THE INFLUENCE OF USING CLUSTERING TECHNIQUE TOWARDS STUDENTS' ANALYTICAL EXPOSITORY WRITING ABILITY AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMAN 12 SUKARAME BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

A Thesis

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

By:

SUHAILAH SIDEH
NPM.1311040102

Study Program : English Education

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG 1439 H / 2018 M

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LAMPUNG 1439 H / 2018 M**

ABSTRACT

THE INFLUENCE OF USING CLUSTERING TECHNIQUE TOWARDS STUDENTS' ANALYTICAL EXPOSITORY WRITING ABILITY AT THE SECOND SEMESTER OF THE ELEVENTH CLASS OF SMAN 12 SUKARAME BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018

By :
SUHAILAH SIDEH

This research is conducted based on the phenomena taking place in school that are many students have difficult in writing. The students are not interested in the technique of English teacher; students also lack of motivation in learning writing. The students analytical expository writing score is below the criteria of minimum mastery (KKM) at SMAN 12 Sukarame. Therefore, this research discusses The Influence of Using Clustering Technique in teaching writing, especially for students' analytical expository writing ability. The objective of the research is to find out whether there is influence of using clustering technique towards students' analytical expository writing ability.

The methodology of this research was quasi experimental design with treatment held in 3 meetings, The sample were taken from two classes, XI.A and XI.B. In collecting the data, the writer used instruments, pre-test and post-test. The instrument was analytical expository writing test. After giving the post-test, the writer analyzed the data by using independent sample t-test.

After giving the post-test, the writer analyzed the data. From the data analysis, it was found that the result of T-test was 2.155. This result was consulted to the score of t-critical in this case 0.05 was 1.994. The score of $t_{observed}$ was higher than $t_{critical}$ (0.05). In conclusion, Ha was accepted and Ho was rejected. In other words, from this research, there was a significant influence of using clustering technique towards students' analytical expository writing ability at the second semester of the eleventh grade of SMAN 12 Sukarame, Bandar Lampung in the academic year of 2017/2018

Keywords: Clustering Technique, Analytical Expository, Quasi Experimental Design, Writing Ability.

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APPROVED

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ADMISSION

A thesis entitled: **" THE INFLUENCE OF USING CLUSTERING TECHNIQUE TOWARDS STUDENTS' ANALYTICAL EXPOSITORY WRITING ABILITY AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMAN 12 SUKARAME BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2017/2018", by: SUHAILAH SIDEH, NPM: 1311040102, Study Program: English Education** was tested and defended in the examination session held on: Wednesday, August 8th 2018.

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|		
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MOTTO

نٓ ۚ وَٱلۡقَلَمِ وَمَا يَسۡطُرُونَ ﴿١﴾ مَآ أَنتَ بِنِعۡمَةِ رَبِّكَ بِمَجۡنُونٍ ﴿٢﴾ وَإِنَّ لَكَ لَأَجۡرًا غَيۡرَ مَمۡنُونٍ ﴿٣﴾ وَإِنَّكَ لَعَلَىٰ خُلُقٍ عَظِيمٍ ﴿٤﴾ فَسَتُبۡصِرُ وَيُبۡصِرُونَ ﴿٥﴾

Meaning: "Nun. By the Pen and the [record] which [men] write.(1) Thou art not, by the Grace of thy Lord, mad or possessed.(2) Nay, verily for thee is a Reward unfailing:(3) And thou [standest] on an exalted standard of character.(4) Soon wilt thou see, and they will see,(5)"[1] [Al-Qalam :1-5].

---

[1] Abdullah Yusuf'Ali, *The Holy Qur'an (Koran) English Translation of The Meanings,* The King Fahd, 1987, p. 292.

DECLARATION

Hereby, I state this thesis entitled "The Influence of Using Clustering Technique Towards Students' Analytical Expository Writing Ability at The Second Semester of the Eleventh Grade of SMAN 12 Sukarame, Bandar Lampung in the Academic Year of 2017/2018" is completely my own work, I am fully awaer, I have quoted some statement and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 20 July 2018

Declared by,
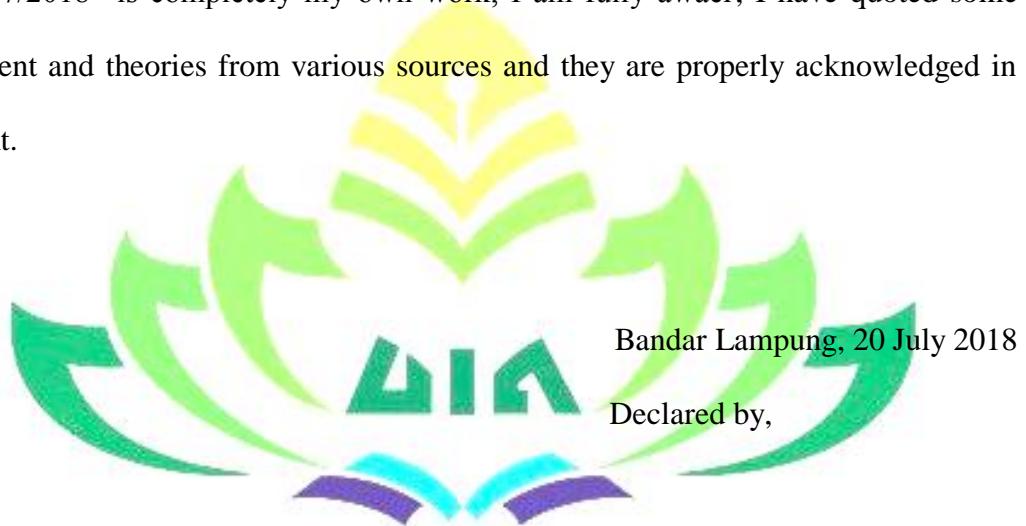
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DEDICATION

Praise and gratitude to Allah Almighty for His abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to :

1. Allah SWT who always loves me everywhere and every time and keeps me to the right way.

2. The greatest inspiration in my life, my beloved parents, Mr. Asman Sideh and Mrs. Mahsum Baero who always love me and keep on praying for my life and success. Thank you very much for all the motivation, support and their endless love, support, patience, and guidence. I love you forever. May Allah Almighty pour love and devotion back within His never ending.

3. My beloved brothers and sisters, Suwaibah Sideh, Surina Sideh, Abdulrozak Sideh, Abdulloh Sideh, Suraiya Sideh and all of my big family who cannot be mentioned directly in this thesis one by one, thanks for your support, motivation and always remind me to do the best until the completion of this thesis.

4. My beloved friends in organization PMMPI (Persatuan Mahasiswa Melayu Patani di Indonesia). Who always support and cheer me up to finish my study.

5. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.

CURRICULUM VITAE

The writer's name is Suhailah Sideh. She was born on Januari 28th 1993 in Patani, Nongcik, Thailand. She is the first child of sixth children of Mr. Asman Sideh and Mrs. Mahsum Baero. She has two brothers and three sisters whose name are Abdulrozak Sideh, Abdulloh Sideh, Suwaibah Sideh, Surina Sideh and Suraiya Sideh.

The writer started her formal education at kindergarden Sengtam Seksha Posan in 1998 and graduated in 2000. She continued her study at Elementary Ban Kresek school and graduated in 2006. Next, she continued her study at Junior High School of Prasan Wittaya Mulniti School and graduated in 2009. Then, she continued at Senior High School of Prasan Wittaya Mulniti School and graduated in 2012. After graduated from Senior High School she continued her study again in Tsanawiyah to finished her education in religion side of Prasan Wittaya Mulniti School also and graduated in 2013. In the same year, she registered to IAIN Raden Intan Lampung as S1 degree student in English Education Deparment of Tarbiyah and Teacher Training Faculty Study Program.

During her study in UIN Raden Intan Lampung, she joined in some organization in her faculty called ESA (English Student Association), and ever joined UKM Bahasa. And She was be Mudabbiroh (tutor) in Ma'had Al-Jamiah UIN Raden Intan Lampung, and also ever been the English Tutor in Duina English Camp & Course. And she has been teaching some English private and Al-Quran private since 2015.

ACKNOWLEDGEMENT

Alhamdulillah, thanks Allah the Almighty, for blessing, merciful, healthy, kindness and inspiration. May shalawat and salam always be with the Prophet Muhammad who brings us from the darkness to the lightness. Due to Him, this thesis entitled "The Influence of using Clustering Technique towards students' Analytical Expository writing ability at the second semester of the eleventh class of SMA N 12 Sukarame, Bandar Lampung in the academic year of 2017/2018" is handed in as compulsory fulfillment of the requirement for S1-degree of English study program at Tarbiyah and Teacher Training Faculty, The state Institute of Islamic Studies Raden Intan Lampung.
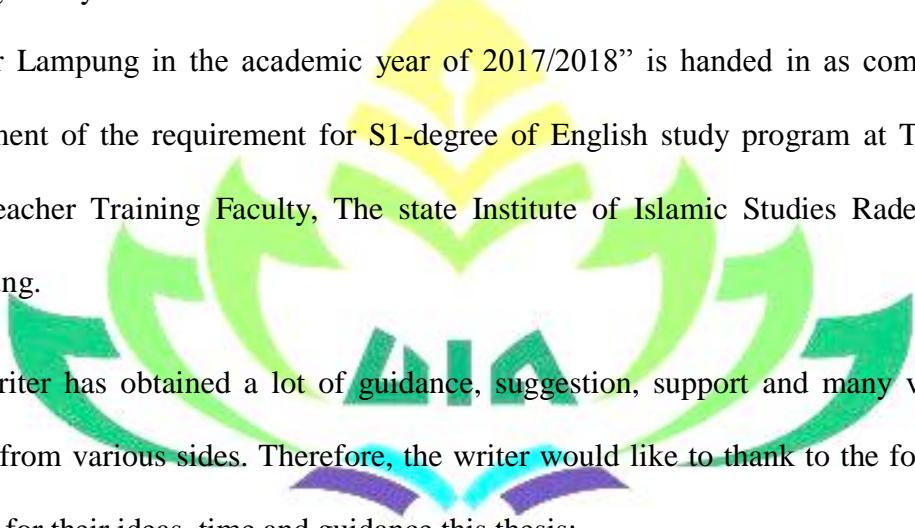
The writer has obtained a lot of guidance, suggestion, support and many valuable things from various sides. Therefore, the writer would like to thank to the following people for their ideas, time and guidance this thesis:

1. Prof. Dr. H. Moh. Mukri, M.Ag, the Rector of UIN Raden Intan Lampung

2. Prof. Dr. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampaung.

3. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung and also she as my advisor who has patiently guided and directed the writer until completion of this thesis.

4. Nur Syamsiah, M.Pd, the co-advisor who has given guidance and supervision, especially in correcting this thesis.

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7. Mei Rusida, and the entire teachers at SMA N 12 Sukarame, Bandar Lampung, who have guidance and spirit to the writer in conducting the research there.

8. The writer's beloved friends, Fatihan, Mariyah Y, Diah Ayu Setianingrum, Riana Julita and all friends of Patani's student in Indonesia organization. friends of Duina English Camp and Course. And all friends in English Program of UIN Raden Intan Lampung. Who always help, support and give me motivation.

