explained about analytical exposition text and generic structure, in the case the writer explained about definition analytical exposition text and free writing. At the second treatment, the writer asked the students to wrote the analytical exposition the title is "the problems of being fat" with using free writing after that the students and the teacher discussed about the student's mistake in writing that. The third the writer gived the task the title was "cars and accident" and gived allocate time about one hour for the students to wrote consist of 100 words with using free writing after that the writer can collected paper of the student and then the score had been corrected by writer based on the criteria of good writing.

### **5. Administering the post-test**

Post-test had been administered to measure whether there was an improvement of students' analytical exposition writing ability. The students had been assigned to make an analytical exposition consists of 100 words or more based on the topic chosen. The topics are:

1. The problems of being fat
2. Corruption and Indonesian culture
3. The importance of hand phone

### **6. Analyzing the result (pre-test and post-test)**

After finishing scoring students' work, the writer compared the result of pre-test and post-test to see whether the score of the post-test was higher than the score in the pre-test.

### **F. Data Collecting Technique**

In collecting data, the writer used test:

1. Pre-test

Pre-test had been given before the treatment. It had been done by writing the analytical exposition text based on the topics that was provided. In pre- test, the students asked to wrote analytical exposition text that consist of 100 words or more and 60 minutes for time allocation by choosing the topics that had been provided.



## 2. Post-test

The post- test had been done after the students in experimental class get the treatment by using free writing technique. In the post- test, the students also asked to write analytical exposition text that consist of 100 or more words and 60 minutes for time allocation by choosing the topics that will be provided.

## G. Research Instruments

The writer made instruments, they were pre-test and post-test. The writer provided three kinds of titles. The writer asked to the students to chose only one title that was given. They wrote an analytical exposition that consisted of approximately 100 words in about 60 minutes.

Hamp-Lyons suggests a minimum number of 100 words, but this minimum presupposes a fairly high level of language proficiency learners.<sup>86</sup> Breland adds that an essay of a sample of writing approximately 150 words respectively with high school English grades and high school instructors' ratings of writing ability.<sup>87</sup> While Munos, *et.al*, may also make reference to the pattern of exposition, which refers to the specific instructions to the students, for example the length 100 word, one page, etc., and time allotment 30 minutes, 60 minutes.<sup>88</sup> Then, Lloyd- Jones argues that a 55 minute test

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<sup>86</sup>Liz Hamp-Lyons, *Assessing Second Language Writing in Academic Contexts*, (Norwood: NJ Ablex,1991), p.5

<sup>87</sup>Hunter M. Breland, *The Direct Assessment of Writing Skill: A Measurement Review*, (New York: College Entrance Examination Board, 1983), p.13

<sup>88</sup>Ana Munoz, Sandra Gaviria, and Marcela Palacio, *Guidelines for Teaching and Assessing Writing*, Grupo de Investigación Centro De Idiomas (GICI) Universidad EAFIT, 2006, available at [publicaciones.eafit.edu.co/viewfile.com](http://publicaciones.eafit.edu.co/viewfile.com). Accessed on (May 20<sup>th</sup>, 2017)

period is still only 55 minutes, so (hour-long) tests are limited to extemporaneous production, the common 20 or 30 minutes' allotment of time for a high school or college student who is expected to write anything thoughtful and polished.<sup>89</sup> Wilson stated that roughly one hour to one and a quarter hour should be sufficient time to write, proof read, edit and improve a finished piece.<sup>90</sup> Cooper adds that the time limit of a writing exercise from 70 to 90 minutes for high school students and 2 hours for college students.<sup>91</sup>

From several definitions above, there were so many references for the length of words and time allocation. Then, it concluded that the average of words and time allocation to write text about 100 words and 60 minutes for time allocation. The writer assumed that the twelfth grade included high level category. Based on the syllabus, in the learning teaching process was 1 hour lesson for high school.

**Table 3**  
**Writing Test Instruments**

<b>Instrument</b>	<b>Topic</b>
Pre Test	1. The importance of library
	2. Cars and accident
	3. The importance of laptop for smart students
Post Test	1. The problems of being fat
	2. Corruption and Indonesian culture

<sup>89</sup>Richard Llyod- Jones, *Evaluating Writing: Describing, Measuring, Judging*, (Urbana: National Council of Teachers in English, 1997), p.44

<sup>90</sup>Ros Wilson, *Oxford Primary Writing Assessment*, (Glasgow: Oxford University Press, 2015), p.7

<sup>91</sup>Peter L. Cooper, *The Assessment of Writing Ability: A Review of Research*, GRE Board Research Report GREB No. 82-15R, ETS Research Report, Educational Testing Service, 1984, available at <https://www.ets.org/RR-84-12-Cooper>, accessed on (May 21<sup>th</sup>, 2017)

	3. The importance of hand phone <sup>92</sup>
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The writer chooses those topics because those topics consist of in eleventh grade books.

#### H. Scoring Scale for Evaluating Students' Writing Analytical Exposition Text Ability

The score of test was calculated based on the following scoring system proposed by Tribble:<sup>93</sup>

**Table 4**  
**Scoring System**

Area	Score	Descriptor
<b>Task Fulfillment/ Content</b>	20-17	<b>Excellent to very good:</b> Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	<b>Good to average:</b> Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11-8	<b>Fair to poor:</b> Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.

<sup>92</sup>Tri Indaryani, *English Alive Senior High School Grade XI*, (Jakarta: Yudhistira, 2010), p.98

<sup>93</sup>Christopher Tribble, *Language Teaching Writing*, (England: Oxford University Press, 1996), p. 130

	7-5	<b>Very poor:</b> inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	<b>Inadequate:</b> fails to address the task with any effectiveness.
<b>Organization</b>	20-17	<b>Excellent to very good:</b> Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	<b>Good to average:</b> Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	<b>Fair to poor:</b> Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	<b>Very poor:</b> Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
<b>Vocabulary</b>	20-17	<b>Excellent to very good:</b> Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	<b>Good to average:</b> Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	<b>Fair to poor:</b> Limited range of vocabulary; a noticeable number of mistakes in word/idiom

		choice and usage; register not always appropriate.
	7-5	<b>Very poor:</b> No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate
	4-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.
<b>Language</b>	30-24	<b>Excellent to very good:</b> Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	23-18	<b>Good to average:</b> Acceptable grammar-but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	<b>Fair to poor:</b> Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	<b>Very poor:</b> Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	<b>Inadequate:</b> Fails to address his aspect of the task with any effectiveness.

<b>Mechanics</b>	10-8	<b>Excellent to very good:</b> Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	<b>Good to average:</b> Occasional errors in spelling, punctuation, capitalization, layout.
	4-2	<b>Fair to poor:</b> Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	<b>Very poor:</b> Fails to address his aspect of the task with any effectiveness.

Source: Christopher Tribble, *Language Teaching Writing*, (England: Oxford University Press, 1996), p. 130.

Final Score = C + O + V + L + M = 20+20+20+30+10= 100

Note:

C : Content (20)  
O : Organization (20)  
V : Vocabulary (20)  
L : Language (30)  
M : Mechanics (10)

## I. Validity, Readability, and Reliability Test

### 1. Validity Test

A good test was the test that has validity. According to Arthur, “the validity test is conducted to check whether the test measures what is intended to be measured”.<sup>94</sup> It means, by using validity test the writer known whether test that the writer will did are valid or not. Best and Kahn state, that a test is valid if it is measured what it claim to

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<sup>94</sup> Hughes Arthur, *Testing for Language Teacher*, Second Edition, (Cambridge: Cambridge University Press, 2003), p. 26

measure.<sup>95</sup> Based on statement above a test was valid if it is measured. To measure whether the test had good validity or not, the writer used the content and construct validity.

### 1. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures, or specifically related to, the traits for which it is designed. Content validity is based upon the examination of course textbooks, syllabi, objectives, and the judgments of subject matter specialists.<sup>96</sup> It means that the instrument of the test must be accord with the objectives of learning in the school which is based on the syllabus.

The test should be able the students' writing ability especially in analytical exposition text at the twelfth grade of MA Al- Hikmah. In this research, the writer asks the instrument to the English teacher of MA Al- Hikmah Bandar Lampung. It is done to make sure that the instruments are valid. (See appendix 4)

### 2. Construct Validity

Best and Kahn say that construct validity was the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.<sup>97</sup> It means that construct validity was focused on the aspects of the test which can measure the ability especially for writing analytical exposition text ability.

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<sup>95</sup>John W. Best and James V. Kahn, *Research in Education*, Seventh Edition, (New Delhi: Prentice-Hall1995), p. 219

<sup>96</sup> *Ibid*

<sup>97</sup> *Ibid*

In this research, the writer measured the students' writing ability in analytical exposition text. The writer took score from writing's scoring rubrics. They consist of content, organization, vocabulary language and mechanic. The writer consulted the instrument to the English teacher of MA Al- Hikmah Bandar Lampung to make sure whether the instrument had been valid or not. (See appendix 6)

## **2. Readability Test**

Readability tests were indicators that measured how easy a document was to read and understand. For evaluators, readability statistics was solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable. To know readability of the analytical exposition text writing ability test instrument, the writer followed Kouame's research.

The participants evaluated instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that was easy to read and 10 describes an item that was difficult to read.<sup>98</sup> The questions tested individually the questionnaire for readability was attached. After that, the writer measured mean of each item.

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the

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<sup>98</sup> Julien B. Kouamé, *Journal of Multi Disciplinary Evaluation Vol. VI No. 14 August 2010*: Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants, Western Michigan University, Michigan, p.133. Available at [http://journals.sfu.ca/jmde/index.php/jmde\\_1/article/view/280](http://journals.sfu.ca/jmde/index.php/jmde_1/article/view/280). Accessed on (July, 7<sup>th</sup>, 2017)



readers or test takers.<sup>99</sup> Thus, based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument was quite readable and understandable by the readers or test takers.

Because the mean of the items (instrument) of writing test above was 2.72 (lower than 4.46), it means that the instrument was readable (See appendix 11)

### 3. Reliability Test

Fraenkel and Wallen say that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.<sup>100</sup> Therefore, a good test should have high reliability besides having high validity. To get the reliability of the test, the writer was utilized inter-rater reliability. This inter-rater reliability counted the level of the reliability based on two series of score gotten by two raters. They were the English teacher and the writer.

To estimate the reliability of the test, the writer used rank order correlation formula as follows:<sup>101</sup>

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

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<sup>99</sup> *Ibid*, p. 134

<sup>100</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, 7<sup>th</sup> Edition, (New York: Mc Graw-Hill, 2009), p. 154

<sup>101</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2010), p.321

**Notes :**

$R_{ho_{xy}}$  : Coefficient correlation ordinal.

D : Difference of rank correlation ( $D = R_1 - R_2$ )

N : Number of subjects.