Finally, the writer is fully awear that there are still many weaknesses in this thesis. Therefore, the writer truthfully expects criticism and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung, 20 July 2018

Suhailah Sideh
NPM 1311040102

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INTRODUCTION

A. The Background of the Problem

Language is very important in human life because it is a tool of communication. Without language people can not communicate with each other to express their ideas, thought, opinion and feeling. People will find difficulties in communicating with other from different countries because they do not have same language in order to keep in touch among other. Siahaan said "Language is a set of rules used by human as a tool of their communication"[2].With language people can express what their think and feel when communicating with other people.
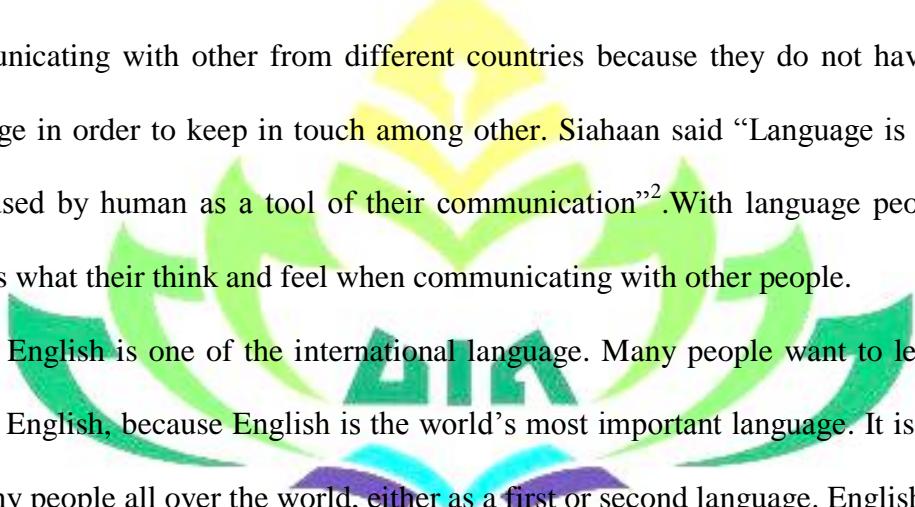
English is one of the international language. Many people want to learn and master English, because English is the world's most important language. It is spoken by many people all over the world, either as a first or second language. English is also the key which opens doors to scientific and technical knowledge. In Indonesia English as a foreign languageis very important it has given taught from elementary school too university. English as a foreign language become true compulsory program that must be taught to the students as local content subject. Because it is better to learn language early, when the students want to be familiar in learning English as a foreign language it has different characteristics from out mother tongue.Although the student's have learned English for a long time but their English ability that they have still consider that learning English is very difficult.

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[2] Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Candi Gerbang Permai, 2008), p.1.

In learning English there are skills are expected to master by students, they are reading, listening, speaking and writing. One of the important language skill is writing skill. It can be seen obviously in daily life that though writing people can produce a letter, an application letter, a diary book and a thesis.

Writing is one form of embodiment of linguistic competence that are expressedin theform of written language use, in addition to the form oforal language.[3] Writing is a very important subject because in writing the writer must share idea from the brain, it is not easy to translate concept in our brain to be a written language, and the writer must also be clever to choose and to combine the vocabulary to create something that is meaningful.[4]In this case,the writer concluded that writing is the form of oral language in lingistic competence to share the idea from our brain.

In Holy Al-qur'an surat Al-Alaq (verse 1-5) says :

ٱقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۞ خَلَقَ ٱلْإِنسَـٰنَ مِنْ عَلَقٍ ۞ ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۞ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۞ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۞

In meaning : Read! in the name of the Lord and Cherisher, who created (1), Created man, out (2), Read! and the Lord is the Most Bountiful (3), he who taught [the use of] the pen(4), Taught man that which he knew not (5).of a clot of congealed blood [Qs. Al-'Alaq (96): 1-5][5]

Our god told us in these verse that He calls upon all man to read. Which has created man from the clot. And your most benevolent god, nobody who can be

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[3] Pardioyono, *12 Writing Clues for Better Writing Competence,* (Yogyakarta: C.V ANDI OFFSET, 2006), p. 9

[4] Sue Lorch, *Basic writing: A Practical Approach,* (Canada: Little, Brown and Company, 1984), p. 9

[5] Abdullah Yusuf 'Ali, *The Holy Qur'an, Text and Translation*, (India: Millat Book Centre, 2006), p.240

compared, the gods who teach to man write what was not know before.It conclude that our god told us to read. Every time we read of course we will get knowledge, then after gotten some knowledge our god told us also to write in order to not forget it.

Writing is difficult to be learned and there are three problems influenced, they are psychological problem, linguistic problem, and cognitive problems"[6]. Writing is very important for us it is a difficult skill especially for the students the reasons is because the writing skill is a combination from our idea, vocabulary, and grammar.Besides that there are many kinds of texts that have to master by the students, they are analytical, exposition, anecdote, descriptive, discussion, explanation, hortatory, narratives, news item, persuasive, procedure, recount, report, review, and spoof. Each text has different characteristics, from the social function, generic structure, and lexical feature, and it is important to the students to master writing.

Based on the preliminary research of eleventh grade of SMAN 12 Sukarame Bandar Lampung, the writer found that the students' writing score still low. Many students often considered writing is difficult since they still have lack of vocabulary. It made difficult to do writing, the students still confused when they wanted to write in a good paragraph. Especially in analytical expository text writing, the students did

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[6]Winda Diana, *Fungsi Otak Dalam Aktivitas Menulis*, (Goresan Pena Kita, December 2012). Available on:http://ksatria3d.blogspot.co.id/2012/12/fungsi-otak-dalam-aktifitas-menulis.html (access on june 5, 2017. 11:25 am)

not know how to express their ideas to tell what information they gotten. Thus, the students had low motivation and not interested in the English teacher'stechnique.

Based on an interview with the English teachersaid that the students had many problems in learning English and one of them was in understanding the analytical expository writing. Their score was still low because the students found difficulties to explain the information, difficult to writea good paragraph.They also still have lack of vocabulary, and did not know how to express their ideas in the correct grammatical. When the researcher gave the task to make a text, the students still made so many mistakes in their paragraph writing and their scored was lowwe than the criteria of minimum mastery (KKM) 73". [7]

From the data of the preliminary research, the students were found to feel lazy and confused to learn writing. Besides, they also said that they felt bored of the techniqueused by English teacher in writing class.[8] Consequently, the teacher needs another technique to increase the students' score in writing and to help the students in making a good writing.

According to those data in the preliminary research, it can be concluded that the students have not understood yet about Analytical expository paragraph. It then causedthe studentsto face many difficultiesin grammatical rules and lack of practice in writing. Therefore, the writer did writing test in writing class andthe writer found

[7] Mei Rusida, The English Teacher at eleventh grade in SMAN 12 Sukarame Bandar Lampung, *An Interview,* on Monday, May 22, 2017, unpublished.
[8]A, B,C, and ect, Students of SMAN 12 Sukarame B.Lampung, *An Interview,*on Teusday, May 23, 2017 Unpublished.

70.8% of students had low writing ability. These scores can be seen on the table below.

TABLE 1
The Analytical Expository's Writing Score of Students of SMAN 12 Sukarame Bandar Lampung2017/2018

No.	Score	Class		Percentage
		XI A	XI B	
1	> 73	24	27	70.8 %
2	≤ 73	11	10	29.2 %
Total		35	37	100 %
		72		

Source: English writng test at SMAN 12 Sukarame Bandar lampung

From the table, it can be concluded that 70.8 % students got the bad score and only 29.2 % students had sufficient score. They did many mistakes in making paragraph, such as in the language use, and the grammatical errors. Many students also have lack vocabulary.Therefore, there should be an improvement in the teacher's teaching technique to improve the quality of the students' writing.

Meanwhile, based on KTSP there were some text which had to be mastered by the students at senior high school; they were narrative text, descriptive, report, procedure, hartatory, expository, etc. According to syllabus KTSP analytical expository writing was one of the texts that must be learned and taught in senior high school.

Dealing with those problems, the teacher should guide the students with an interesting technique to express their ideas, their thoughts, their expressions, and their feeling. Therefore, the teacher should choose the best or appropriate technique to

teach writing especially in exposition text.In addition, since before in writing class the teacher used free writing technique to teach the students. The writer aware that one of the problem to make students felt difficult and bored in writing class is the technique of the teacher.

Base on previous research in thesis Rima Aulia with the title "The Influence of Using Clustering Technique Towards Students' Descriptive Paragraph Writing Ability" the present research has shown that clustering technique can develop the students' descriptive paragraph writing ability. From the result can see that the students' post test was higher than pretest. Besides that, clustering technique can also develop all aspects of students' writing including content, organization, vocabulary, language, and mechanic.[9]

In addition another research conducted by Sri Astuti A. about The Effectiveness of Using Clustering Technique to Teach Vocabulary to The Students At SMA Muhammadiyah Gisting also revealed that clustering technique is ones of the technique that can help the students to develop their vocabularies. Moreover, the clustering technique can stimulus their mind.[10]

[9] Rima Aulia, *The Influence of Using Clustering Technique Towards Students' Descriptive Paragraph Writing Ability at The Second Semester of The Tenth Class of MA Nurul Iman Sidodadi, Pardasuka in Academic Year 2010-2011.* S1Thesis of English Education Departement in Tarbiyah and Teacher Training Faculty at Raden Intan State Islamic University Lampung , p. 57, Unpublish.

[10] Sri Astuti A, *The Efectiveness of Using Clustering Technique to Teach Vocabulary to The Students at The First Semester of The Tenth Grade of SMA Muhammadiyah Gisting in The Academic Year of 2017/2018.* S1 Thesis of English Education Departement in Tarbiyah and Teacher Training Faculty at Raden Intan State Islamic University Lampung, p. 66, Unpublish.

To solve that problem, a teacher must find out the new technique or more interesting technique that used in the process of teaching and learning writing, so they will be interested in writing class.

The importance of background knowledge emerges in the second process of the model, where the writer must retrieve stored information from long-term memory and organized it before writing. This was where the writing process breaks down for many students. If they had stored little information about a topic, they had obvious difficulty generating enough ideas to begin to write or set goals.[11]

One of the techniques which could be applied in teaching writing was clustering technique. Clustering technique was a prewriting technique used by writers to produced ideas.[12] The students were helped to avoid serious errors as long they followed the direction with generating their ideas appropriately by the clustering technique clues. By using clustering technique, it will help students in generating ideas, so the students can be easy to finish their writing clearly.

Based on the explanation above, the writer assumed that students should master English especially in the analytical expository writing ability. Therefore, the writer wanted to conduct a research entitle:

[11] Susan J. Davis and Janice Winek, "International Reading Association", *Journal Wiley*, Vol. 33, No. 3 (Dec., 1989), pp. 178-181

[12] Alice Oshima, Ann Hogue, Wesley Addison, *Introduction to Academic Writing,* Longman, Mishawaka: Addison Wesley Publishing Company, 1997. p. 48

"The influence of using the clustering technique towards students' analytical expository writing ability at the second semester of the eleventhgrade of SMAN 12 Sukarame Bandar Lampung in the academic year of 2017/2018".

B. The Identification of the Problem

Based on the background above, the writercould identify the problems as follows:

1. The students encountered difficulties in expressing their ideas and feeling in writing.

2. The students were not interested in the technique of English teacher in writing activity.

3. The students were lack of motivation in learning.

4. The score of students' analytical expository is still low.

C. The Limitation of the Problem

Referring to the identification of the problem in this research, the writer focuses on using clustering technique towards students' analytical expository writing ability at the second semester of eleventh grade of SMAN 12 Sukarame Bandar Lampung

D. The Formulation of the Problem

Considering the background above, the writer formulated the problem as follows: Is there any significant influence of using clustering technique towards students' Analytical expository writing ability?

E. The Objective of the Research

Based on the background above the objectives of this research were: To know whether there was any influence of using clustering technique towards students' Analytical expository writing ability.

F. The Use of the Research

The uses of the research were:

1. Theoretically, the conclusion (the result this research) can be used to give contribution to the previous theories.

2. Practically, to give the information to the teacher that clustering technique can be used to teach analytical exposition writing.

G. The Scope of the Research

   1. Subject of the Research

      The subject of the research was the students of the second semester of eleventh grade of SMAN 12 Sukarame Bandar Lampung

   2. Object of the Research

      The object of the research was an analysis of students' ability in made Analytical expository writing through clustering technique.

   3. Time of the Research

      The research was conducted at the second semester of the eleventh grade of SMAN 12 Sukarame Bandar Lampung in the academic year of 2017/2018".

   4. Place of the Research

      The research was conductedat SMAN 12 Sukarame Bandar Lampung.

CHAPTER II
THE FRAME OF THEORY, THE FRAME OF THINKING AND HYPOTHESIS

A. The Concept of Writing

Writing is a progressive activity. [13] It means that when you first write something down, you have already been thinking about what you are going to say and how going to say it. Then after you finished writing, you read over what you have written and make change and correction. Therefore, writing is never a one-step action; it is a process that has several steps.

Writing is one form of embodiment of linguistic competence that are expressed in the form of written language use, in addition to the form of oral language. [14] Writing is an ability that is still difficult to master by the people. In writing activities, the authoras a resource does not deal directly with there ader as a target information.

Writing is a language skill that is used for indirect communication. The students can communicate their ideas and their thoughts to other through written form such as a letter, message, or invitation for communication. [15] From these statements, it can be inferred that writing refers to a process in which its activities are not produced immediately.

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[13] Oxford Advanced Learners' Dictionary, (New York: Oxford University Press, 1995), p. 427.

[14] Pardioyono, *12 Writing Clues for Better Writing Competence,* C.V ANDI OFFSET, Yogyakarta, 2006. p.9

[15] Jeremy, Harmer. *How to Teach Writing* (Malaysia: Longman, 2004), p. 4

Writing can also be defined as process writing will be the skill in which they are not only lest proficient, even other considerable practice, but also the one for which they will the different in the mother tongue, as we have already seen, expect for those of us who writing in same professional capacity. Because, difficult to acquire, we should be very clear about out purpose in teaching. Moreover, Raimes stated that "writing is skill in which we express idea, feeling, and though which are arranged in word sentences and paragraph by using eyes, brain, and heard."[16]

Based on the definitions above, the researcher defines writing as an activity in which a person expresses his ideas, thought, expressions and feelings which is used for communicating to the readers in the form of written words.

B. Writing Ability

In learning English, the students' writing ability can be viewed as a crucial and important learning aspects especially in formal context. This ability can be in the forms of copying in the convectional graphic from writing or reproducing in writing form which has been read heard. In it has most highly developed from writing refers to conveying of information or the expression of original ideas in conclusive way in the new language".[17] The writer can express the ideas, though or feeling in the convectional graphic system. Beside that the writer concern with the organization of the word, vocabulary, and structure.

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[16]Ann Raimes, *Teaching writing skill*, (New York: Longman, 1983), p.3
[17]*Ibid,* p.3

The ability of writing is the process involving two feature of writing communication simultaneously, for example the concept of writing and the use of language. Related to the writing ability, the student or the writer must be able to apply the capability of transferring ideas as well as the language skill, then referring to he explanation above, the researcher may conclude there are five general component of writing, they are: content, form, grammar, style, and mechanic.[18]

Since writing is a complex process, the students should have the ability to implement and produce a good quality of writing for any purpose. There are some specific abilities which were needed to be implemented in every process of writing. The students should make a good planning and pre-writing have the same stages in which the students can fine and determine the main things about the topic given. After the main things, they will develop their idea in written from (drafting), and also should the editing process make the final readjustments and check accuracy (revising) so that text is maximally accessible to the reader.[19]

Based on the explanation above, it can be concluded that writing ability is the ability to express the ideas, informations, or any imagination in the form of written text based on every component of writing, such as: content, form grammar, style, and mechanic.

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[18]Tribble Cristopher, *Language Teaching Writing* (New York: Oxford University Press 1996) , pp.130-131

[19]Jeremy Harmer, *How to Teach Writing*, (Malaysia: Longman, 2004) , p.86

C. Concept of Expository Writing

Expository writing can take a variety of forms. It may tell how to do or make something, instruct by giving information, report on an experience, clarify a process, define a concept, or explore an idea. Well-written expository essay has a clear, central presentation of ideas, definitions, or examples that enhance the focus developed through a carefully crafted reader's understanding.[20]

In composition studies, *expository writing* is any form of writing that conveys information and explains ideas. Also called **exposition**, *expository discourse*, *informational writing,* and *informative writing*. As one of the four traditional modes of discourse, expository writing may include elements of narration, description, and argumentation, but unlike *creative writing* or *persuasive writing*, its primary purpose is to deliver information about an issue, subject, method, or idea.[21]

There are six types of expository writing;

a) Process essay: Writers use process essays to explain the steps or stages in processes or procedures. A process essay is organized chronologically, that is in order of time.

b) Comparison/Contrast essay: Writers use comparison/contrast essays when they want to either compare or contrast or to both compare and contrast two

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[20]Concept of Expository Writing, Available online at: http://english.tutorvista.com/english-writing/expository-writing.html (access on Tuesday, 11st July 2017 at 10.30 PM)

[21] Expositoy Writing, Available Online at: https://www.thoughtco.com/g00/expository-writing-composition (access on Tuesday, 11st July 2017 at 11.30 PM)

(or more) things. Writers can emphasize the similarities, the differences, or both the similarities and differences of the things they are comparing and contrasting.

c) Cause/Effect essay: In cause/effect essays, writers focus on what causes something (why it happens) and what the effects are (the consequences or results). For example, you might write an essay about what causes unemployment and its consequences, or about the causes of hurricanes and their consequence.

d) Classification essay: Classification is common in professional and academic writing. Writers use classification essays to group items according to their similarities and differences. Classification involves more than just making a list of items.

e) Definition essay: In this type of essay, writers explain a commonly used term or concept that is not easy to define. It may be that the term is complicated (cancer, inflation, or democracy) or that it means different things to different people (love, courage, or fairness.

f) Analytical essay: Writers provide readers with a detailed analysis of a subject- from a clear statement of the problem to a full discussion of possible solutions. It is important to examine the subject from a number of different angles before proposing any solutions.

Based on explanation above, it can be concluded that expository writing is designed to explain a topic. In this research the writer chooses analytical expository writing. It often gives facts, explains ideas, or defines conditions. Whether it's giving directions or explaining how to accomplish something, an expository piece is helpful because it provides the reader with deeper insights into a subject. With this type of informative writing, ideas are presented in a certain order so that the reader can follow the explanation easily."[22]

D. The Concept of Analytical Expository Writing

According to Cahyono, Analytical expository writing is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Analytical expository are popular among science, academic community and educated people.

The generic structure of analytical expository usually has three components: (1) Thesis, (2) Arguments and (3) Reiteration or conclusion[23]. In otherword, analytical expository writing is a text that elaborates the writer's idea about the

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[22]Frances K. Hubbard, Lauren Spencer, *Writing to Inform*. (New York: Rosen Publishing, 2012), p.16

[23]Cahyono, Kristiawan Dwi and Eka Purnama, *Communicative Competence 2B: A course in Acquiring English Communicative Competence, For Senior High School Level, Grade XI Semester 2*, (Jombang: CV Karunia Agung, 2006), p.107.

phenomenon surrounding. Its social function is to persuade the reader that the idea or topic is an important matter.

There are three steps in composing an analytical expository writing, they are:

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

2.Arguments   : Explaining the arguments to support the writer's position

3. Reiteration :   Restating the writer's position[24]

For The Example : **Laptop as Students' Friend**

Thesis —   Conventionally, students need book, pen, eraser, drawing book, ruler and such other stuff. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function.

Arguments   First, modern schools tend to applyfast 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.

          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 shopping. The students just need to brows that online shop, decide which computer or laptop they need, then complete the transaction. After that the laptop will be delivered to the students' houses. That is really easy and save time and money.

Reiteration   From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provide

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[24]Ibid

several laptop types. Students just need to decide which type they really need.[25]

The thesis is the idea that the writer wants to present to the reader. To support the thesis, arguments are needed. Arguments give the reasons and develop the thesis. The last is reiteration. Here the writer restates the main idea. Analytical expository writing is quite important type of writing. We can find it in magazine, journal and news paper. By following the steps above, the students are hoped to be able to write analytical expository writing.

Based the statement above analytical expository writing is a type of spoken or written text that is intended to persuade the listeners or reader that the idea or topic is an important matter. Thus to make the persuasion stronger, the speaker and the writer gives the argument as the fundamental reason.

E. The Concept of Clustering Technique

Clustering is a technique which provides analternative way for writers to do the brainstorming before starting to write.[26] It can also be stated as aprewriting technique used by writers to produce ideas.[27] It is yet another helpful pre-writing

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[13] Analytical Expository, Available Online at: https://docs.google.com/document/d/1VxCJygz 9tWjaLZu5aLV03lSufRfl5dUzlKTsbKyZVE/edit (access on Wednesday, 12nd July 2017 at 08.30 AM)

[26] Meliya Adriati. "The Use of Clustering Technique in Teaching Writing Narative Text". *Journal of English and Education.* Vol. 1. (Febuary 2003), p. 40

[27] Hogue, Ann and Alice Oshima, *Writing Academic English,* (California: Addition Wesley Publishing Company, 1990), p.48.

technique. Clustering is valuable for understanding the relationship between the parts of broad topic and for developing sub-topic.[28]

Clustering technique uses some lines, boxes, circles, and arrows to give clear relationship between ideas or words in detail. Therefore, it can help the students in connecting and organizing their ideas into good composition of writing. It can also motivate the students to write in English.[29] Therefore, clustering technique does not only increase the students' writing quality, but also the students motivation which is very essential in learning English.

Oshima and Hogue state that clustering technique is another prewriting technique that can use to get ideas. This technique is hoped to solve the problem because usually students get difficulties to develop their idea in writing activity because they are poor in vocabulary and grammar. It gives the influence in quality of writing.[30] The form of clustering technique is easy to understand especially by the students and it can give a new style in writing activity. They also said that when you cluster, you start by writing your topic in a circle in the middle of your paper. As you think of related ideas, you write these ideas in smaller circles around the first circle. The related idea in each small circle may produce even more ideas and therefore more circle around it.[31]

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[28] Ben Hesley and Liz Hamp-Lyons, *Study Writing,* (New York: Cambridge University Press, , 2007), p.73

[29]Feradila Eramona. "Using the Clustering Technique in Teaching Writing a Desciptive Text to Junior High School Students" JELT. Vol. 2. 2004. p. 75

[30]Alice Oshima, and Ann Hogue, *introduction to Academic Writing,* (New York: Longman, 2007), p.72.

[31]*Ibid.*

According to Rico, clustering technique is the basic of natural writing can be used to generate ideas for writing of any form: essays, poems, short stories, business reports, song lyrics, even novels.[32] It is a technique which provides an alternative way for writers to do the brainstorming before starting to write. Reid mentions that the invention of clustering helps writers to generate their ideas. It can be said that clustering helps the learners in developing their idea.[33]

While Dawson and Essid say that clustering is a type of prewriting that allows the learners to explore many ideas as soon as they occur to the learners. Like brainstorming or free associating, clustering allows learners to begin without clear ideas.[34] So, it concluded that clustering can explore many ideas from mind. It is a good way to develop idea before starting the writing activity. The learners can do it on their own or with friends or classmates to try to find inspiration or ideas. They also state that:

> To begin to cluster, choose a word that is central to your assignment. For example, if you "expectations" and write that word in the middle of your sheet of paper. Circle "expectations," then write words all around it- words that occur to you think of "expectations." Write down all words that you associate with "expectations," words that at first may seem to be random. Write quickly, circling each word, grouping words around you're the central word. Connect your new words to previous ones with lines; when you feel you have exhausted avenue of associations, go back to your central word and begin again.[35]

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[32]Gabriele Rico, *Writing the Natural Way,* New York, J.P. Tarcher, 2000, p. 38.
[33]Joy M. Reid, *Teaching EST Writing,* New York, prentice Hall Regents, 1993, p. 6.
[22]Dawson and Essid, *Writing Cluster,* Available Online at: www.Writing2 richmond.edu/writing/wweb/cluster.html-4k (access on Sunday, July, 15th 2018)
[35]*Ibid.*

Based on the statement above, it can be concluded that in clustering technique, there are some steps: (1) Choosing a word or phrases; (2) Putting the word or phrases in central; (3) Circling the word or phrases; (4) Writing words all around the word or phrases that associate with the word in central; (5) Connecting the new word or phrases to previous ones with lines. Moreover technique helps the writes or learners to start the writing activity from the new expectation words and develop them in a bubbles or circle form. Clustering involves writing down a word or phrase and engaging in free association. Each association is written down and connected to the original stimulus by an arrow or line. If association generates further associations, chains of associated words are produced. Furthermore clustring is related to words or phrases. The learners start to write down the ideas and then the ideas are connected by using an arrow or line. It is used to overcome the difficulty in develoing ideas. It is effective in reading activity and developing writing skill. It is also effective if the learners are rich in vocabulary.