6 & 1 : Constant number

Furthermore, to know the degree or the level of the reliability of writing test the writer consulted with the criteria of reliability as follows:<sup>102</sup>

0.800 - 1.00 = very high

0.600 - 0.800 = high

0.400 - 0.600 = medium

0.200 - 0.400 = low

0.000 - 0.200 = very low

After the writer calculated the data, the result reliability of the pre-test was 0.99997371 and the criteria of reliability were very high (See appendix 12) and the result reliability of the post-test was 0.9999474 and the criteria of reliability were very high (See appendix 13)

**J. Data Analysis****1. Fulfillment of the Assumptions**

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely use by writers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as

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<sup>102</sup> *Ibid.*, p. 311

normality and homogeneity test must be satisfied.<sup>103</sup> It means that to get the accurate result, the writer will do some tests such as normality test and homogeneity test.

#### a. Normality Test

To analyze the data, the writer used normality test to know whether the data was normally distributed or not so that the writer decided what type of test to be used to test the hypothesis of the research later. The normality test used to measure whether the data in the experimental class and control classes are normally distributed or not.<sup>104</sup>

In this case, the writer uses *Lilliefors* test as follows:

- 1) Arranging the sample's data from the lowest until the highest.
- 2) Determining the score  $Z$  from each data by using following formula:

$$i = \frac{x_i - \bar{x}}{s}$$

- 3) Counting the cumulative frequency of each  $Z$  score  $S(z)$

$$S_z = \frac{Z_1, Z_2 \dots \dots \dots Z_n < Z_i}{n}$$

- 4) Counting the differential of  $L_o = \text{Max } \{F(Z_i) - S(Z_i)\}$
- 5) Determining the  $L_{\text{observed}}$  score with the highest score, compare to the  $L_{\text{critical}}$ , and score from the table of *Lilliefors*.

- 6) The hypotheses were:

$H_0$ : The data have normal distribution.

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<sup>103</sup>M. Erceg-Hurn, *Modern Robust Statistical Method.*, (Crawley: American Psychological Association, 2008) p. 591

<sup>104</sup> Budiyo, *Statistika Untuk Penelitian* (Surakarta: Sebelas Maret University Press, 2004), p.170

$H_a$ : The data do not have normal distribution.

7) The test criteria:

$H_0$  is accepted if  $L_{observed} < L_{critical}$ , it means that the distribution or the data were normally distributed.

$H_0$  is refused if  $L_{observed} > L_{critical}$ , it means that the distribution or the data were not normally distributed.<sup>105</sup>

### **b. Homogeneity Test**

Another requirement test of deciding the types of research hypothesis test was homogeneity test. Homogeneity was used to determine whether the data was homogeneous or not. In this research, the writer used F-test to measure the homogeneity of the data. The formula of F-test used as follows:<sup>106</sup>

$$F = \frac{\text{The Biggest variance}}{\text{The smallest variance}}$$

The hypotheses for the homogeneity tests were formulated as follows:

$H_0$  = Data have the homogenous variances

$H_a$  = Data have not the homogenous variances

In this case the criteria for the homogeneity test were:

$H_a$  is accepted if  $t_{observed} > t_{critical}$ , OR ( $t_{observed} > t_{critical}$ ).

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<sup>105</sup>Sudjana, *Metode Statistika* (Bandung: Tarsito, 2005), p.467

<sup>106</sup>Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2013), p.275

$H_0$  is accepted if  $t_{\text{observed}} < t_{\text{critical}}$ , or  $(t_{\text{observed}} < t_{\text{critical}})$ .<sup>107</sup>

## 2. Hypothetical Test

After the writer knew that the data were normal and homogeneous, the data was analyzed by using t-test in order to know the significance of the treatment effect. According to Ary *et. al.*, the *t*-test for independent samples is a straight forward ratio that divides the observed difference between the means by the difference expected through chance alone.<sup>108</sup> A physical education teacher conducted an experimental to determine if the students' perform better if they got frequent free writing concerning their performance or did better with infrequent free writing. The formula used in this research was independent sample t- test as follows:<sup>109</sup>

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sum x_1^2 - \frac{(\sum x_1)^2}{n_1} + \sum x_2^2 - \frac{(\sum x_2)^2}{n_2}}{n_1 + n_2 - 2}} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}$$

Notes:

- $\bar{x}_1$  = Mean of experimental class
- $\bar{x}_2$  = Mean of control class
- $\sum x_1^2$  = Average deviation in experimental class
- $\sum x_2^2$  = Average deviation in control class
- $n_1$  = Number of sample in experimental class
- $n_2$  = Number of sample in control class

<sup>107</sup> Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2008), p.313

<sup>108</sup> Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (8<sup>th</sup> Edition), *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2010), p.171

<sup>109</sup> *Ibid*, 172

The hypotheses were:

$H_a$ : There was a significant influence of using free writing technique towards students' analytical exposition text writing ability at the first semester of the eleventh grade of MA AL- HIKMAH Bandar Lampung in the academic year of 2017/2018

$H_o$ : There was no significant influence of using free writing technique towards students' analytical exposition text writing ability at the first semester of the eleventh grade of MA AL- HIKMAH Bandar Lampung in the academic year of 2017/2018

The criteria were:

$H_a$  is accepted if  $t_{\text{observed}} > t_{\text{critical}}$ , or ( $t_{\text{observed}} > t_{\text{critical}}$ ).

$H_o$  is accepted if  $t_{\text{observed}} < t_{\text{critical}}$ , or ( $t_{\text{observed}} < t_{\text{critical}}$ ).

## CHAPTER IV RESULT AND DISCUSSION

### A. General Description of the Research Place

#### 1. Brief Profile of MA AL- HIKMAH Bandar Lampung

Madrasah Aliyah Al- Hikmah was built in 1987. It was the idea of KH. Muhammad Sobari. He considered that it was still lack of Islamic Senior High School, there was only one Islamic Senior High School namely: MAN I Sukarame. The principal of MA Al- Hikmah Bandar Lampung has been changed for times.

#### 2. Condition of Teachers and Students of MA Al- Hikmah Bandar Lampung

MA Al- Hikmah Bandar Lampung had 28 teachers. All the teachers were graduated from bachelor degree. The data about number of the teachers of MA Al- Hikmah Bandar Lampung Can be presented in Table 5:

**Table 5**  
**The Data of Teachers in MA Al- Hikmah Bandar Lampung**

No	Name	Subject
1	Abdul Aziz, SH., M.Pd.I	Geography
2	Suyanto, S.Pd.I	Civic Education
3	Mukhtaruddin. S.Pd.I	Religion
4	Drs. Hi. Basyaruddin Maisir	Moral Theology
5	Hermansyah, S.Ag	Fiqih
6	M. Yahya, S.Ag	Sociology
7	Yayan Mulyana, S.Pd	English
8	Dra. Nurhayati, M.Pd.I	Science of Hadith

9	Abdul Basith, S.Pd.I	Tafsir
10	Jumiati, S.Pd	Indonesian
11	Eliyana, S.Pd	Biology
12	Sanora Putri U, S.Pd	Economy
13	Sri Latifah, M.Sc	Science
14	Sundari, S.Pd	Mathematics
15	Tri Kuryanti, M.Pd	Indonesian
16	Rohati, Amd. Kep	Culture Art
17	Siti Komariah, S.Pd	Chemistry
18	Anita Lisdiana, S.Sos.I	History of Indonesian
19	Saiful Abdul Jamal, SE	Economy
20	Okta Kurniawan, S.Pd	Sport
21	Siti Masyitoh, S.Pd.I., M.Pd	Arabic
22	Iswahyudi, S.Si	Mathematics
23	Vestiana Anestasia, S.Pd	Culture Art
24	Yasmiami, S.Pd.I	Lampung Language
25	Aan Azhari, S.Pd.I	Civic Education
26	Anggun Novita S, S.Si	Mathematics
27	Miswanto, M.Hi	Civic Education
28	Nofvi Yanti, Spd., M.Pd	English

Source: Document of MA Al- Hikmah Bandar Lampung

The number of the eleventh grade students in MA Al- Hikmah Bandar Lampung, can be presented in Table 6:

**Table 6**  
**The Number of the Eleventh Grade Students in MA Al- Hikmah Bandar Lampung in the Academic Year 2017/2018**

No	Class	Gender		Total
		Male	Female	
1	Agama	21	16	37
2	IPS	23	15	38
3	IPA	14	25	39
<b>The total number of students</b>				104

Source: Document of MA Al Hikmah Bandar lampung



As the explanation before, there were 104 students in eleventh grade. They were divided into three majors, Agama, IPS and IPA. There were 104 students consisting of 59 male and 56 female.

## **B. Research Procedure**

The research was conducted on July until August 2017. Before conducting the research, firstly the the writer asked permission to the headmaster and the English teacher at the school. After having the permission, the writer conducted through the following steps:

1. Determined the subject of research, namely the students at the first semester of the Eleventh grade of MA Al- Hikmah Bandar Lampung.
2. Designed the test which was the writing test.
3. Determined the sample of research by using cluster random sampling.
4. Held the readability 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 analytical exposition text writing ability before they had treatment.
6. Analyzed the data gotten through pre-test.
7. Gave the treatment to the sample of the research by implementing free writing in teaching and learning analytical exposition text writing ability.
8. Held post-test in order to know the students' score in analytical exposition text writing ability 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.

### **C. Data Description**

This research was conducted in three meetings. On Monday, July 17<sup>th</sup>, 2017. The writer administered the pre-test. The writer gave the pre-test and post-test to experimental class (XI IPA) and control class (XI IPS).

In MA Al- Hikmah Bandar Lampung, English subject was taught twice a week. The the writer gave the pre-test on Monday, July 17<sup>th</sup>, 2017 in experimental and control class. In the experimental class which consists of 39 students and in the control class which consists of 38 students. When the the writer gave the pre-test all the students followed the test. Then, on Monday, July 24<sup>th</sup>, 2017 the the writer gave the first treatment in experimental class at 08.35 am and in control class at 10.30 am. There was no student absent in the experimental and control class.

The writer gave the second treatment on Monday, July 31<sup>th</sup>, 2017. In this session, the students of experimental class there was no student absent and in control class there was two students absent. In experimental class, the treatment began at 08.35 am where as in control class at 10.30 am. Then, on Monday, August 1<sup>th</sup>, 2017 the writer gave the third treatment. The treatment began at 08.35 am in experimental class and in control

class at 10.30 am, the students in the experimental class and control class there was no student absent. For the last meeting, the the writer gave the post-test to the students in experimental and control class on Monday, August 7<sup>th</sup>, 2017. All of the students in experimental class and control class followed the post-test.

### **1. Description of the First Treatment**

In the first treatment was done On Monday, July 24<sup>th</sup>, 2017. The the writer taught a material about analytical exposition text. Many students looked so nervous. The topic in the first meeting was **“The Importance of Library”**. In the introduction step, the teacher greeted to the students and asked the students’ condition. Next, the teacher asked the chairman led to pray together and the last the teacher checked attendance list.

In the main step, the teacher explained about analytical exposition text and free writing. The students keep attention to the teacher’s explanation. In whilst-writing:

#### **A. Exploration**

- a. The teacher showed the topic to the students.
- b. The teacher guided the students to explore idea if the student does not have any idea of what to write about.
- c. The teacher asked the students what they thinking about the topic and wrote it.
- d. The teacher gave a time limit to student and writing about the topic.
- e. The teacher leaded the student to mention the words that related to the topic that is given.

## B. Elaboration

- a. The teacher explained the generic structure of an analytical exposition text.
- b. The teacher explained what is the analytical exposition?
- c. The teacher gave the example how to make an analytical exposition by using free writing technique.
- d. The teacher gave an assignment to the students.

## C. Confirmation

In this stage the students revised and edit their writing. The students discuss about Their work with another students or teacher.

Then, the teacher told about the material for the next meeting. The last, the teacher closed the class by greeting

## 2. Description of the Second Treatment

The second treatment was done on Monday, July 31<sup>th</sup>, 2017. In the second treatment was better than the first because the students more enjoy than before. The students enjoyed the materials given. The teacher gives the topic. The topic of second meeting was **“Cars and Accident”**, the students wrote about the topic until run out of ideas after that the teacher asked the students reread students’ paper and circle main idea after the students finish free writing, the teacher underlines or circle the students’ mistake. (Example: spelling mistakes, wrong construction and etc). The teacher gave before the time end and the last the teacher discussed about students’ mistakes and then gives them correct ones.

### 3. Description of the Third Treatment

The third treatment on Monday, August 1<sup>th</sup>, 2017 was better than the second treatment because the students felt accustomed in teaching learning process through free writing technique. The writer did not felt hard to explain what students should do because the students had already known what they must done step by step. The topic in the last meeting was **“the importance of laptop for smart students”**. In the introduction step, the teacher greeted to the students and asked the students’ condition. Next, the teacher asked the chairman led to pray together and the last the teacher checked attendance list.

The teacher explained about definition of free writing, rhetorical structure and language feature of analytical exposition and give the example, the teacher gave the topic related to the analytical exposition text, the teacher guided the students to explore idea of what to write about, the students start to write with using free writing, the students submit their writing. The teacher check students’ writing in analytical exposition and discussed together after that the teacher told the students’ progress in writing analytical exposition text.

The last, the teacher closed the class by greeting. The students looked enjoyed writer explanation. The post test was held on August 7<sup>th</sup>, 2017. In the post test activity, the the writer gave the students test about written test

## **D. Data Analysis**

The research was aim to know whether there was any significant influence for the students' analytical exposition text writing ability after they were given treatment by using free writing as technique in this research. The writer was conducted of the second semester of the eleventh grade of MA Al- Hikmah Bandar Lampung. The number of population was 104 students of the second semester. Two classes as sample of research, they were IPS and IPA. In this case, the the writer used cluster random sampling when choosing the sample. Furthermore, the instrument of this research was written test especially in analytical exposition text.

### **1. Result of Pre-test**

At the first meeting the the writer conducted pre-test in order to find out the previous students' analytical exposition text writing ability. The pre-test was administered On Monday, July 17<sup>th</sup>, 2017 at 08. 35 a.m for the IPA as the experimental class and at 10.30 a.m for class IPS as the control class.

The analysis showed that the mean score of pre-test in control class was 58.59 The highest score was 71.5 and the lowest score was 46.5. The median score was 58.5 and mode score was 64. While in experimental class the mean score was 57.19. The highest score was 68.5 and the lowest score was 48.5. The median score was 58.5 and mode score was 64. (see appendix 15)

## 2. Result of Post-test

After conducting three meetings of treatments the the writer conducted the post-test to the sample. The the writer conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on August 7<sup>th</sup>, 2017 at 08.35 a.m for the IPA as the experimental class and at 10.30 a.m for class IPS as the control class.

The analysis showed that the mean score of post-test in control class was 71.93. The highest score was 81.5 and the lowest score was 60. The median score was 71 and mode score was 71. While in experimental class the mean score was 78.27 The highest score was 85 and the lowest score was 72. The median score was 78 and mode score was 78. (see appendix 16)

## 3. Result of Normality Test

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

The hypothesis formulas as follows:

$H_0$  = the data have normal distribution.

$H_a$  = the data do not have normal distribution .

The criteria acceptance:

$H_0$  is accepted if  $L_{\text{observed}} < L_{\text{critical}}$  it means that the distribution of the data is normal.

$H_a$  is accepted if  $L_{\text{observed}} > L_{\text{critical}}$  it means that the distribution of the data is not

normal.

**Table 7**  
**Normality of the Experimental and Control Class**

Class	Pre-test		Post-test		Calculation
	L <sub>observe</sub>	L <sub>critical</sub>	L <sub>observe</sub>	L <sub>critical</sub>	
Experimental	0.1278	0.1386	0.0724	0.1386	Normal
Control	0.0952	0.1406	0.12403	0.1406	

Based on the Table 7, it can be seen that in the experimental and control class showed if  $L_{\text{observe}} < L_{\text{critical}}$ . So, the calculation is that the population is in normal. (See appendix 18 and 19)

#### 4. Result of Homogeneity Test

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

The hypothesis formulas as follows:

$H_0$  = the variance of the data is homogenous

$H_a$  = the variance of the data is not homogenous

The criteria acceptance:

$H_0$  is accepted if  $F_{\text{observed}} < F_{\text{critical}}$ , it means that the variance of the data is homogenous.

$H_a$  is accepted if  $F_{\text{observed}} > F_{\text{critical}}$ , it means that the variance of the data is not homogenous.



**Table 8**  
**Homogeneity of Experimental and Control Class**

	<b>The biggest Variance</b>	<b>The smallest Variance</b>	<b>F<sub>observed</sub></b>	<b>F<sub>critical</sub></b>	<b>Calculation</b>
<b>Pre-test</b>	5.99	4.68	1.2799	1.72	Homogenous
<b>Post-test</b>	5.17	3.21	1.6105	1.72	

Based on the Table 8, it can be seen at the result of the pre and post test were 1.2799 and 1.6105 while the  $F_{critical}$  at the significant level of 0.05 is 1.72. It proves that  $H_0$  is accepted because  $H_0$  accepted if  $F_{observed}$  is  $F_{critical}$ . it means that the variance of the data is homogenous. (See appendix 22)

### **5. Result of Hypothetical Test**

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the the writer used the following t-test by independent t-test for hypothetical of test.

The hypotheses as follows:

$H_a$ : There is significant influence of using free writing technique towards students'

Analytical exposition text writing ability at the second semester of the Eleventh grade of MA Al- Hikmah Bandar Lampung in the academic year of 2017/2018.

$H_0$ : There is no significant influence of using free writing technique towards students'analytical exposition text writing ability at the second semester of the

Eleventh grade of MA Al- Hikmah Bandar Lampung in the academic year of 2017/2018.

The criteria of the test as follows:

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

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

In this case, the the writer used the level of significant = 0.05

Based on the calculation was obtained t-test was 6.75, while the df (number of sample from both control and experimental class subtracted by 2) was 75. Thus the result of level of significant 0.05 was 1.664. It can be seen that the result of  $t_{\text{test}}$  was  $t_{\text{observed}} > t_{\text{critical}}$ . So,  $H_a$  was accepted because  $6.75 > 1.664$ . Then, it could be assumed that there was significant influence of using free writing technique towards students' analytical exposition text writing ability. (see appendix 24)

## E. Discussion

In islam, writing is the skill taught by Jibril to prophet Muhammad SAW when he got the first relevant from Allah SWT. Allah states in the Holy Quran surah Al- Alaq verse 1-5:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ③  
الَّذِي عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

The word qalam in the fourth verse means the tool to write (pen). It means that pen is used to write, and the result of using pen is writing. By writing the people will get some information. That is why human being needs to learn how to write correctly.

The present research has shown that free writing can improve students' analytical exposition writing ability. From the result above, it can be seen that the result of students' post-test was higher than that in the pre-test. Besides, free writing can improve each aspect of students' writing including content, organization, vocabulary, language and mechanics.

At the beginning of activity, the pre-test was administered to know students' achievement in descriptive writing ability before they were given treatments by the writer. The result shows that the average score between control class and experimental class were slightly different. The average score control class was 58.59 and the average score of experimental class was 57.19. Although the average score of control class was higher than experimental class, the normality and the homogeneity test show that the data were homogeneous and normal. Therefore, it can be concluded that the two groups, control and experimental class, had the same ability at the beginning of the research.

Afterwards, the students were taught through free writing in the experimental class and self correction in the control class. The material was three topics of analytical exposition for three treatments. Before doing treatment, the writer explained to the

students what analytical exposition text and free writing and how we can do the procedure of analytical exposition text.

At the end of the research, post-test was given to measure the improvement of analytical exposition writing ability in both classes after the treatment done. Based on the analysis of the data and the testing hypothesis, the result of the calculation is found that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. From the analysis above, we know that the students who got high frequency of using free writing got better score than the students without using free writing in teaching analytical exposition text writing. It is proved by the increasing average score in both classes. The average score of control class was 71.93 and the average score of experimental class was 78.27. So, it can be concluded that using free writing is one of good technique in correcting to motivate students in learning English, especially in analytical exposition text writing ability.

Oshima says that free writing is a way to get and then to develop ideas.<sup>1</sup> Free writing helps you pour more attention, focus, and energy into what you write.<sup>110</sup> It means that free writing can be used by the students help to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or

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<sup>1</sup> Alice Oshima , Ann Hogue , Addison Wesley Longman. *Introduction to Academic Writing*, Second Edition, The Longman Academic Writing Series, (England: Addison Wesley Publishing Company, 1996), p.15

<sup>2</sup> Peter Elbow, *Writing Without Teacher*, (London: Oxford University Press, 1973), p. 8

their own experience. Free writing is a beneficial technique for students of English, despite some of the obvious difficulties for learners of English.<sup>111</sup>

It is supported by Nurfiyalanti in research journal about Improving Writing Skill by Using Free Writing Technique at the Second Year Students English Education, there are a few effects of free writing in learning such as: (1) free writing technique can improve the students' writing, (2) the students can develop idea in written form, (3) free writing help the students to get more attention, focus to write.<sup>112</sup>

Based on definitions above the writer concludes that free writing is one technique to teaching writing for the students and help them to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experience.

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<sup>3</sup> Kenneth J. Dickson, *Free Writing, Prompts, and Feedback* (The Internet TESL Journal), Taipei, Taiwan: Chinese Culture University. Available at [http:// Iteslj.org/Techniques/Dickson-Freewriting.html](http://Iteslj.org/Techniques/Dickson-Freewriting.html) accessed on ( May 17, 2017)

<sup>112</sup> Nurfiyalanti, *Improving Writing Skill by Using Free Writing Technique at the Second Year Students English Education Department Faculty of Education and Teachers Training University Palu*, Journal English Language Teaching (ELT), 2014, accessed on [http:// journal.untad.ac.id](http://journal.untad.ac.id).