Based on the statement above, the researcher concludes that the clustering technique is another prewriting technique that can use to get ideas for writing of any form. Clustering technique helps the writers or learners to start the writing activity from the new expectation words and develop them in a bubbles or circles form. This technique is hoped to solve the problem because usually students get difficulties to develop their idea in writing activity because they are poor in vocabulary and grammar.

a. The Procedure of Teaching Writing Using Clustering Technique

There are some steps in doing clustering technique;

1. It is started by writing down a word or phrase in the center of a blank sheet and circling it.

2. It continues by immediately writing down related words or phrases which come into mind.

3. The students should circling those new words and make line which connects each to the main word.

4. Finally, writers may stop after the given time has passed, then they can examine the cluster to pick the sub topics that interest them most or are considered to be covered by their competence.[36]

Macdonald stated the procedures of clustering technique as follows:

1. It begin with having a core word, a word that acts as a materials stimulus to make the writer come up with related terms that branch out from the center term.

2. The students then were asked to make new branches of words related to the main word.

3. From those branches words, the students were asked to list another complex network of diverse ideas related back to the core word. [37]

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[36]Meliya Adriati. *Op.Cit.* p. 41
[37]Macdonald, Andrew and Macdonald, Gina. *Mastering Writing Essential.* (New Jersey: Prentice Hall Regents. 1996), p. 48

From the statements above, the writer can conclude the procedure of clustering technique in the classroom:

1. The writer or the teacher gave the students' a blank of paper.

2. The students write a core word or the topic from the teacher in the middle of a blank of paper and draw a circle around it.

3. Then draw a line related to the main word from the circle and write an idea associated with the topic.

4. Continue to cluster until you cannot think of any more ideas. Students may stop.

5. Finally, they can examine the cluster to pick the sub topics that interest them most or are considered to be explain by their competence.

b. **Advantages and Disadvantages of Clustering Technique**

There are some advantages of using clustering technique:

1. It is veryeffective since it provides the place for the students to store many key words or vocabularies which may be used in their writing.

2. Clustering enriches their vocabulary as they were compelled to write every single word in English.

3. It helps the students in constructing the plot line of the story. By using this technique, they were assisted to organize their ideas in determining the plot line which they wrote into the text.

4. It is very potential to be a new alternative for them to writing with or without other kind of brainstorming. Next, clustering is a potent technique

which empowers their imagination and creates fun atmosphere throughout their learning writing in the classroom.[38]

Based on the advantages of clustering teachnique above, the student has many key words and enriches their vocabulary which may be used in their writing. It helps students in constructing alternative for them to writing. It empowers their imagination and creats fun atmosphere throughout their learning writing in classroom.

Although having many advantages, clustering technique has some weaknesses, such as;

1. It may lead the students to ignore the grammatical aspects in their writing.

2. It can take longer time for the students to finish their writing, compared to their usual writing routine.

3. It tends to occupy students' focus and consequently it may distract them from writing text which was the main goal of their learning.[39]

From the disadvantages above, to solve the problems are the teacher must give time allocation and emphasize to the students be carefull in using grammatical aspects in their writing.

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[38]Meliya Adriati. *Op.Cit.* p. 45
[39]*Ibid*

F. The Concept of Free Writing

Free writing is a prewriting technique in which a person writes continuously for a set period of time without regard to spelling, grammar, or topic. It produced raw, often unusable material, but helps writers overcome blocks of apathy and self-criticism. It is used mainly by prose writers and writing teachers[40]. Some writers use the technique to collect initial thoughts and ideas on a topic, ften as a preliminary to formal writing. Free writing is not the same as automatic writing. Free writing unlike brainstroming where ideas are simply listed, in free writing one writes sentences to form a paragraph about whatever comes to mind.[41]

Free writing is similar to brainstorming in that both strategies are designed to help your write down that you can remember as quickly as possible.[42]Free writing differs from brainstrming in that it encutanges you to remember blocks of information and to write them out in phrases and sentences. Free writing also called writing free stream-of-consciousness writing is a prewriting technique in which a person writes continuously for a set period of time without regard to spelling, grammar or topic.[43] It produces raw, often unusable material but help the research overcome block of apathy and self-criticism. Some researchers use teachnique to collect initial thinks and ideas

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[40]*Getting Started:Freewriting. Grammar.ccc.comment.edu.* Retrieved 2013-09-09. Available online at: https://en.wikipedia.org/wiki/Free_Writing (August, 1st 2017)

[41] *liberate Your Mind with Free Writing Theconsciouslife.com.* Retrieved 2009-02-04. Available Online at : https://en.wikipedia.org/wiki/Free_Writing (August, 1st 2017)

[42]Jame M. McCrimmon, *writing with purpose,* (New York: Houghtonn Mifflin Company, 1984).

[43]Free Writing, Available Online at: http://en.wikipedia.org/wiki/Free_Writing (August, 2sd 2017).

on a topic, often as a preliminary to formal writing. In free writing one writes sentences to form a pararaph about whatever comes to mind.

In conclusion, free writing is a prewriting teachnique without regard to spelling, grammar, or topic. Free writing is an activity in which you write freely about a topic because you will look for a specific focus. It is a simple process that is the basic for other discovery teachnique. Free writing is all the thinking process, not about a product or a performance for a student or researcher.

G. The Procedures of Teaching Writing Using Free Writing Teachnique

There are the procedures of teaching writing using free writing technique as follows :

1. The key to free writing is to not think in your head.
2. Do not think before you start - just pick up a pen and write.
3. Writing on the topic if you can, and if you can not, just write anything and try to get there eventually.
4. Write full, flowing sentences (free writing looks like paragraph, not like a list.)
5. When you free write you do not need to worry about correct punctuation, grammar r spelling. The point of this kind of writing is flow, not correctness.

6. Do not re-read what you have written untill after you have finished; we want to get your ideas spilling out of you.[44]

The key to free writing is to not think in your head. You just pick up a pen and write. Write on the topic and ignore about correct punctuation, grammar or spelling. Do not re-write what you have written untill after you have finished.

H. Advantages and Disadvantages of Free Writing Technique

There are some of advantages and disadvantages of free writing technique as follows:

1. **Advantages of Free Writing Technique**

   a. Students learn not to edit their words or their thoughts.

   b. Sometimes previously repressed thoughts and emotions surface (you may be surprised at what you write), but then again you might write total incoherent nonsense for ten minutes. It doesn't matter.

   c. Most of us have a compulsive habit of editing as we write, resulting in a repression of thought and emotion we consider unacceptable or not good enough.[45]

Based on the advantages of free writing technique above, the students know if that technique is good enough to be applied in writing process.

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[44] Procedures Free Writing, Available Online at: file: //C:/Users/ microsoft/ Dcuments/ procedures%20 freewriting.htm (August, 2^{sd} 2017).

[45] Amber Lea Starfire, Journal Writing Tips: The Benefits of Free Writing, 2011, Available Online at: http://www.writingthrughlife.com/journal-writing-tips-the-benefits-of-freewriting (August, 2^{sd} 2017).

Therefore, the researcher used this technique to teach in the control class. In this technique, students learn not to edit their words or their thoughts. Most of us have a compulsive habit of editing as we write, resulting in a repression of thoughts and emotions we consider unacceptable or not good enough.

2. **Disadvantages of Free Writing Technique**

   a. They can be very time consuming as you often cannot use much of what you free-writing in your final essay. Indeed, you will absolutely need to resist the urge to treat your free writing as a formal draft of the essay.

   b. You need to make sure to create an outline of your free writing so that you can apply it to your formal draft.[46]

   Beside the advantages, free writing technique also has disadvantages. Disadvantages of this technique are: it can be very time consuming, and the students need to make sure to create an outline of your free writing. To avoid the disadvantages above, the students must be able to write and think quickly what they need to write in order not to spend a lot of time and they are need to make sure to create an outline of their free writing so that they can apply it to their formal draft.

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[46]Creating an Effective. Available Online at: file://C:/ Users/microsoft/ Docments/ Trent%20 University%20%20%20Creating%20an%20Effective%20Online.htm (August, 2sd 2017).

I. Theoretical Assumption

One factor that obstructs the students from knowing how to write correctly and appropriately is the technique, which used by the teacher. Teaching writing is teaching the way to be able to write in a foreign language from the basic level to the advanced level. Teaching writing is also as a process of instruction how to organize our ideas to learn and practice the art of putting word together in well-formed sentence, paragraph and text. The writer will use the scoring system for evaluating students' writing by Tribble. The scoring system for evaluating students' writing that consists of content, organization, vocabulary, language, and mechanic.
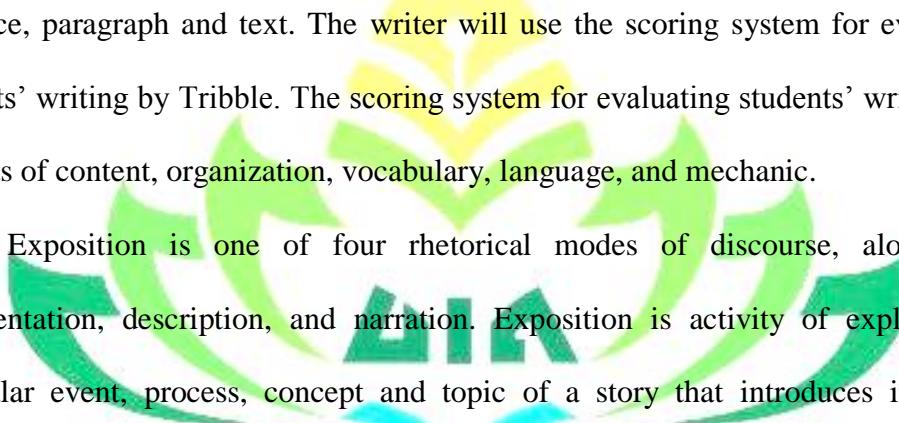
Exposition is one of four rhetorical modes of discourse, along with argumentation, description, and narration. Exposition is activity of explaining a particular event, process, concept and topic of a story that introduces important background information to the audience. An expository piece is helpful because it provides the reader with deeper insights into a subject. The element of a good exposition paragraph are: A directional sentence that names the supports or examples that will be used, three supporting examples to illustrate, or explain the topic, presented in the same order as in the directional sentence, a summarizing sentence to remind the reader of the three supports or examples, a closing sentence that strongly confirms the topic and may include a call to action.

The clustering teaching is one of the prewriting activities that can be used to generate ideas for writing of any form. Clustering technique helps the writers or learners to start the writing activity from the new expectation words and develop

them in a bubbles or circles form. This technique is hoped to solve the problem because usually students get difficulties to develop their idea in writing activity because they are poor in vocabulary and grammar. Clustering technique has the advantages and the disadvantages. The advantages of this technique are: reduced single points of failure functionality; ability to perform maintenance and upgrades with limited downtime; ability to easily scale up your cluster. While the disadvantages of this technique is sometimes the learners are confused how to use it because the learners confused to start writing.

The procedures of clustering technique were: Write a word or phrase on a clean piece of paper and then circle the word and let connections flow, writing down each new word or phrase that comes to mind, circling it, and connecting it with a line, after that cluster and the last write a piece without worrying about perfection.

Furthermorethe writer is sure that if the students could generate ideas clearly, they can easily arrange the ideas to be aanalytical expository paragraph form.From the explanation above, the writer assumed that clustering technique could produce a good paragraph as long as the students can generate ideas well and it also can develop all aspect of the paragraph; content, organization, vocabulary, language used and mechanic.

J. Hypothesis

Concerning to the theories and the assumption above, the researcher would like to formulate the hypothesis thereisa significant influence of using clustering technique towards students'analytical expository paragraph writing ability.

H_o : there is no significant influence of using clustering technique towards students'analytical expository writing ability.