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After conducting the treatments and analyzing the data, the the writer draws some conclusion as follows:

There is a significant influence of using free writing towards students' analytical exposition text writing ability. Because by seeing the result of the data calculation in the previous chapter where null hypothesis ( $H_0$ ) is rejected, and alternative hypothesis ( $H_a$ ) is accepted, it means that the the writer's assumption is true that is to say, free writing can give a significant influence towards students' analytical exposition text writing ability.

It is supported by the scores achieved by the students, in which they received higher scores after the the writer gave the treatment (free writing) in teaching analytical exposition text writing. It can be proved from the hypothetical test. In the hypothetical test,  $H_a$  is accepted and  $H_0$  is rejected. The the writer used t-critical  $(0.05) = 1.664$ .  $H_a$  is accepted if t-observed is higher than t-critical, or  $(t\text{-observed} > t\text{-critical})$ .  $H_0$  is rejected if t-observed is lower than t-critical, or  $(t\text{-observed} < t\text{-critical})$ . So, since  $6.75 > 1.664$ , it means there is a significant difference.

## **B. Suggestion**

In reference to the conclusion above, the writer proposes some suggestion as follows:

### 1. Suggestion to the Teacher

- a. In this research, the writer found out that free writing can be used to develop and motivate the students' writing ability. Due the finding, English teacher can help students increase their writing ability by using free writing.
- b. The teacher should use the time effectively and efficiently so the teacher can help the students increase their ability by giving more explanation.
- c. The English teachers should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in writing.

### 2. Suggestion to the Students

- a. The students should study hard and more practice in writing English to improve their writing ability. They also should be active and creative in learning activity.

### 3. Suggestion to the Other The writers

- a. The writer applied free writing to increase students' analytical exposition text writing ability. The other the writer can use this technique more effective if the time is enough so after giving free writing, the writer can give explanation more clearly by face to face with the students.

- b. In this research the treatments were done three meetings. Other the writers can spend more time in giving the treatments to the students so that they can get enough exercise.
- c. In this research, the writer used free writing to help students of MA AL- Hikmah, especially in analytical exposition text writing. Further other the writers should conduct this media on different level of students. It can be applied at senior high school.



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**Appendix 1A Students' Writing Score at the First Semester of the Eleventh Grade**

**Students' Writing Score at the First Semester of the Eleventh Grade of MA AL-HIKMAH in the Academic Year of 2017/2018**

**Class: XI IAI**

<b>NO</b>	<b>Students' Name</b>	<b>Score</b>	<b>KKM (70)</b>
1	A.K	<b>60</b>	<b>NO PASS</b>
2	A.N.P	70	PASS
3	A. E.P	75	PASS
4	A.A	<b>65</b>	<b>NO PASS</b>
5	B.K	74	PASS
6	B.N	76	PASS
7	D.F	<b>64</b>	<b>NO PASS</b>
8	D. N. K	<b>60</b>	<b>NO PASS</b>
9	D. F. Z	<b>55</b>	<b>NO PASS</b>
10	D. J. A	72	PASS
11	E. S. I	70	PASS
12	F.U	<b>65</b>	<b>NO PASS</b>
13	I.P	<b>64</b>	<b>NO PASS</b>
14	L. S	72	PASS
15	M. N	78	PASS
16	M. A. N	<b>65</b>	<b>NO PASS</b>
17	M. R	<b>69</b>	<b>NO PASS</b>
18	M. R. A	<b>55</b>	<b>NO PASS</b>

19	M. D	<b>60</b>	<b>NO PASS</b>
20	M. D	<b>62</b>	<b>NO PASS</b>
21	M. J	<b>50</b>	<b>NO PASS</b>
22	M. R	<b>66</b>	<b>NO PASS</b>
23	N. S	<b>68</b>	<b>NO PASS</b>
24	N. T	<b>67</b>	<b>NO PASS</b>
25	N. N	80	PASS
26	P. N	<b>60</b>	<b>NO PASS</b>
27	P. L	<b>55</b>	<b>NO PASS</b>
28	R. A	<b>65</b>	<b>NO PASS</b>
29	R. P	<b>66</b>	<b>NO PASS</b>
30	R. W. A	<b>68</b>	<b>NO PASS</b>
31	R. S	<b>62</b>	<b>NO PASS</b>
32	S. B. M	<b>63</b>	<b>NO PASS</b>
33	S. F. S	<b>67</b>	<b>NO PASS</b>
34	S. N. P	70	PASS
35	U. N	75	PASS
36	W. T	72	PASS
37	W. D. W	76	PASS
	Average	<b>2461</b>	
	Mean	<b>66.51</b>	

Students of tenth grade did not pass the score: 24 **students**  
 Students of tenth grade pass the score : 13**students**

**Appendix 1B Students' Writing Score at the First Semester of the Eleventh Grade**  
**Class : XI IPS**

<b>NO</b>	<b>Students' Name</b>	<b>Score</b>	<b>KKM (70)</b>
1	A P	75	PASS
2	A.L	<b>60</b>	<b>NO PASS</b>
3	Z	78	PASS
4	A. N	<b>54</b>	<b>NO PASS</b>
5	A. A. A	<b>57</b>	<b>NO PASS</b>
6	A.N	<b>66</b>	<b>NO PASS</b>
7	B	70	PASS
8	B.H.A.Y	<b>62</b>	<b>NO PASS</b>
9	C.L.A.R	<b>65</b>	<b>NO PASS</b>
10	D.E.D	<b>50</b>	<b>NO PASS</b>
11	D.I.A	80	PASS
12	D.I.N	<b>52</b>	<b>NO PASS</b>
13	F.A.L	<b>54</b>	<b>NO PASS</b>
14	G.S	<b>56</b>	<b>NO PASS</b>
15	H.S.A	<b>45</b>	<b>NO PASS</b>

16	H.E.R	<b>56</b>	<b>NO PASS</b>
17	I.H.S	<b>58</b>	<b>NO PASS</b>
18	I.M.R	<b>66</b>	<b>NO PASS</b>
19	L.L	76	PASS
20	M.R	<b>65</b>	<b>NO PASS</b>
21	M.I	<b>67</b>	<b>NO PASS</b>
22	M.F	75	PASS
23	M.H	<b>60</b>	<b>NO PASS</b>
24	N	<b>55</b>	<b>NO PASS</b>
25	R	77	PASS
26	K	<b>63</b>	<b>NO PASS</b>
27	N	73	PASS
28	N. R	<b>55</b>	<b>NO PASS</b>
29	O	74	PASS
30	S	<b>56</b>	<b>NO PASS</b>
31	S	<b>58</b>	<b>NO PASS</b>
32	S. S	<b>67</b>	<b>NO PASS</b>
33	B.A	<b>68</b>	<b>NO PASS</b>
34	T.A.H	75	PASS
35	T. P	<b>68</b>	<b>NO PASS</b>
36	V. K. R	76	PASS
37	Y. A	<b>65</b>	<b>NO PASS</b>

38	Z. P. R	<b>60</b>	<b>NO PASS</b>
	Average	<b>2437</b>	
	Mean	<b>64.13</b>	

Students of tenth grade did not pass the score: **27 students**

Students of tenth grade pass the score : **11 students**

### Appendix 1C Students' Writing Score at the First Semester of the Eleventh Grade

Class : XI IPA

NO	Students' Name	Score	KKM (70)
1	A.A	75	PASS
2	A.G. S	<b>65</b>	<b>NO PASS</b>
3	A.M. L	<b>53</b>	<b>NO PASS</b>
4	A.N. H	80	PASS
5	A. P	<b>63</b>	<b>NO PASS</b>
6	A. D	85	PASS
7	A . A	<b>64</b>	<b>NO PASS</b>
8	B . S .K	80	PASS
9	E. M	<b>60</b>	<b>NO PASS</b>
10	F. K	70	PASS

11	F. S	<b>65</b>	<b>NO PASS</b>
12	I. N	<b>67</b>	<b>NO PASS</b>
13	I. M. A	<b>64</b>	<b>NO PASS</b>
14	I. M. L	73	PASS
15	I. F. R	<b>50</b>	<b>NO PASS</b>
16	L. A	83	PASS
17	L.A.N	<b>55</b>	<b>NO PASS</b>
18	M. H	<b>65</b>	NO PASS
19	M. V. D	<b>45</b>	<b>NO PASS</b>
20	N. D. A	90	PASS
21	P. H. R	80	PASS
22	P. U	<b>65</b>	<b>NO PASS</b>
23	R. A. N	<b>60</b>	<b>NO PASS</b>
24	R. N	<b>65</b>	<b>NO PASS</b>
25	R. N. M	<b>68</b>	NO PASS
26	R. O	<b>60</b>	<b>NO PASS</b>
27	R. A	<b>67</b>	<b>NO PASS</b>
28	R. S. A	80	PASS
29	R.U	75	PASS
30	S. M	<b>60</b>	<b>NO PASS</b>
31	S. W	<b>60</b>	<b>NO PASS</b>
32	S. R	<b>65</b>	<b>NO PASS</b>



33	S.H	<b>64</b>	<b>NO PASS</b>
34	T.O	<b>63</b>	<b>NO PASS</b>
35	T.O	70	PASS
36	T.G	72	PASS
37	Y. A. M	75	PASS
38	Z. L. I. S	76	PASS
39	Z. U. S	77	PASS
	Average	<b>2654</b>	
	Mean	<b>68.05</b>	

Students of tenth grade did not pass the score: **23 students**

Students of tenth grade pass the score : **16 students**

## **Appendix 2A Interview Guideline for the Teacher in the Preliminary Research**

### **INTERVIEW GUIDELINE FOR THE TEACHER IN THE PRELIMINARY RESEARCH**

Interviewer : Muhammad Al Mufarridun A (the writer)

Interviewee : Yayan, S.Pd (the English teacher)

Date : Wednesday, July, 15<sup>th</sup> 2017

Place : MA AL- Hikmah Bandar Lampung

1. Can you tell me your experience in teaching English especially in writing analytical exposition text?
2. What technique do you use in teaching writing?
3. Do you have any problems in teaching writing? What are they?
4. How is the students' ability in writing?
5. How do you teach the analytical exposition text?
6. Do you have a special technique in teaching analytical exposition text?
7. How do you respond to use free writing for teaching analytical exposition text?

## Appendix 2B Teacher's Interview Transcript in the Preliminary Research

Interviewer : Muhammad Al Mufarridun A

Interviewee : Yayan, Spd

Date : on Wednesday April, 26<sup>th</sup> 2017

Place : MA AL- Hikmah Bandar Lampung

Interviewer : Assalamualaikum Wr. Wb, Bapak

Interviewee : Waalaikumsalam Wr. Wb. Ada apa Ari?

Interviewer : Jadi begini Bapak, mohon maaf mengganggu waktunya Bapak, saya ingin menanyakan beberapa pertanyaan terkait dengan pengajaran bahasa Inggris Bapak, saya sedang melakukan pra penelitian untuk skripsi saya tentang *the influence of using free writing technique towards students' analytical exposition text writing ability* di kelas XI Bapak.

Interviewee : Apa saja yang mau ditanyakan, ari? Insyallah baBapak bantu jawab, apa saja yang ari perlu cari tahu tentang pengajaran bahasa Inggris di MA AL- Hikmah.

Interviewer : heheeehee terima kasih Bapak, sebelumnya bagaimana pengalaman cara mengajar bahasa Inggris di sekolah ini Bapak?

Interviewee : kalo pengalaman mengajar sih siswanya itu merasa malas dan bosan ketika menulis. Kemudian cara Bapak mengajar itu menjelaskan materi yang diajarkan dan menyuruh siswa bertanya dan diskusi dengan teman sebangkunya, kemudian siswa mengerjakan beberapa latihan agar siswa nya itu tidak merasa malas dan bosan.

Interviewer : kemudian, apakah cara mengajar seperti itu cukup efektif Bapak untuk *manage* kelas dalam kegiatan belajar mengajar?

Interviewee : iya saya rasa cukup efektif, karena siswa dapat mengerti apa yang Bapak jelaskan dan jika ada pertanyaan siswa bertanya kepada Bapak.

Interviewer : jadi Bapak, teknik yang Bapak gunakan dalam mengajar bahasa Inggris khususnya mengajar menulis seperti apa ya Bapak?

- Interviewee : Saya tidak menggunakan teknik khusus dalam mengajar bahasa Inggris, saya hanya menggunakan buku pelajaran lalu saya menjelaskan materi berdasarkan instruksi di dalam buku kemudian menyuruh siswa untuk bertanya atau berdiskusi dan siswa saya suruh untuk mengerjakan latihan – latihan yang ada di buku tersebut. Dan mengajar menulis berdasarkan topik yang saya berikan dan jelaskan atau berdasarkan topik yang ada di buku.
- Interviewer : langkah- langkah yang Bapak terangkan tadi, sepertinya *guided writing* Bapak
- Interviewee : iya tah nak?
- Interviewer : iya Bapak
- Interviewer : lalu, apa saja masalah yang dihadapi ketika mengajar menulis bahasa Inggris Bapak?
- Interviewee : kalo masalah ketika mengajar, siswa disini banyak kesulitan ketika mengembangkan sebuah ide ketika menulis, mereka terbatas kosakatanya, ditambah lagi mereka bosan untuk menulis. Dan terlebih lagi mereka kurang fokus ketika saya menjelaskan tentang *writing*.
- Interviewer : Bagaimana dengan kemampuan siswa dalam menulis Bapak?
- Interviewee : kemampuan menulis siswa sangat rendah mungkin karena mereka terbatas dalam kosakata b.Inggris dan mereka susah mengembangkan sebuah ide dan menuliskanya, hanya beberapa saja yang mendapatkan nilai bagus dan melebihi nilai kkm di sekolah.
- Interviewer : dalam menulis ada beberapa teks yang diajarkan pada kelas XI ini Bapak, nah saya kan fokusnya ke *analytical exposition* Bapak, bagaimana cara Bapak mengajar *text analytical exposition*?
- Interviewee : 1. Menyiapkan siswa untuk menemukan topik dengan membantunya memilih topik yang sesuai. Dalam hal ini saya memimbing siswa saya dalam memilih topik dan mengembangkan topik yang berada di *text analytical exposition*.
2. Saya membantu siswa merumuskan pertanyaan terkait dengan topik yang dikembangkan.
3. Saya membimbing siswa untuk mengumpulkan dan mengorganisasikan ide untuk menjawab pertanyaan.

4. kemudian saya meminta siswa saya membacakan draft tulisanya kepada teman - temanya untuk mendapatkan saran dan komentar dari temannya dan siswa tersebut memperbaiki tulisanya.

- Interviewer : Bapak punya teknik khusus atau tidak dalam mengajar *text analytical exposition* kepada siswa?
- Interviewee : Bapak hanya menyuruh siswa untuk menulis *text analytical exposition* setelah Bapak ajarkan itu *text analytical exposition*. Ya pokoknya Bapak tanya dengan beberapa pertanyaan lalu nanti akan kelihatan hasil *text analyticalnya* ari.
- Interviewer : rencananya ari akan menggunakan *free writing technique* dalam mengajar menulis *text analytical exposition* Bapak, apakah Bapak pernah mendengar atau pernah menggunakan teknik ini dalam mengajar b.Inggris?
- Interviewee : Bapak belum pernah menggunakan teknik itu dalam mengajar *text analytical exposition*, malah BaBapak baru mendengarnya saat ini. Apa itu *Free Writing* ari?
- Interviewer : *Free Writing* adalah cara untuk mendapatkan dan mengembangkan sebuah ide kemudian menurut Peter Elbow: "*free writing* itu dapat membantu tidak bosan, dan mengembangkan sebuah ide untuk menulis Bapak. kefokusannya,
- Interviewee : Sepertinya menarik, mungkin Bapak akan mencoba menggunakannya lain kali ari.
- Interviewer : baiklah Bapak, terima kasih untuk waktunya.
- Interviewee : ya sama – sama ari.

## Appendix 2C The Result of Interview for the Teacher in the Preliminary Research

### THE RESULT OF INTERVIEW IN THE PRELIMINARY RESEARCH

Interviewer : Muhammad Al Mufarridun A (the writer)

Interviewee : Yayan, S.Pd (the English teacher)

Date : on Wednesday July, 15<sup>th</sup> 2017

Place : MA AL- Hikmah Bandar Lampung

No	Question	Answer	Conclusion
1	Can you tell me your experience in teaching English especially for writing?	My experience in teaching writing such as: the students are lazy and bored to write something in english.	The students must be given stimulus and motivation to develop their writing ability.
2	What technique you use in teaching writing?	I usually teach them based on the text book. I explain the materials based on the textbook's instruction. Then I ask the students to do the exercises.	The technique that teacher uses is monotonous so the students feel bored in learning especially writing.
3	Do you have problem in teaching writing? What are they?	Yes, I do. The problems in teaching writing such as: (1) Students still cannot figure out idea to write. (2) Students are lazy to write, (3) Students do mistakes due to lack of vocabularies.	There are many problems that the teacher has in teaching writing. Most of the problems come from the students.
4	How is the students' writing ability?	The students' in writing is still very low. It because	The technique that the teacher uses is monotonous

		they have lack of vocabularies and they can't express own idea.	and the students do not have much opportunities to write.
5	How do you teach the analytical exposition text?	(1) I ask the students to find main idea with helping choose the related topics. And then I guide the students to choose topics and developed it. (2) I help the students to formulated questions related to developed topics. (3) I guide the students to collect and organize ideas to answer question. (4) After that I ask my students to reading writing draft for his friends to get suggestions and comments.	It can be concluded that the role of the teacher in learning process is guided writing. Because the teacher as a centered in learning writing.
6	Do you have a special technique in teaching analytical exposition text?	I ask the students to write analytical exposition text, help the students to formulated questions related to developed topics, after that I give the question related to analytical exposition.	The teacher should create more interesting technique in teaching analytical exposition text especially in helping the students to get idea.
7	How do you respond to use free writing for teaching analytical exposition text?	I think this is good idea	The teacher has good respond about this technique.

### Appendix 3A Students' Questionnaire in the Preliminary Research

Responden :

Kelas :

**(KUESIONER)**

**Petunjuk Pengisian:**

1. Tulis nama (data pribadi) anda dalam kolom yang telah disediakan.
2. Bacalah dengan teliti setiap pernyataan sebelum anda memberi jawaban.
3. Berilah tanda Silang (X) pada alternative pernyataan yang telah disediakan sesuai dengan keadaan anda.

**Keterangan Alternative Jawaban**

1. SS : Sangat setuju
2. S : Setuju
3. TS : Tidak setuju
4. STS : Sangat tidak setuju.

No	PERNYATAAN	KETERANGAN			
		SS	S	TS	STS
1	Saya menyukai pelajaran bahasa Inggris				
2.	Saya memperhatikan guru ketika menjelaskan pelajaran khususnya menulis				
3	Saya menyukai pelajaran bahasa Inggris khususnya menulis				
4	Saya menyukai pelajaran bahasa Inggris tentang menulis teks <i>analytical exposition</i>				
5	Guru menciptakan suasana kelas yang menyenangkan dalam belajar menulis bahasa Inggris tentang <i>teks analytical exposition</i>				
6	Saya menyukai cara mengajar yang digunakan oleh guru dalam mengajar menulis bahasa Inggris tentang <i>analytical exposition</i>				
7	Saya sering menghadapi kesulitan dalam belajar bahasa Inggris				
8	Saya sering merasa malas dan bosan ketika menulis				
9	Saya sering menemukan kesulitan arti kosa kata dalam belajar bahasa Inggris				
10	Saya sering menemukan kesulitan ide dalam menulis bahasa Inggris tentang <i>teks analytical exposition</i>				

**Appendix 3C THE RESULT OF QUESTIONNAIRE**



### THE RESULT OF QUESTIONNAIRE IN THE PRELIMINARY RESEARCH

No	Question	SS	S	TS	STS	Conclusion				
						SS	S	TS	STS	TOTAL
1	Saya menyukai pelajaran Bahasa Inggris	23	22	29	30	22.12%	21.15%	27.88%	28.85%	100%
2	Saya memperhatikan guru ketika menjelaskan pelajaran khususnya menulis.	21	23	30	30	20.19%	22.12%	28.85%	28.85%	100%
3	Saya menyukai pelajaran Bahasa Inggris khususnya menulis	18	20	34	32	17.31%	19.23%	32.69%	30.77%	100%
4	Saya menyukai pelajaran Bahasa Inggris tentang menulis teks <i>analytical exposition</i>	13	16	36	39	12.5%	15.38%	34.61%	37.5%	100%
5	Guru menciptakan suasana kelas yang menyenangkan dalam belajar menulis bahasa inggris tentang <i>analytical exposition</i>	18	15	31	40	17.31%	14.42%	29.81%	38.46%	100%
6	Saya menyukai cara mengajar yang digunakan oleh guru dalam mengajar menulis Bahasa Inggris tentang <i>analytical exposition</i>	27	20	28	29	25.96%	19.23%	26.92%	27.88%	100%
7	Saya sering menghadapi kesulitan dalam belajar Bahasa Inggris	34	28	22	20	32.69%	26.92%	21.15%	19.23%	100%
8	Saya sering merasa malas dan bosan ketika menulis	38	33	8	25	36.54%	31.73%	7.69%	24.04%	100%
9	Saya sering menemukan kesulitan arti kosa kata dalam belajar Bahasa Inggris	44	27	10	23	42.31%	25.96%	9.62%	22.12%	100%
10	Saya sering menemukan kesulitan ide dalam menulis Bahasa Inggris tentang teks <i>analytical exposition</i>	42	29	13	20	40.38%	27.88%	12.5%	19.23%	100%