H_i : there is significant influence of using clustering technique towards students'analytical expository writing ability.
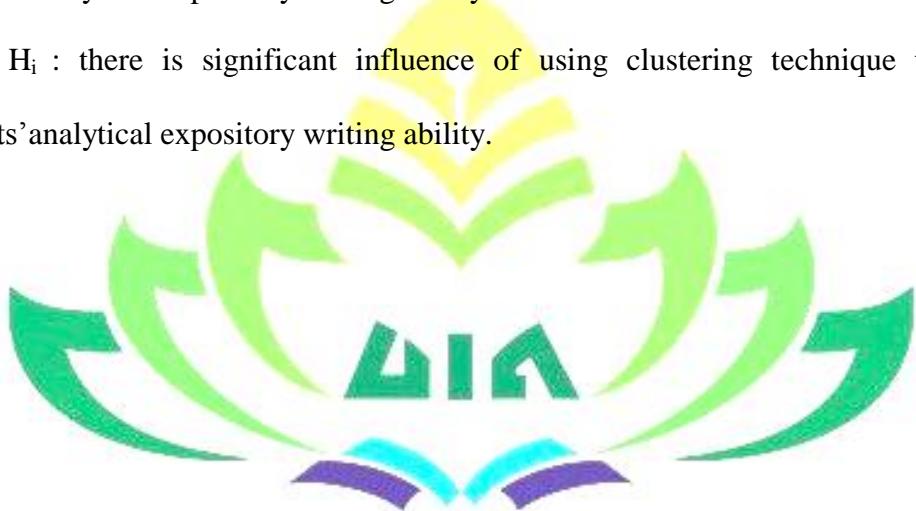
CHAPTER III
RESEARCH METHODOLOGY

A. The Research Design

This research wasconducted using experimental method. There are three basic types of experimental research designs. These include pre-experimental designs, true experimental designs, and quasi-experimental designs. In this research the writer usedquasi experimental research. Quasi experiments include assignment, but not random assignment of participants to groups.[47]It means that the writer appliedthe pre-test and post-test design approach to a quasi experimental design, the writerassigned intact groups the experimental and control treatments, administered a pre-test to both groups, conducts experimental treatment activities with the experimental group only, and then administered a post-test to assess the differences between the two groups after that the writer gave pre-test and post-testfor both of class groups to know the differences between the two groups and only conducted the experimental treatment in experimental class.

Furthermore, in this research the writer used two classes. The first was experimental class and the otherclass was control class. The experimental class wasthe class which got treatments by using clustering technique and in the control class the writerused regular teaching that the teacher usually used in teaching learning process that is free writing technique.

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[47]John W. Creswell, *Educational Research*, *Quantitative and Qualitative Research,* Fourth Edtion (Boston: Pearson Education, 2012), pp.309-310

The research design willbe illustrated as follows:[48]

G1: T1 X T2

G2 :T1 O T2

 Which:

G1 : Group one (Experimental class)
G2 : Group two (Control class)
T1 : Pre-test
T2 : Post-test
X : Treatment with Clustering technique
O : Treatment with Free writing technique

The writer used pre-testand post-test. It means that, the writer performed pre-

test before giving treatment and post-test after giving treatment to the students.

B. The Research Variables

This research consisted of the following variables:

1. Clustering technique as independent variable (X)

2. The students' Analytical expository writing as dependent variable (Y)

C. The Operational Definition of Variables

1. The Independent Variable (X)

Clustering technique is a technique for teaching Analytical expository

writing by focusing on prewriting activity to produce ideas. This technique

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[48]Suharsimi Arikunto,*Prosedur Penelitian Suatu Pendekatan Praktik*, Rineka Cipta, Jakarta, 1993.p. 102

was used to give information any significant influence of students' Analytical expository writing ability.

2. The Dependent Variable (Y)

Analytical expository writing is a type of written text that was intended to persuade the listeners or readers that something was the case. To made the persuasion stronger, the speaker or writer gave some arguments as the fundamental reasons why something was the case.

D. The Population, Sample and Sampling Technique

1. The Population
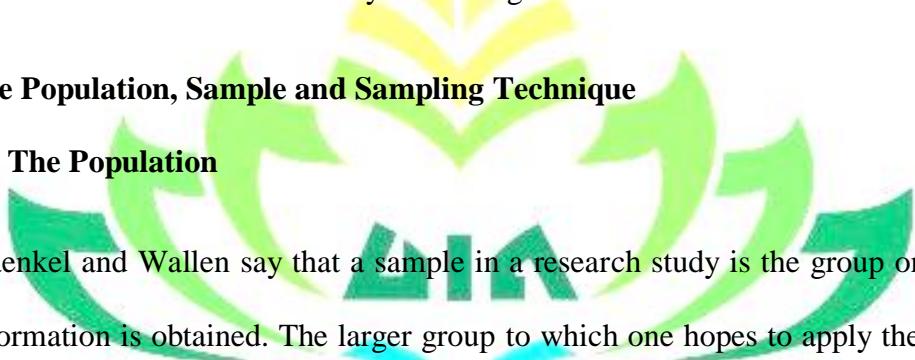
Fraenkel and Wallen say that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population.[49]The population of the research was the students at the second semester in the EleventhgradeSMAN 12 Sukarame Bandar Lampung2017/2018. The total number of students were179 students that consists of 5 classes.

Tabel 2
The Total Number of Students at the Eleventh Grade of SMAN 12 Sukarame
Bandar Lampung in 2017/2018

No	Class	Gender		Total
		Male	**Female**	
1	IPA 1	18	17	35

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[49] 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	IPA 2	17	20	37
3	IPA 3	14	21	35
4	IPA 4	14	22	36
5	IPA 5	16	20	36
The total number of students				**179**

Source : TU SMAN 12 Sukarame Bandarlampung2017/2018

2. The Sample

The sample of the research were 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 that individuals is known as cluster random sampling.[50] 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.

4. The Data Collecting Technique

Since the data is in form of students' Analytical expository writing ability, the data was collected by using two writing tests; pre-test and post-test. Each studentwrote anAnalytical expository paragraph in each test. The students' score from pre-test and post-test wasanalysedto know the students' ability before and after having treatments.

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[50]*Ibid*. p. 95

a. Pre-test

The test was given in order to know how far the students' Analytical expository writing ability before the treatment. It determine the readiness for instructional program and to diagnose individuals specific strengths and weakness in writing Analytical expository paragraph.

b. Post-test

After conducting clustering technique as a treatment, the writer administered a post-test to the students. It was done in order to know the influence of using clustering technique as a treatment towards students' Analytical expository writing ability.

5. The Research Instrument

The writer made instruments in the form of pre-test and post-test. The writer provided three kinds of titles. The writer ask to the students to choose one of the title that was given. Based on this title, they write an analytical exposition that consist 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.[51] Breland adds that an essay of a sample of writing approximately 150 words respectively with high school English grades and high school instructors' ratings

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[51]Liz Hamp-Lyons, *Assessing Second Language Writing in Academic Contexts*, (Norwood: NJ Ablex,1991), p.5

of writing ability.[52] 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.[53]

From some definitions above, the writer assumed that the eleventh grade can be categorized as category of average of words and time allocation to write text about 100 words and 60 minutes for time allocation.

Table 3
Writing Test Instruments

Instrument	Topic
Pre Test	1. The importance of sport.
	2. Traditional market need improvement
	3. Laptopas students friend.
Post Test	1.The problems of being fat
	2. Corruption and Indonesian culture
	3. The importance of English[54]

6. The Research Procedure

The procedures of this research are as follows:

a. Determining the Subject of the Research

The subject of the research was two classes of the second semester in Eleventhgrade of SMAN 12 Sukarame Bandar Lampung in the academic year

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[52]Hunter M. Breland, *The Direct Assessment of Writing Skill: A Measurement Review*, (New York: College Entrance Examination Board, 1983), p.13

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

[54]Tri Indaryani, *English Alive Senior High School Grade XI*, (Jakarta: Yudhistira, 2010), p.98

2017/2018. One class was an experimental class and one class was a control class.

b. Designing the Instrument of the Research

The instrument waswriting test. The students were gotten the same instrument for both of the classes in several topics.

c. Administering the Pre-test

The test was used to find out the result of the students' Analytical expository writing ability before the treatment. Here, the students in experimental class and control classwas assigned to write Analytical expository writing that consists of approximately100 words based on category that assumed. The writergiven the topic which will be chosen by the students below:
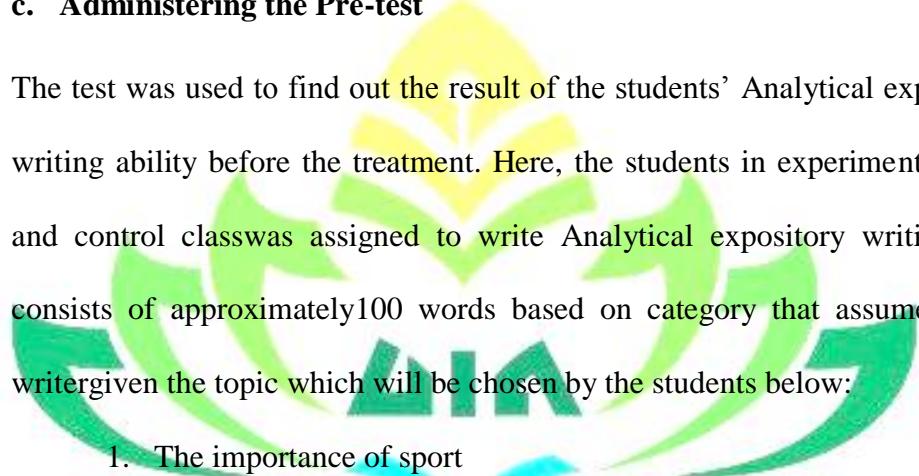
1. The importance of sport
2. Traditional market need improvement
3. Laptop as students friend.

d. Conducting the Treatment

In this research, the writergave three times treatments after pre- test. The writerapplied the technique of using clustering technique in teaching Analytical expository writing in experimental class.

In the first treatment, the writer as the teacher explained about definition analytical exposition text and generic structure,and also in the case the writer explained about clustering technique. And then the writer asked the

students to write analytical under the title "Fast Food" At the second treatment, the writerasked the students to write the analytical expositionwriting under the title "Internet and Education" with using clustering technique after that the students and the teacherdiscussed about the student's mistake in writing paragraph for example about using grammatical or step in doing clustering technique. The third, the writer was given the task to students underthe title is "Smoking Should be Banned in Public Area" and allocated time about one hour for the students to writer consisted a minimum number of 100 words with using clustering technique after that the writer will collect the paper from the student and then the score will be corrected by English teacher and her in eleventh grade based on the criteria of good writing.

While, in control class, the students use regular teaching learning process that is free writing technique. The writer observed teaching process after giving pre-test and the next meeting will be given post-test.

e. Administering the Post-test

The writerconducted post-test in experimental and control class. In experimental class.Post-test is test to measure the increase of students' Analytical expository writing ability after treatment. The students wasassigned to write Analytical expository paragraph that consists of approximately100 words. The writergavetopicswhich will be chosen by the students. The topics were:

1. The problems of being fat

2. Corruption and Indonesian culture

3. The importance of English

f. Analyzing the Result (pre-test and post-test)

Having finished scoring the students' work, the writercompared the result of the pre-test and post-test to see whether the score of the post-test is higher than the score in the pre-test.

7. The Scoring Criteria

Proposed by Tribble the scoring system for evaluating students' writing as follows[55]:

Table 4
Scoring System

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

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[55]Christopher Tribble. *Language TeachingWriting*, New York, Oxford University press, 1996, pp. 130-131

	7 - 5	**Very poor**: Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4 - 0	**Inadequate**: Fails to address the task with any effectiveness.
Organization	20- 17	**Excellent to very good**: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); some connectives used (cohesion).
	16 - 12	**Good to average**: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11- 8	**Fair to poor**: 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	**Very poor**: Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/ organization; no sense of logical sequence.
Vocabulary	20 - 17	**Excellent to very good**: Wide range of vocabulary; accurate word / idiom choice and usage; appropriate selection to match register
	16 - 12	**Good to average**: Adequate range of vocabulary; occasional mistakes in word / idiom choice and usage; register not always appropriate.
	11 - 8	**Fair to poor**: Limited range of vocabulary a noticeable number of mistakes in word / idiom choice and usage; register not always appropriate.
	7 - 5	**Very poor**: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
	4- 0	**Inadequate**: Fails to address his aspect of the task with any effectiveness
Language	30 – 24	**Excellent to very good**: Confident
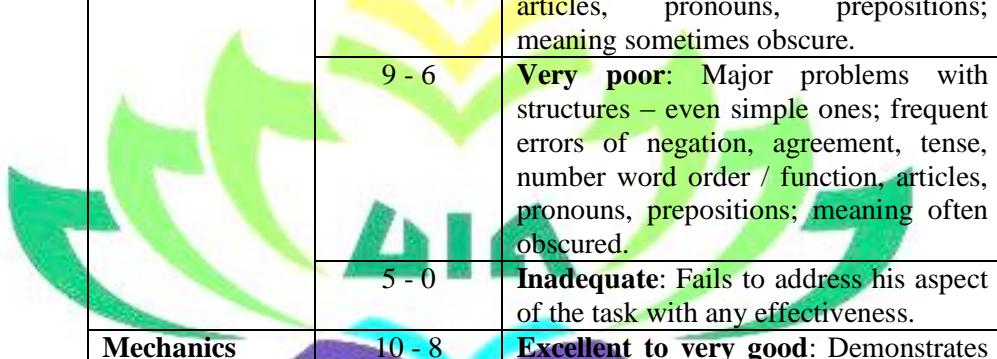
		handling of appropriate structures, hardly any errors of agreement, number, word order, articles, pronouns, prepositions; meaning never obscured.
	23 - 18	**Good to average**: Acceptable grammar – but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17 - 10	**Fair to poor**: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscure.
	9 - 6	**Very poor**: 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	**Inadequate**: Fails to address his aspect of the task with any effectiveness.
Mechanics	10 - 8	**Excellent to very good**: Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7 - 5	**Good to average**: Occasional errors in spelling, punctuation, capitalization, layout.
	4 - 2	**Fair to poor**: Frequent errors in spelling, punctuation, capitalization, and layout.
	1 - 0	**Very poor**: Fails to address his aspect of the task with any effectiveness.