#### Appendix 4

### SILABUS PEMBELAJARAN

**Nama Sekolah** : MA AL- HIKMAH  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : XI / I

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
12.1 <b>Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative, spoof</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari</b>	12.1 Mengungkapkan makna dalam teks fungsional pendek (misalnya <i>banner, poster, pamphlet</i> , dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	<ul style="list-style-type: none"> <li>• <i>Developing a paragraph based on the pictures</i></li> </ul>	Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingintahu, semangatkeban gsaan, cintatanah air, menghargaipre stasi, bersahabat, cintadamai, gemarmembaca, pedulilingkung an, pedulisosial, tanggungjawab	<ul style="list-style-type: none"> <li>• Percayadiri (keteguhanhati, optimis).</li> <li>• Berorientasipad atugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>• Pengambilresiko (sukatantangan, mampumemimpin)</li> <li>• Orientasikemas adepan (punyaperspektifuntukmasadep an)</li> </ul>	<ul style="list-style-type: none"> <li>• Menuliskan sebuah <i>banner, poster, pamphlet</i> secara berkelompok dan Mempublikasikan di lingkungansekolah</li> </ul>	<ul style="list-style-type: none"> <li>• Menggunakan tabahasa, kosa kata, tandabaca, ejaan, dantatulisden ganakurat</li> <li>• Menulisgagasan utama</li> <li>• Mengelaborasi agasanutama</li> <li>• Membuat<i>draft</i>, merevisi, menyunting</li> <li>• Menghasilkana <i>analytical exposition text</i></li> </ul>	Tugas  Unjukke rja	2 x 45	Tri Inda <i>English Senior 1 School (SMA/M</i>  Tape  Kamus  Kaset/C  Tape/CD  OHP/L  Foto/ Pe  Gambar  Koran berbeha s  Majalah  Interne
	12.2 Mengungk ap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara	<ul style="list-style-type: none"> <li>• <i>Writing texts</i></li> </ul>	Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingintahu, semangatkeban	<ul style="list-style-type: none"> <li>• Percayadiri (keteguhanhati, optimis).</li> <li>• Berorientasipad atugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> </ul>	<ul style="list-style-type: none"> <li>• Membuatt eks <i>analytical exposition</i></li> <li>• Melakuka nkoreksite mansejaw at</li> </ul>	<ul style="list-style-type: none"> <li>• Menggunakan k alimat<i>present tense</i>dalammen ulis<i>analytical exposition</i></li> <li>• Menggunakan k alimat<i>kompleks</i> dalammembuat sebuahopini</li> </ul>	Tugas  Unjuk kerja	2 x 45	Tri Inda <i>English Senior 1 School (SMA/M</i>  Tape

<p>akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>spoof</i>, dan <i>analytical exposition</i></p>		<p>gsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</p>	<ul style="list-style-type: none"> <li>• Pengambil resiko <ul style="list-style-type: none"> <li>o (suka tantangan, mampu memimpin)</li> </ul> </li> <li>• Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>		<ul style="list-style-type: none"> <li>• Menggunakan kalimat present tense dalam membuat <i>analytical exposition</i></li> <li>• Menghasilkan teks berbentuk <i>analytical exposition</i></li> </ul>			<p>Kamus Kaset/CD Tape/CD OHP/LCD Foto/ Poster Gambar Koran berbahasa s Majalah Internet</p>
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## Appendix 5 Lesson Plan for Experimental Class

### RENCANA PELAKSANAAN PEMBELAJARAN

**(RPP 1)**  
**EXPERIMENTAL CLASS**

Nama Sekolah	: MA AL- HIKMAH
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI/ 1
Skill	: Writing
Alokasi Waktu	: 2 X 45 menit

**STANDAR KOMPETENSI:**

Writing

Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *analytical exposition* dalam konteks kehidupan sehari-hari.

**KOMPETENSI DASAR:**

Writing

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

**INDIKATOR:**

Siswa mampu :

- menggunakan tata bahasa, kosa kata, tanda baca, ejaan dan tulis dengan akurat.
- Menulis gagasan utama.

- Mengelaborasi gagasan utama.

**TUJUAN PEMBELAJARAN:**

Setelah mempelajari materi ini diharapkan siswa dapat menggunakan tata bahasa, kosa kata, tanda baca, ejaan dan tulis dengan akurat.

**MATERI AJAR:**

*Analytical exposition text*

*Analytical exposition text is to give the readers an argument or opinion from writer about the topic*

*Generic structure:*

*Thesis, it usually includes a preview argument or opinion.*

*Arguments, it consists of a point and elaborate sequence.*

*Reiteration, taste the position more forcefully.*

*Gramatical features*

- *Focus on generic human and non-human participants,*
- *Use of simple present tense,*
- *Use of relational process,*
- *Use of internal conjunction to stage argument,*
- *Reasoning through causal conjunction or normalization.*

**The Importance of Library**

(Thesis)

I personally believe that libraries are among humanity's most important institutions for several reasons.

(Argument)

Firstly, most of humanity's collective knowledge is stored in libraries. Secondly, libraries protect and preserve this knowledge. They also classify or group the materials into logical and easily available divisions.

(Argument)

Furthermore, libraries make the materials available to everyone and even provide librarians to help us find what we need.

(Reiteration)

From the facts above libraries are important institutions for humanity.

### **STRATEGY PEMBELAJARAN:**

*Free Writing Technique*

### **LANGKAH- LANGKAH PEMBELAJARAN :**

#### **A. Kegiatan Pendahuluan**

##### **A. Persepsi :**

- Mengkondisikan siswa untuk belajar
- Menyapa siswa ketika siswa siap untuk belajar
- Mengabsen siswa
- Brainstorming ideas: *Why is English so important? Why should we study?, etc.*

##### **B. Motivasi :**

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa
- Guru memberikan pertanyaan yang berhubungan dengan materi yang akan disampaikan

#### **B. Kegiatan Inti**

##### **a. Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- Guru memberikan sebuah topik tentang *analytical exposition*

- Guru memimbing siswanya untuk mengeksplor ide- ide dengan cara memberikan sebuah clue jika siswanya tidak mempunyai banyak ide untuk siswanya menulis
- Guru menyuruh siswanya untuk memikirkan sebuah ide tentang topik yang telah diberikan gurunya dan menuliskanya.
- Guru memberikan waktu kepada siswanya untuk menulis.
- Guru memandu siswanya untuk menyebutkan kata- kata yang berkaitan dengan topik yang diberikan

### **b. Elaborasi**

Dalam kegiatan elaborasi, guru:

- Guru menjelaskan *generic structure, grammatical features* yang ada di *analytical exposition*
- Guru menjelaskan tentang *analytical exposition*
- Guru memberikan contoh bagaimana cara membuat *analytical exposition* menggunakan *free writing*
- Guru memberikan sebuah topik tentang *analytical exposition*
- Guru memberikan sebuah tugas kepada siswanya.

### **c. Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Siswanya membahasa tulisan mereka dengan temanya ataupun gurunya.

## **C. Kegiatan Penutup**

Dalam kegiatan penutup, guru:

- Guru memimbing siswanya untuk membuat kesimpulan tentang pelajaran yang sudah dipelajari
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- memberikan umpan balik terhadap proses dan hasil pembelajaran.
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

### **SUMBER/ BAHAN / ALAT**

- Alat/ Bahan : teks *analytical exposition*, stabilo, papan tulis dan spidol.
- Sumber : *English Alive Senior High School Grade XI*

### **PENILAIAN HASIL PEMBELAJARAN**

## 1. Indikator, Teknik, Bentuk, dan Contoh

Indikator	Teknik	Bentuk	Contoh
Menulis main idea dari sebuah <i>text analytical exposition</i>	Tes tertulis	Tugas individu	<i>Make an essay in analytical exposition text by your version!</i>

**Please make an essay from your own idea about this text!**

**The Important of Library**

THESIS	
ARGUMENT	
REITERATION	

**Scoring**

No	Aspect of Scoring	Scoring
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanic	10

Final score : (C+O+V+L+M=20+20+20+30+10=100)



Guru Kelas

Mahasiswa Penelitian

Yayan Mulyana , S. Pd

Muhammad Al Mufarridun. A

NIP.197001121999031003

NPM.1311040218

Mengetahui

Kepala MA AL- Hikmah Bandar Lampung

Abdul Aziz, SH., M.Pd.I

NIP.

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP 2)  
EXPERIMENTAL CLASS**

Nama Sekolah : MA AL- HIKMAH  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI/ 1  
Skill : Writing  
Alokasi Waktu : 2 X 45 menit

**STANDAR KOMPETENSI:**

**Writing**

Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *analytical exposition* dalam konteks kehidupan sehari-hari.

**KOMPETENSI DASAR:**

**Writing**

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

**INDIKATOR:**

Siswa mampu:

- menggunakan tata bahasa, kosa kata, tanda baca, ejaan dan tulis dengan akurat.
- Menulis gagasan utama.
- Mengelaborasi gagasan utama.

**TUJUAN PEMBELAJARAN:**

Setelah mempelajari materi ini diharapkan siswa dapat menggunakan tata bahasa, kosa kata, tanda baca, ejaan dan tulis dengan akurat.

## **MATERI AJAR :**

### **Analytical exposition text**

Analytical exposition text is to give the readers an argument or opinion from writer about the topic

### **Generic structure**

Thesis, it usually includes a preview argument or opinion.  
 Arguments, it consist of a point and elaborate sequence.  
 Reiteration, testate the position more forcefully.

### **Gramatical features**

- Focus on generic human and non-human participants,
- Use of simple present tense,
- Use of relational process,
- use of internal conjunction to stage argument,
- Reasoning through causal conjunction or normalization

### **Cars and Accident**

#### **(Thesis)**

Car is the most popular transportation. However, there are many different causes of car accidents in streets.

#### **(Argument)**

Sometimes accidents are caused by bad weather, ice or snow can make toads very dangerous.

#### **(Argument)**

Accidents also can result from problems with the car. Even a small problem like a flat tire can be serious. Bad roads are another cause of accidents. Some accidents are caused by drinking too much alcohol.

#### **(Reiteration)**

Knowing some factor causing accident is extremely important to prevent accident while driving.

### **Strategy Pembelajaran**

*Free Writing Technique*

## **LANGKAH- LANGKAH PEMBELAJARAN :**

### **A.Kegiatan Pendahuluan**

### A. Persepsi :

- Mengkondisikan siswa untuk belajar
- Menyapa siswa ketika siswa siap untuk belajar
- Mengabsen siswa
- Brainstorming ideas: *Why is English so important? Why should we study?, etc.*

### B. Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa
- Guru memberikan pertanyaan yang berhubungan dengan materi meminta informasi atau memberi informasi menggunakan Bahasa Inggris.

## B. Kegiatan Inti

### A. Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Guru menjelaskan tentang analytical exposition text
- Guru memberikan contoh apa itu analytical exposition text
- Guru menjelaskan tentang freewriting

### B. Elaborasi

Dalam kegiatan elaborasi, guru:

- Guru membagikan sebuah teks analytical exposition kepada siswa
- Guru menyuruh siswa untuk membaca text tersebut lalu
- Guru menyuruh siswa untuk menuliskan tentang teks tersebut sampai siswanya kehabisan ide
- Guru menyuruh siswanya untuk membaca tulisan mereka kembali dan melingkari main idea dari teks tersebut.
- Guru menggarisi kesalahan siswanya
- Guru bersama siswa mendiskusikan kesalahan tulisan mereka.
- Guru memberikan jawaban yang benar kepada siswanya.

### C. Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Menyuruh siswa untuk maju kedepan untuk mempersentasikan jawabannya didepan
- Memberikan penilaian kepada siswa
- Memberi kesempatan siswa untuk bertanya.

- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
- Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar.
- Membantu menyelesaikan masalah.
- Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
- Memberi informasi untuk bereksplorasi lebih jauh.
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

### C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

### SUMBER/ BAHAN / ALAT

- Alat/ Bahan : *text analytical exposition*
- Sumber : *English Alive Senior High School Grade XI*

### PENILAIAN HASIL PEMBELAJARAN

#### 2. Indikator, Teknik, Bentuk, dan Contoh

Indikator	Teknik	Bentuk	contoh
Menulis analytical exposition	Tes tertulis	Tugas individu	Make an analytical exposition text with your version

**Please make an essay from your own idea about this text!**  
**Cars and Accident**

THESIS	
ARGUMENT	
REITERATION	

**Scoring**

No	Aspect of Scoring	Scoring
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanic	10

Final score : (C+O+V+L+M=20+20+20+30+10=100)

Bandar Lampung, 2017

Guru Kelas

Mahasiswa Penelitian

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Kepala MA AL- Hikmah Bandar Lampung

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NIP.

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP 3)  
EXPERIMENTAL CLASS**

Nama Sekolah : MA AL- HIKMAH  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI/ 1  
Skill : Writing  
Alokasi Waktu : 2 X 45 menit

**STANDAR KOMPETENSI:**

Writing

Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *analytical exposition* dalam konteks kehidupan sehari-hari.

**KOMPETENSI DASAR:**

Writing

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

**INDIKATOR:**

Siswa mampu :

- menggunakan tata bahasa, kosa kata, tanda baca, ejaan dan tulis dengan akurat.
- Menulis gagasan utama.

- Mengelaborasi gagasan utama.

**TUJUAN PEMBELAJARAN:**

Setelah mempelajari materi ini diharapkan siswa dapat menggunakan tata bahasa, kosa kata, tanda baca, ejaan dan tulis dengan akurat.

**MATERI AJAR :**

**Analytical exposition text**

Analytical exposition text is to give the readers an argument or opinion from writer about the topic

Generic structure

Thesis, it usually includes a preview argument or opinion.

Arguments, it consist of a point and elaborate sequence.

Reiteration, testate the position more forcefully.

Gramatical features

- Focus on generic human and non-human participants,
- Use of simple present tense,
- Use of relational process,
- Ose of internal conjunction to stage argument,
- Reasoning through causal conjunction or normalization



## **The Importance of Laptop for Smart Students**

(Thesis)

Conventionally, students need book, pen, eraser, drawing page, and etc. Additionally, in this multimedia era students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily.

(Argument)

First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subject. Since there is a laptop on every students' desk, this method will help student to get better understanding.

(Argument)

Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shop.

(Reiteration)

Having mobile laptop is absolutely useful for students who want to catch the best result for their study.

### **Strategy Pembelajaran**

*Free Writing Technique*

### **LANGKAH- LANGKAH PEMBELAJARAN :**

#### **A. Kegiatan Pendahuluan**

##### **A. Persepsi :**

- Mengkondisikan siswa untuk belajar
- Menyapa siswa ketika siswa siap untuk belajar
- Mengabsen siswa
- Brainstorming ideas: *Why is English so important? Why should we study?, etc.*

## B. Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa
- Guru memberikan pertanyaan yang berhubungan dengan materi meminta informasi atau memberi informasi menggunakan Bahasa Inggris.

## B. Kegiatan Inti

### A. Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Guru menjelaskan tentang analytical exposition text
- Guru memberikan contoh apa itu analytical exposition text
- Guru menjelaskan tentang freewriting

### B. Elaborasi

Dalam kegiatan elaborasi, guru:

- Guru membagikan sebuah cerita analytical exposition kepada siswa
- Guru menyuruh siswa untuk membaca text tersebut lalu
- Guru menyuruh siswa untuk menemukan main idea dalam text tersebut
- Setelah menemukan main idea dalam text tersebut, guru meminta siswa untuk highlight main idea tersebut
- Setelah dihighlight pindahkan kedalam sebuah kertas, lalu dikembangkan sendiri main idea tersebut sampai menjadi *essay analytical exposition* dengan free writing.
- Sementara siswa mengerjakan guru berkeliling sambil menanyakan adakah kesulitan dalam menjawab.
- Guru memberitahukan kepada siswanya tentang kemajuan dalam menulis teks analytical exposition.

### C. Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Menyuruh siswa untuk maju kedepan untuk mempersentasikan jawabannya didepan
- Memberikan penilaian kepada siswa
- Memberi kesempatan siswa untuk bertanya.
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:

- Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar.
- Membantu menyelesaikan masalah.
- Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
- Memberi informasi untuk bereksplorasi lebih jauh.
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

### C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

### SUMBER/ BAHAN / ALAT

- Alat/ Bahan : *text analytical exposition*
- Sumber : *English Alive Senior High School Grade XI*

### PENILAIAN HASIL PEMBELAJARAN

#### 3. Indikator, Teknik, Bentuk, dan Contoh

indikator	Teknik	bentuk	contoh
Menulis analytical exposition	Tes tertulis	Tugas individu	Make an analytical exposition text with your version

**Please make an essay from your own idea about this text!**

**The Importance of Laptop for Smart Students**

THESIS	
ARGUMENT	
REITERATION	

**Scoring**

No	Aspect of Scoring	Scoring
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanic	10

Final score : (C+O+V+L+M=20+20+20+30+10=100)

Bandar Lampung, 2017

Guru Kelas

Mahasiswa Penelitian

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## Appendix 6 Lesson Plan for Control Class

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1) CONTROL CLASS

Nama Sekolah : MA AL- HIKMAH  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/ Semester : XI/ 1  
 Skill : *Writing*  
 Alokasi Waktu : 2 X 45 menit

#### STANDAR KOMPETENSI:

Writing

Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *analytical* dalam konteks kehidupan sehari-hari.

#### KOMPETENSI DASAR:

Writing

Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *analytical exposition*

#### INDIKATOR:

Siswa mampu :

- menggunakan tata bahasa, kosa kata, tanda baca, ejaan dan tulis dengan akurat.
- Menulis gagasan utama.
- Mengelaborasi gagasan utama

**TUJUAN PEMBELAJARAN:**

Setelah mempelajari materi ini diharapkan siswa dapat menggunakan tata bahasa, kosa kata, tanda baca, ejaan dan tulis dengan akurat.

**MATERI AJAR:**

**Analytical exposition text**

Analytical exposition text is to give the readers an argument or opinion from writer about the topic.

Generic structure

Thesis, it usually includes a preview argument or opinion.

Arguments, it consists of a point and elaborate sequence.

Reiteration, testate the position more forcefully.

Gramatical features

- Focus on generic human and non-human participants,
- Use of simple present tense,
- Use of relational process,
- Use of internal conjunction to stage argument,
- Reasoning through causal conjunction or normalization.

## Internet and education

(Thesis)

The impact of internet in education has been far reaching and still developing. It has created instant access to a wide variety of research information to help students learn.

(Argument)

Nowadays, internet access has created the potential for students to learn new material easily. The time students have at class is limited, so the teacher sometimes cannot give all the explanation needed. In this case, internet can help students to get more explanation.

(Argument)

Internet has become now way of life. In the future, on students' working life, they will have to use internet. So it is wise for the teacher to give assignment which related to it. For example, teacher can ask students to give the assignment via e-mail.

(Reiteration)

Internet has big impact on education. There are many positive things students and teacher can get from it.

### **STRATEGY PEMBELAJARAN:**

*Guided Writing Techniuqe*

### **LANGKAH- LANGKAH PEMBELAJARAN :**

#### **A.Kegiatan Pendahuluan**

##### **a. Apersepsi dan Motivasi**

- Mengucapkan salam
- Berdoa
- Mengisi daftar hadir
- Guru melakukan tanya jawab seputar materi yang akan dipelajari



- Guru menyampaikan tujuan pembelajaran

## **B. Kegiatan Inti**

### **a. Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- Guru menjelaskan pengertian teks *analytical exposition*, *grammatical features* dan *generic structure* yang ada di teks *analytical exposition*.
- Guru memberikan kesempatan peserta didik untuk bertanya seputar materi yang baru dijelaskan.

### **b. Elaborasi**

Dalam kegiatan elaborasi, guru:

- Guru membuat sebuah kelompok group.
- Guru meminta peserta didik untuk menulis teks *analytical exposition* dengan tema yang diberikan oleh gurunya
- Peserta didik diminta untuk untuk membuat kerangka karangan dan mengembangkannya menjadi sebuah *essay* dalam bentuk draft kasar.
- Guru sambil membimbing peserta didik untuk memperbaiki tulisan yang perlu diperbaiki dan guru sambil mengarahkan peserta didik.
- Hasil *essay* yang sudah dikoreksi oleh guru dikembalikan kepada peserta didik agar mereka bisa saling memperbaiki tulisan dengan teman sebangku
- Guru meminta peserta didik untuk menuliskan kembali *essay* dan mengumumkan atau membacakan *essay* tersebut kepada teman- temannya.

### **c. Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Guru bertanya tentang hal- hal yang belum diketahui peserta didik.
- Guru memberikan penyimpulan dan penguatan dengan memberikan pujian dan tepuk tangan karena telah belajar dengan baik.

## **C. Kegiatan Penutup**

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

#### SUMBER/ BAHAN / ALAT

- Alat/ Bahan : teks *analytical exposition*
- Sumber : *English Alive Senior High School Grade XI*

#### PENILAIAN HASIL PEMBELAJARAN

##### 4. Indikator, Teknik, Bentuk, dan Contoh

Indikator	Teknik	Bentuk	Contoh
Menulis <i>analytical exposition</i>	Tes tertulis	Tugas individu	<i>Make an analytical exposition text by your version!</i>

#### Make an essay with your own idea!

##### The Dangerous of Using Drugs

THESIS	
ARGUMENT	
REITERATION	

--	--

**Scoring**

No	Aspect of Scoring	Scoring
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanic	10

Final score : (C+O+V+L+M=20+20+20+30+10=100)

Bandar Lampung, 2017

Guru Mapel

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**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP 2)  
CONTROL CLASS**

Nama Sekolah : MA AL- HIKMAH  
Mata Pelajaran : Bahasa Inggris  
Kelas/ Semester : XI/ 1  
Skill : *Writing*  
Alokasi Waktu : 2 X 45 menit

**STANDAR KOMPETENSI:**

Writing

Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *analytical* dalam konteks kehidupan sehari-hari.