Source: Christopher Tribble, Language Teaching Writing, 1996.

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)

8. **Validity, Reliability and Readability of The Test**

a. **Validity of The Test**

A good test is 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".[56] It means, by using validity test the writer willknow whether test that the writer was done are valid or not. Best and Kahn state that, a test is valid if it is measured what it claim to measure.[57] Based on statement above a test willbe valid if it was measured.To measure whether the test was good validity or not, the writer was 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, syllabus, objectives, and the judgments of subject matter specialists.[58] It means that the instrument of the test must be accorded with the objectives of learning in the school which based on the syllabus.

The test should be able to revealthe students' writing ability especially in analytical exposition text at the eleventh grade of SMAN 12 Bandar

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[56]Hughes Arthur, *Testing for Language Teacher,* Second Edition, (Cambridge: Cambridge University Press, 2003), p. 26

[57]John W. Best and James V. Kahn, *Research in Education,* Seventh Edition, (New Delhi: Prentice-Hall1995), p. 219

[58]*Ibid,*p. 220

Lampung. In this research, the writer consulted the instrument to the English teacher of SMAN 12 Bandar Lampung. It was done to make sure that the instruments were valid.

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.[59] It means that construct validity was focused on the aspects of the test which can be measured the ability especially for writing analytical exposition text ability.
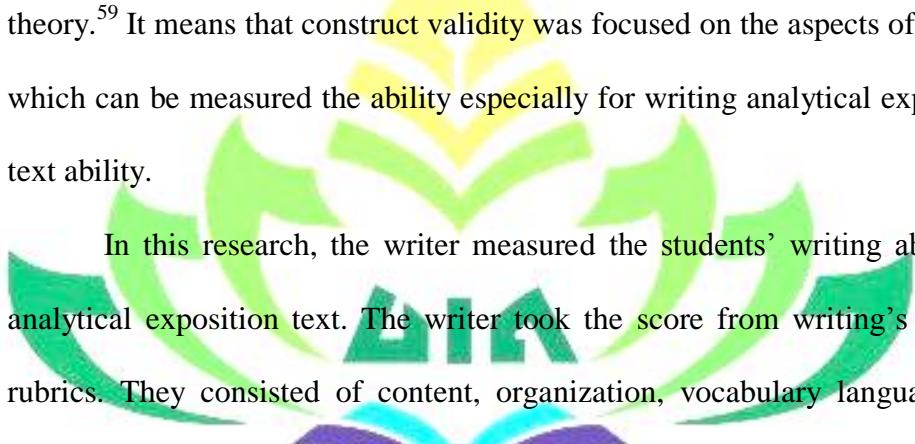
   In this research, the writer measured the students' writing ability in analytical exposition text. The writer took the score from writing's scoring rubrics. They consisted of content, organization, vocabulary language and mechanic. The writerconsulted the instrument to the English teacher of SMAN 12 Bandar Lampung Mei Rusida, S.Pd.to make sure whether the instrument had been valid or not.After analyzing the items,she judge that the items were valid. She said that the valid instrument should have high reliability.

b. **Reliability of The 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

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[59]*Ibid,* p.221

another.[60] Therefore, a good test should have high reliability besides having high validity. Richards and Schmidt explain that reliability is a measurements of the degree to which a test gives consist result. A test is said to be reliable if it gives the result when it is given on different occasions or when it is used by diffirent people. To ensure the reliability of the scores and to avoid the subjectivity the writer was usedinter-rater reliability. Inter-rater reliability refers to the degree of similarity between different examiners, could two or more examiners, without influencing one another, gave the same marks to the same set of scripts. If different jugdes rank test takers in approximately the same order using a rating scale that measures different aspects of proficiency, the rating scale is said to have high inter-rater reliability.[61]

To get the reliability of the test, the writer utilised inter-reter reliability. This inter-rater reliability count the level of the reliability base on two series of score gotten by two raters. The first rater was the English teacher, and the second rater was the writer. Both of series of score will be start discuss and put in mind of the writing criteria in order to obtain the reliable result of the test.

The writer used the criteria of reliability as follows:[62]

    1. 0.800 – 1.00 = very high

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

[61]Richards, J.C. & Schmidt, R.*Longman Dictionary of Language Teaching and Applied Linguistics,* Fourth Edition. Edinburgh Gate: Person Education Limited, (2010) p. 495

[62]SuharsimiArikunto, Op. Cit., p. 223

2. $0.600 - 0.800$ = high

3. $0.400 - 0.600$ = medium

4. $0.200 - 0.400$ = low

5. $0.000 - 0.200$ = very low

c. **Readability of The Test**

Readability test are indicators that measure how easy the directions and instruction can be read and understood.[63] The readability of the writing was given to the students in the eighth grade in another class to make sure that the test which gave to the sample class is readable. The writer conducted readability in order to see the clarity of the direction. Readability test was conducted before the treatment which given by the writer. To know readability of the essay test instrument, the writer follows Kouane's research. Participants asked to evaluate instruction and the understandability of each item on scales of 1 to 10. Point 1 describes that an item is easy to read and point 10 describes that an item is difficult to read.

9. **The Data Analysis**

a. **Normality Test**

The normality testis used to measure whether the data in the experimental class and control class are normally distributed or not. In this case, the writer

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[63] Julien B. Kouane, *Using Readability Test to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Journal of Multi Disciplinary Evaluation, Volume 6, Number 1 ISSN 1556-8180 August 2010

usedliliefors.[64] The data are normal distributed if L-ratio < L-critical. The hypotheses for normality test formulated as follows:

H_0 : The data are normally distributed

Ha : The data are not normally distributed

1. Arrange the sample's data from the lowest until the highest

2. Determine the score of Z from each data by using the following formula $z_1 = \dfrac{x_1 - x_2}{s}$

Where: S : standard of deviation

X_1 : single datum

X_2 : coefficient of single datum

3. Determine the probability of each Z score with F(Z) by using:

If Z > 0, then F(Z) = 0.5 + table score

If Z< 0, then F(Z) = 1- (0,5 + table score)

4. Count the cumulative frequency of each Z score (Sz)

5. Determine the L_0 score with the highest score compared to L_1 score from the table of liliefors

6. The criteria are as follows:

Refuse H_0 if $L_0 > L_c$

Accept H_0 if $L_0 \leq L_c$

[64]Sudjana, *MetodeStatistik,*Tarsito, Bandung, 2002. p. 466 – 467

b. Homogeneity Test

If the data came from a normally distributed population, then test the similarityof two variances by the following steps:

1. Formulation Hypotheses

Ho : $\sigma_1 = \sigma_2$ (second variant the data is homogeneous)

H1 : $\sigma_1 \neq \sigma_2$ (second variant is not homogeneous data)

2. Statistic formulation

$$F_{observed} = \frac{The\ biggest\ Variants}{The\ smallest\ variants}$$

The criteria of homogeneity test :

H_0 is accepted if $F_{observed} < F_{\frac{1}{2}} \alpha (n_1 - 1, n_2 - 1)$

$H_0$is refused if$F_{observed} > F_{\frac{1}{2}} \alpha (n_1 - 1, n_2 - 1)$

c. Hypothesis Test

After giving the test and finding the result of two rates the formula used in this research was t-test as follows;

$$t = \frac{|Mx - My|}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{I}{N_x} + \frac{I}{Ny}\right)}}$$

Where: M = Mean of each group result

N = The number of students

x = Deviation of each X_2 and X_1 score

y = Deviation of each Y_2 of mean of Y_1

- **The Hypotheses Formulas are:**

Ho   = there is no a significant influence of using clustering technique towards students' Analytical expository writing ability

Ha   = there is a significant influence of using clustering technique towards students' Analytical expository writing ability

- **The criteria of the first hypothesis test are:**

Ho is refused, if the score of t $> t_{critical}$, in other case H_1 is administered.

Ha is accepted, if the score of t $< t_{critical}$, in other case   Ho is administered.

- **The criteria of the second hypothesis test are:**

Ho is refused, if the score of t $> t_{critical}$, in other case H_1 is administered.

Hais accepted, if the score of t $< t_{critical}$, in other case   Ho is administered.

CHAPTER IV
RESULT AND DISCUSSION

A. Research Procedures

The research was conducted inMay 2018. Before conducting the research, firstlythe writer asked the permission to the headmaster and the English teacher at the school. After having the permission, the writer conducted the research through the following steps:

1. Determining the subject of research, namely the students at the second semester of the Eleventh grade of SMAN 12 Sukarame Bandar Lampung.

2. Designing the test which was the writing test.

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

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

5. Administrating pre-test in order to know the students' score in analytical expositionwriting ability before they had treatment.

6. Analyzing the data gotten through pre-test.

7. Giving the treatment to the sample of the research by implementing clustering technique in teaching and learning analytical expositionwriting ability.

8. Administrating post-test in order to know the students' score in analytical expositionwriting ability after the treatments.

9. Analyzed the data gotten through post-test. The data were analyzed by using excelformula.

10. Testing the hypothesis and made the conclusion.

11. Reporting the result of the research.

B. Result of The Research

The research was aimed to know whether there was any significant influence of the students' analytical exposition writing ability after they were given treatment by using clustering technique as the technique in this research. The writerconducted this research in the second semester of the eleventh grade of SMAN 12Sukarame Bandar Lampung. The number of population was 179 students of the second semester. Two classes were used as sample of research, they were five classes of IPA. In this case, 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. The Result of Pre-test

At the first meeting, the writer conducted pre-test in order to find out the previous students' analytical expository writing ability before the treatment. The pre-test was administered on May, Monday 7th, 2018 at 09.55 a.m for XI B as the experimental class and on May, Wednesday9th, 2018at07.15a.m for class XI Aas the control class.

Figure 1
Students' Score Pre-Test of Control Class

(*Number of students*)
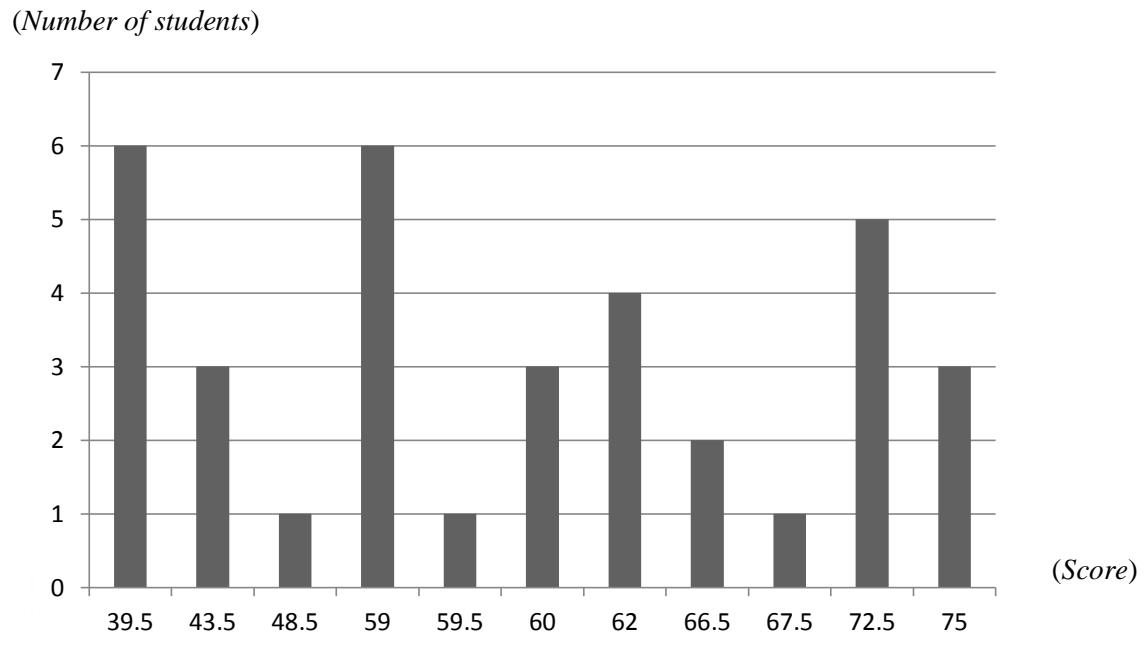
The analysis showed that the mean score of pre-test in control class was 58.44.

The highest score was75 and the lowest score was 39.5. The median score was

60 and mode score was 59.

Figure 2
Students' Score Pre-Test of Experimental Class

(*Number of students*)
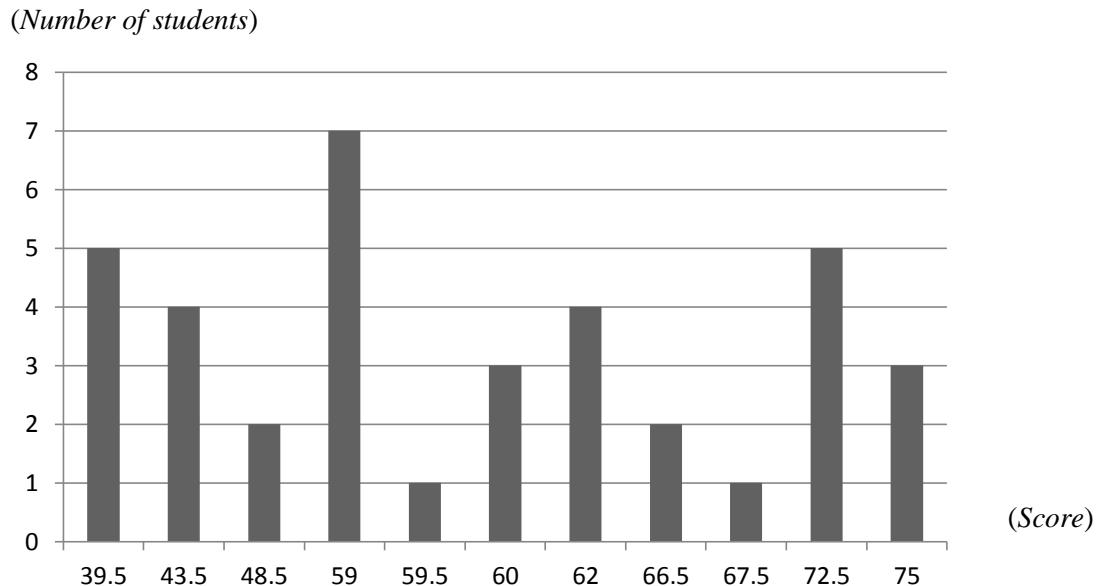
(*Score*)

While in experimental class, the mean score was58.29. The highest score was 75 and the lowest score was 39.5. The median score was 59.5 and mode score was 59.

2. Result of Post-test

After conducting three meetings of treatments, the writer conducted the post-test to the sample.The writer conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on Monday, May 28th, 2018at 09.55 a.m for XI Bclass as the experimental class and on Wednesday, May 30th, 2018at07.15a.m for XI Aclassas the control class.

Figure 3
Students' Score Post-Test of Control Class

(*Number of students*)
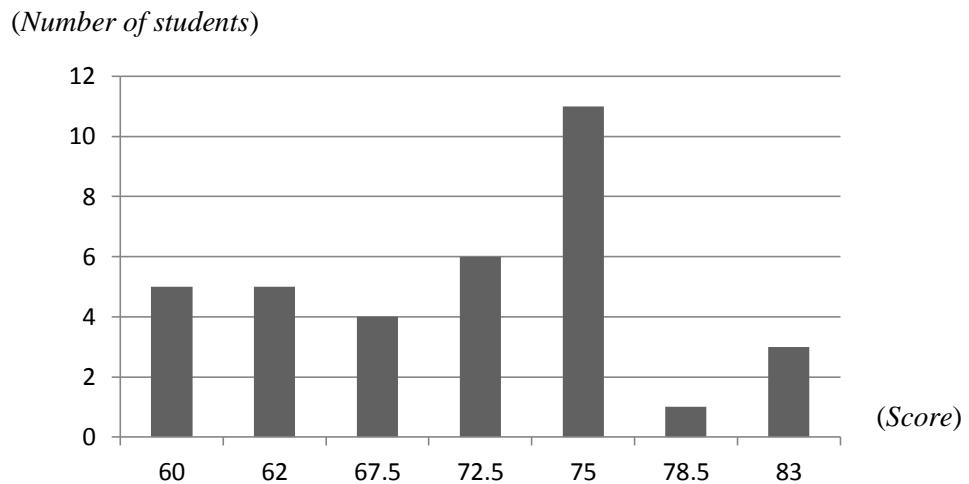
The analysis showed that the mean score of post-test in control class was 70.028. The highest score was83 and the lowest score was 60. The median score was 72.5 and mode score was 75.

Figure 4
Students' Score Post-Test of Experimental Class

(*Number of students*)
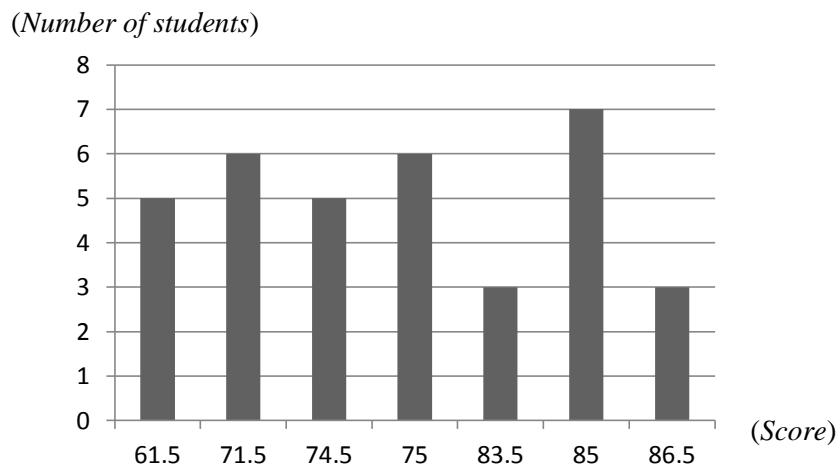
While in experimental class the mean score was 75.162. The highest score was 86.5 and the lowest score was 61.5. The median score was 75 and mode score was 85.

If we compare the average score of the students' writing achievement between the experimentalclass was taught by using Clustering technique and the control class that was taught by using Free Writing technique which can be described below:

Table 5
Students' Writing Achievement of Experimental and Control Class

No	Class	Pre-Test	Post-Test
1	Control	58.44	70.028
2	Experimental	58.29	75.162

3. The Result of Normality Test

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

The hypothesis formulas as follows:

H_0 = the data are normal distribution

H_a = the data are not normal distribution

The criteria acceptance:

H_0 is accepted if $L_o < L_t$: it means that the distribution of the data are normal distribution.

H_a is acceptedif $L_o > L_t$: it means that the distribution of the data are not innormal distribution.

Table 6
Normality of Experimental and Control Class

Class	Pre-test		Post-test		Calculation
	$L_{observe}$	$L_{critical}$	$L_{observe}$	$L_{critical}$	
Experimental	0.1391	0.1456	0.1287	0.1456	Normal
Control	0.1480	0.1497	0.1442	0.1497	

Based on the table above, it can be seen that in experimental and control class showed if $L_o \leq L_t$. So, the calculation is that the population is in the normal distribution.

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_o = the variance of the data is homogenous

H_a= the variance of the data is not homogenous

The criteria acceptance:

H_o is accepted if Fobserved<Fcritical

H_a is accepted if Fobserved > F critical

a. Pre-test of Experimental class and Control Class

Standard Deviation (SD) of pre-test   : 143.350

b. Post-test of Experimental Class and Control Class

Standard Deviation (SD) of post-test   :134.894

$$F_{Observed} = \frac{143.350}{134.894} = 1.0626$$

Table 7
Homogeneity of Experimental and Control Class

Class	Variance	$F_{observed}$	$F_{critical}$	Calculation
Experimental	143.35	1.0626	169	Homogenous
Control	134.894	1.5077	169	

Based on the Table above, it can be seen at the result of the control and experimental class is 1.0626 while the $F_{critical}$ at thesignificant level of 0.05 is 169. It proves that Ho is accepted because Ho accepted if $F_{observed}$ is $\leq F_{critical}$. it means that the variance of the data is homogeneous.

5. **Result of Hypothetical Test**

The writer used the following t-test formula:

$$t = \frac{M_X - M_Y}{\sqrt{\left[\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2}\right]\left[\frac{1}{N_X} + \frac{1}{N_Y}\right]}}$$

1. **The Deviation : Experimental Class**

To analyze the significance of the treatment effect test is used:

The Formula is:

$M_y = \dfrac{\Sigma y}{N}$ $M_y = \dfrac{624}{37}$ $M_y = 16.864$

$\Sigma y^2 = \Sigma y^2 - \dfrac{(\Sigma y)^2}{N}$

$\Sigma y^2 = 12830.8 - \dfrac{(624)^2}{37}$

$\Sigma y^2 = 12830.8 - 10524.6$

$\Sigma y^2 = 2306.2$
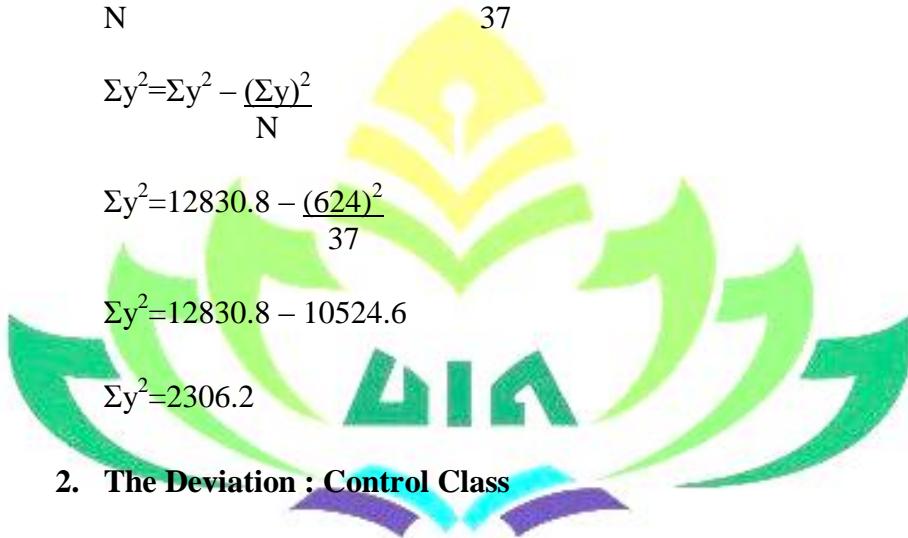
2. **The Deviation : Control Class**

To analyze the significance of the treatment effect test is used:

The Formula is:

$M_x = \dfrac{\Sigma x}{N}$ $M_x = \dfrac{405.5}{35}$ $M_x = 11.585$

$\Sigma x^2 = \Sigma x^2 - \dfrac{(\Sigma x)^2}{N}$

$\Sigma x^2 = 10030.8 - \dfrac{(405.5)^2}{35}$

$\Sigma x^2 = 10030.8 - (4698,007)$

$\Sigma x^2 = 5332.7$

The Calculation of Hypothesis Test

$$t= \frac{M_{X}-M_{Y}}{\sqrt{\left[\frac{\sum X^2+\sum Y^2}{N_X+N_Y-2}\right]\left[\frac{1}{N_X}+\frac{1}{N_Y}\right]}}$$

$$t=\frac{11.585-16.864}{\sqrt{\left[\frac{5332.7+2306.2}{35+37-2}\right]\left[\frac{1}{35}+\frac{1}{37}\right]}} \qquad t=\frac{11.585-16.864}{\sqrt{\left[\frac{7638.9}{70}\right][0.028+0.027]}}$$

$$t=\frac{11.585-16.846}{\sqrt{[109.127][0.055]}} \qquad t=\frac{11.585-16.864}{\sqrt{6.001}} \qquad t=\frac{-5.279}{2.449}$$

$$= 2.155$$

t_observed= 2.155

t_critical=1.994

df=Nx + Ny − 2

df=35 + 37 − 2

df=70

The value of t_critical at df = 70 and at significant degree 5% (0.05) is 1.994

Ha is accepted IF t_observed is higher than t_critical or (t_observed > t_critical).