**KOMPETENSI DASAR:**

Writing

Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk *analytical exposition*

**INDIKATOR:**

Siswa mampu :

- menggunakan tata bahasa, kosa kata, tanda baca, ejaan dan tulis dengan akurat.
- Menulis gagasan utama.
- Mengelaborasi gagasan utama

**TUJUAN PEMBELAJARAN:**

Setelah mempelajari materi ini diharapkan siswa dapat menggunakan tata bahasa, kosa kata, tanda baca, ejaan dan tulis dengan akurat.

**MATERI AJAR:**

**Analytical exposition text**

Analytical exposition text is to give the readers an argument or opinion from writer about the topic.

Generic structure

Thesis, it usually includes a preview argument or opinion.

Arguments, it consists of a point and elaborate sequence.

Reiteration, testate the position more forcefully.

Gramatical features

- Focus on generic human and non-human participants,
- Use of simple present tense,
- Use of relational process,
- Use of internal conjunction to stage argument,
- Reasoning through causal conjunction or normalization.

## Smoking should be banned in public area

(Thesis)

Have you ever come home with the stench of smoke clinging to your clothes? Or inhaled a cloud of smoke as a group of smokers passed, causing you to cough and choke? Neither experience is pleasant, and this is why smoking should be banned in public areas.

(Argument)

Many countries today have laws that prohibit smoking in public places. It is because smoking affects not only the person who smoke but also non smokers as well.

(Argument)

Secondhand smoke is the third leading cause of preventable death (after active smoking and alcohol), according to the Manitoba Medical Association. They also say that the smoke contains over 4,000 chemicals, 50 of which are known to be cancer-related.

(Argument)

Secondhand smoke has been linked to heart and respiratory disease; lung, breast, cervical, and nasal sinus cancers; strokes and miscarriages.

(Argument)

In children, dangers include sudden infant death syndrome, fetal growth impairment, bronchitis, pneumonia, asthma and middle-ear disease.

(Reiteration)

Smoking is a dangerous habit that not only affects the smoker, but those around him or her. Banning the smoking in public will keep non-smokers safer. People who smoke subject themselves to deadly diseases by choice. Why should non-smokers be forced to be around it?

**STRATEGY PEMBELAJARAN:**

*Guided Writing Techniueq*

**LANGKAH- LANGKAH PEMBELAJARAN :**

**A. Kegiatan Pendahuluan**

**a. Apersepsi dan Motivasi**

- Mengucapkan salam
- Berdoa
- Mengisi daftar hadir
- Guru melakukan tanya jawab seputar materi yang akan dipelajari
- Guru menyampaikan tujuan pembelajaran

**B. Kegiatan Inti**

**a. Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- Guru menjelaskan pengertian teks *analytical exposition*, *grammatical features* dan *generic structure* yang ada di teks *analytical exposition*.
- Guru memberikan kesempatan peserta didik untuk bertanya seputar materi yang baru dijelaskan.

**b. Elaborasi**

Dalam kegiatan elaborasi, guru dan siswa:

- Guru memberikan penjelasan tentang *guided writing* dan memberikan contoh penggunaannya dalam membuat *analytical exposition text*.
- Siswa mengamati penjelasan tentang *guided writing*.
- Siswa mengamati cara penggunaan *analytical exposition text*.
- Dengan arahan guru, siswa mencoba membuat sebuah *analytical exposition text* bersama-sama dengan menggunakan *guided writing* yang telah disediakan guru.
- Siswa mengumpulkan hasil *analytical exposition text* yang telah dibuatnya.

**c. Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Guru bertanya tentang hal- hal yang belum diketahui peserta didik.

- Guru memberikan penyimpulan dan penguatan dengan memberikan pujian dan tepuk tangan karena telah belajar dengan baik.

### C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari ini
- Guru menyimpulkan hasil pembelajaran hari ini
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

### SUMBER/ BAHAN / ALAT

- Alat/ Bahan : teks *analytical exposition*
- Sumber : *English Alive Senior High School Grade XI*

### PENILAIAN HASIL PEMBELAJARAN

#### 5. Indikator, Teknik, Bentuk, dan Contoh

Indikator	Teknik	Bentuk	Contoh
Menulis <i>analytical exposition</i>	Tes tertulis	Tugas individu	<i>Make an analytical exposition text by your version!</i>

**Make an essay with your own idea!**

#### **The Importance of Laptop for Smart Students**

THESIS	
ARGUMENT	



REITERATION	

**Scoring**

No	Aspect of Scoring	Scoring
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanic	10

Final score : (C+O+V+L+M=20+20+20+30+10=100)

Bandar Lampung, 2017

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**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP 3)  
CONTROL CLASS**

Nama Sekolah	: MA AL- HIKMAH
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI/ 1
Skill	: <i>Writing</i>
Alokasi Waktu	: 2 X 45 menit

**STANDAR KOMPETENSI:**

**Writing**

Mengungkapkan makna dalam *text* fungsional pendek dan esei berbentuk *analytical* dalam *context* kehidupan sehari-hari.

**KOMPETENSI DASAR:**

**Writing**

Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam *kontext* kehidupan sehari-hari dalam *text* berbentuk *analytical exposition*

**INDIKATOR:**

Siswa mampu:

- menggunakan tata bahasa, kosa kata, tanda baca, ejaan dan tulis dengan akurat.
- Menulis gagasan utama.
- Mengelaborasi gagasan utama

**TUJUAN PEMBELAJARAN:**

Setelah mempelajari materi ini diharapkan siswa dapat menggunakan tata bahasa, kosa kata, tanda baca, ejaan dan tulis dengan akurat.

**MATERI AJAR:****Analytical exposition text**

Analytical exposition text is to give the readers an argument or opinion from writer about the topic.

**Generic structure**

- Thesis, it usually includes a preview argument or opinion.
- Arguments, it consists of a point and elaborate sequence.
- Reiteration, testate the position more forcefully.

**Gramatical features**

- Focus on generic human and non-human participants,
- Use of simple present tense,
- Use of relational process,
- Use of internal conjunction to stage argument,
- Reasoning through causal conjunction or normalization.

**Fast food****(Thesis)**

Everyone should think twice before deciding to eat fast food. There are many health risks when it comes to eating food that's made within a matter of seconds.

**(Argument)**

The food is not properly taken care of, which leads all the way back to where the food is originally produced.

**(Argument)**

The health risks that come from eating so much fast food are life-threatening. Obesity can come from eating fast food that's bought often.

**(Reiteration)**

However, fast food is one of the easiest and cheapest ways of eating. It saves a lot of time and money, especially for people who are coming home from work. There are many health risks when it comes to eating food, so think twice before eating fast food.

## **STRATEGY PEMBELAJARAN:**

*Guided Writing Techniuqe*

## **LANGKAH- LANGKAH PEMBELAJARAN :**

### **A. Kegiatan Pendahuluan**

#### **a. Apersepsi dan Motivasi**

- Mengucapkan salam
- Berdoa
- Mengisi daftar hadir
- Guru melakukan tanya jawab seputar materi yang akan dipelajari
- Guru menyampaikan tujuan pembelajaran

### **B. Kegiatan Inti**

#### **a. Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- Guru menjelaskan pengertian *text analytical exposition*, *grammatical features* dan *generic structure* yang ada di *text analytical exposition*.
- Guru memberikan kesempatan peserta didik untuk bertanya seputar materi yang baru dijelaskan.

#### **b. Elaborasi**

Dalam kegiatan elaborasi, guru dan siswa:

- Guru memberikan penjelasan tentang *text analytical exposition*.
- Guru memberikan penjelasan tentang *guided writing*.
- Guru sambil membimbing peserta didik untuk memperbaiki tulisan (*revising*), saling mengoreksi dan menyunting (*editing*) apakah ada penulisan yang perlu diperbaiki dan guru sambil mengarahkan peserta didik.
- Hasil *essay* yang sudah dikoreksi oleh guru dikembalikan kepada peserta didik agar mereka bisa saling memperbaiki tulisan dengan teman sebangku (*revising*)
- Guru meminta peserta didik untuk menuliskan kembali *essay* dan mengumumkan atau membacakan *essay* tersebut kepada teman- temanya (*publishing*).

#### **c. Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Guru bertanya tentang hal- hal yang belum diketahui peserta didik.
- Guru memberikan penyimpulan dan penguatan dengan memberikan pujian dan tepuk tangan karena telah belajar dengan baik.

### C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- Guru menanyakan kepada siswa tentang apa yang telah dipelajari hari ini
- Guru menyimpulkan hasil pembelajaran hari ini
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

### SUMBER/ BAHAN / ALAT

- Alat/ Bahan : *text analytical exposition*
- Sumber : *English Alive Senior High School Grade XI*

### PENILAIAN HASIL PEMBELAJARAN

6. Indikator, Teknik, Bentuk, dan Contoh

Indikator	Teknik	Bentuk	Contoh
Menulis <i>analytical exposition</i>	Tes tertulis	Tugas individu	<i>Make an analytical exposition text by your version!</i>

**Make an essay with your own idea!**

### The Importance of Motorcycle

THESIS	
ARGUMENT	
REITERATION	

**Scoring**

<b>No</b>	<b>Aspect of Scoring</b>	<b>Scoring</b>
1	Content	20
2	Organization	20
3	Vocabulary	20
4	Language	30
5	Mechanic	10

Final score : (C+O+V+L+M=20+20+20+30+10=100)

Bandar Lampung, 2017

Guru Mapel

Mahasiswa Penelitian

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Mengetahui

Kepala MA AL- Hikmah Bandar Lampung

Abdul Aziz, SH., M.Pd.I

NIP.

**Appendix 7 Instrument for Pre-test****Name:****Class:****INSTRUMENT FOR PRE-TEST**

Subject : English

Skill : Writing

Time allocation : 60 minutes

Directions:

1. Write your name and your class!
2. Use your time effectively and Work individually!

Instructions:

1. Choose the topic!
2. Write and develop it into a analytical exposition text on piece of paper and submit to the teacher!
3. Write an analytical exposition text that consists of approximately 100 words!

**The Topics:**

1. The importance of library.
2. Cars and accident.
3. The importance of laptop for smart students.

THESIS	
ARGUMENT	
REITERATION	



**Appendix 8 Instrument for Post-test****Name:****Class:****INSTRUMENT FOR POST-TEST**

Subject : English

Skill : Writing

Time allocation : 60 Minutes

**Directions:**

3. Write your name and your class!
4. Use your time effectively !

**Instructions:**

3. Choose the topic!
4. Write an analytical exposition text that consists of approximately 100 words!

**The Topics:**

1. The problems of being fat.
2. Corruption and Indonesian culture.
3. The importance of handphone.

THESIS	
ARGUMENT	
REITERATION	

## Appendix 9 Expert Validation Form for Writing Test

### Expert Validation Form for Writing Test

#### Direction:

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

No	Questions	Yes	No	Comments
1.	Do the indicators in the test instrument have covered all aspects measured?			
2.	Are the direction and the instructions of test instrument clear enough?			
3.	Is the time allocation quite effective?			
4.	Does the assessment rubric has covered all aspects and indicators measured?			
5.	Is the assessment rubric quite understandable?			

#### General Comments

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

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 .....  
 .....

Validator

Yayan, S.Pd