Ho is rejected IF t_observed is lower than t_critical or (t_observed < t_critical).

So, since 2.155>1.994, shows that there is a significant differences. So, Ho is rejected and Ha is accepted. It means that there is a significant influence of using clustering Technique towards Students' writing skill of analytical expository writing ability.

C. Discussion

This research was aimed in revealing the influence of using the clustering technique towards students' analytical expository writing ability. Based on the finding of the research, it was found that the students who were taught by using clustering technique have increased their ability in analytical expository writing ability.

Before the treatment of the research was given, the most problem faced by the students in learning writing was mostly in the difficulty in writing itself, the low motivation in learning writing, and the lack of vocabulary in composing the good writing. This research showed that the clustering technique was the appropriate technique to teach writing especially in exposition text. Therefore this research proved the previous research that clustering technique can develop all aspects of students' writing including content, organization, vocabulary, language, and mechanic.[65]

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[65] Rima Aulia, *The Influence of Using Clustering Technique Towards Students' Descriptive Paragraph Writing Ability at The Second Semester of The Tenth Class of MA Nurul Iman Sidodadi, Pardasuka in Academic Year 2010-2011.* S1Thesis of English Education Departement in Tarbiyah and Teacher Training Faculty at Raden Intan State Islamic University Lampung , p. 57, Unpublish.

This research also found out that using clustering technique not only improve the students' writing quality, but also improved the variety of the vocabularies used in the students' writing. Since the clustering technique uses some lines, boxes, circles, and arrows to give clear relationship between ideas or words in detail, it can also help in determining the suitable vocabularies for good composition of writing.

From the data interview, the writer also revealed that clustering technique did not only improve the students' writing score, but also the motivation in learning writing. It is really important to improve the students' motivation because it can effect directly toward the students' general achievement.[66] Therefore, clustering technique does not only increase the students' writing quality, but also the students motivation which is very essential in learning English.

Based on all of the result of the data, it can be concluded that clustering technique was the good technique in teaching writing which not only improve the students' writing quality, but also their vocabulary and motivation in learning English writing. It could be said that there was a significant Influence of Using Clustering Technique Towards Students' Analytical Expository Writing Ability at The Second Semester of The Eleventh Grade of SMAN 12 Sukarame, Bandar Lampung in the Academic Year of 2017/2018.

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[66] Feradila Eramona. "Using the Clustering Technique in Teaching Writing a Desciptive Text to Junior High School Students". JELT. Vol. 2. 2004. p. 75

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the writer concluded that there was a significant influence of using clustering technique towards students' analytical expository writing ability. It was supported by result of t_{test} where $t_{observed}$ was higher than $t_{critical}$ ($t_{observed} > t_{critical}$) that was 2.155 > 1.994 for level of significance 0.05. This also indicated that the hypothesis alternative (H_a) was accepted. Because teaching writing by using clustering technique can give a significant influence towards students' analytical expository writing ability.

Therefore, clustering technique can motivate the students in order to increase their writing ability. It is supported by the students' scores, they received higher scores after the writer gave the treatments by using "clustering technique" as a way in learning writing ability. In other words, clustering technique had significant influence in students' analytical expository writing ability at the second semester of the eleventh grade of SMAN 12 Sukarame, Bandar Lampung.

B. Suggestion

Based on the result of this research, the writer proposses suggestion as follows:

1. **For the Teacher**

   a. Considering the Technique, the writer suggests the English teachers will apply Clustering Technique as one of the ways in teaching analytical expository writing because it can help the students easier in writing the text.

   b. To improve the students' independency, the writer suggests the teacher will let students to work in class since work the teacher can otomaticly observe when students do the text. In addition, it takes the control away from the teacher and gives it to the learners temporarily.

2. **For the students**

   a. The students should pay full attention when the teacher giving material about English, especially about analytical expository writing.

   b. The students should learn and practice English material more by using clustering technique not only when studying in the classroom, but also in all occasion.

   c. The students should be creative with their ideas to improve them in learning English process. And Clustering technique is one of techniques which can help them to learn English with creatively and enjoy.

3. **For the school**

   a. The school should provide facility, tools and material to support the students to make better clustering technique, so that students can improve their writing ability in English competency.

   b. The school should provide a program of English such as English club or English comparison. The program can be an extracurricular activity for the students where the students will have opportunity to practice clustering technique in their mastery English competency.

4. **For the other Researcher**

   a. The writer applied Clustering Technique to increase students' analytical expository writing ability. Further, other researchers should conduct this technique on the different skill or components of English.

   b. In this research, the writer used Clustering Technique to help students' in analytical expository writing of Senior High School. Further other researchers should conduct this technique on different level of students.

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APPENDICES

Appendix 1: Interview Guideline for The Teacher

Interview Guideline
For the Teacher

Interviewer   : Suhailah Sideh (the researcher)

Interviewee   : Mei Rusida, S.Pd. (the English teacher)

Day/date   : on Monday, 08 May 2017

Time   : 09.30 WIB

Place   : SMAN 12 Sukarame B.Lampung

No	Pertanyaan	Jawaban	Kesimpulan
1	Sejak kapan ibu mulai mengajar bahasa Inggris di sekolah ini?	Saya mengajar disekolah ini sejak tahun 2009, jadi sudah sekitar 8 tahun saya mangajar di SMA ini sebagai guru bahasa Inggris.	Guru tersebut sudah mengajar bahasa Inggris selama 8 tahun
2	Berapakah standar kelulusan dalam pelajaran bahasa Inggris di kelas sebelas?	Standar kelulusan / KKM di kelas sebelas yaitu 73.	Standar kelulusan pelajaran bahasa Inggris kelas sebelas di SMA ini adalah 73
3	Dalam pengajaran bahasa Inggris, apa permasalahan siswa yang paling Ibu temukan?	Permasalahan siswa dalam proses pembelajaran terutama di kelas *writing* yaitu keterbatasan kosa kata, pengetahuan dan *grammar*nya, tapi itu bisa diselesaikan dengan adanya kamus yang memang saya wajibkan untuk selalu dibawa dalam setiap pelajaran bahasa Inggris, karena akan saya berikan kosa kata kepada siswa.	Terdapat beberapa permasalahan siswa ketika belajar bahasa Inggris diantaranya yaitu keterbatasan kosa kata, pengentahuan dan *grammar*nya.
4	Teknik/metode apakah yang Ibu gunakan dalam mengajar *writing?*	Saya tidak menggunakan metode/teknik khusus dalam mengajar. Saya hanya gunakan teknik yang paling umum digunakan oleh guru lainnya dalam mengajar *writing* yaitu *free writing*. Saya juga mengajar	Guru telah menggunakan teknik yang paling umum digunakan oleh guru lainnya yaitu *free writing*. Dan terkadang juga guru menggunakan cara menterjemah kata

			yang tidak dipahami siswa sesuai buku paket.
		berdasarkan buku paket yang saya miliki dengan cara menterjemahkan setiap kata atau kalimat yang tidak dipahami siswa. Para siswa mendapat pinjaman buku paket dari sekolah setiap pelajaran bahasa Inggris. Saya menjelaskan materinya kemudian memberi latihan berdasarkan materi.	
5	Menurut Ibu, apa yang salah dalam metode atau tehnik pengajaran bahasa Inggris terutama dalam belajar *writing* sehingga metode atau tehnik tersebut kurang mampu untuk meningkatkan nilai siswa? Dan bagaimana Ibu memecahkan masalah tersebut?	Sebenarnya semua teknik/metode, strategi dapat terlaksana dengan baik apabila guru tersebut dapat menyampaikan dengan baik pula. Salah satu cara untuk membuat mereka senang belajar bahasa Inggris terutama dalam belajar *writing* adalah mencari teknik/strategi yang baru atau lebih menarik dan mudah paham dalam pembelajaran dan menjaga hubungan yang baik dengan murid-murid, dengan begitu mereka bisa lebih mudah paham dan bersemangat dalam belajar. Jika sudah bersemangat dalam belajar maka hal itu akan membantu nilai siswa.	Dalam semua teknik/metode, strategi dapat terlaksana dengan baik apabila guru tersebut dapat menyampaikan dengan baik pula, dan untuk menarik perhatian, membangkitkan semangat siswa kembali salah satu cara adalah menggunakan teknik yang lebih modern dan canggih, kemungkinan dapat memberi pengaruh dalam meningkatkan nilai siswa.
6	Menurut Ibu, bagaimanakah sistem pengajaran bahasa Inggris yang baik sehingga dapat mempermudah siswa untuk mempelajarinya?	Menurut saya untuk mempermudah siswa dalam belajar bahasa Inggris yaitu dengan cara menggunakan teknik yang menarik atau hal-hal yang berbeda yang sekiranya yang dapat menarik perhatian para siswa itu sendiri dan menggunakan media yang berkaitan dengan materi. Hal tersebut insya Allah dapat mempermudah siswa dalam belajar bahasa Inggris.	Sistem pengajaran bahasa Inggris yang baik yaitu menggunakan teknik yang menarik atau hal-hal yang dapat menarik perhatian para siswa itu sendiri dan menggunakan media yang berkaitan dengan meteri.

Appendix 2: Interview Guideline for The Students

Interview Guideline
For the Student

Interviewer   : Suhailah Sideh (the researcher)

Interviewee   : D O S (the Student in SMAN 12 B.Lampung)

Day/date   : on Monday, 15 May 2017

Time   : 09.00 WIB

Place   : SMAN 12 Sukarame B.Lampung

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa Inggris?	Saya suka bahasa Inggris, karena bahasa Inggris digunakan seluruh dunia dan sebagai bahasa yang perlu diketahui	Siswa menyukai baasa Inggris karena menurutnya bahasa Inggris adalah sebagai bahasa international dan dibutuhkan. Siswa agak sulit untuk memahami pelajaran yang disampaikan oleh guru. Kesulitan yang serung ditemui ketika mengerjakan soal latihan. Untuk menigkatkan kemampuan siswa guru harus memberikan kosa kata yang lebih banyak.
2	Bagaimanakah cara guru bahasa Inggris mengajar dikelas?	Cara guru mengajar itu seperti biasa, menjelaskan, mengerjakan soal, memberi tugs, dan itu menurut saya agak sulit untuk memahaminya	
3	Kesulitan apa yang sering ditemukan dalam belajar bahasa Inggris terutama dalam *writing?*	Kesulitan yang saya dapat pada saat mengerjakan soal latihan, karena saya tidak begitu memahami apa yang dimaksud dengan soal itu.	
4	Hal apa yang Anda sukai dan yang tidak Anda sukai dalam belajar bahasa Inggris	Yang saya sukai dalam belajar bahasa Inggris adalah ketika disuruh menghafal story telling, dan yang say tidak sukai adalah menterjemahkan bahasa, seperti dari bahasa Inggris ke bahasa Indonesia, maupun sebaliknya.	
5	Bagaimana menurut Anda tentang cara guru dalam mengajar sehingga siswa dapat merasa senang dan	Caranya adalah dengan memberi kosa kata yang lebih lagi, sehingga siswa mampu menterjemah dan menulis yang	

	dapat meningkatkan nilai bahasa Inggris?	lebih baik	

Interview Guideline
For the Student

Interviewer   : Suhailah Sideh (the researcher)

Interviewee   : A S P (the Student in SMAN 12 B.Lampung)

Day/date   : on Monday, 15 May 2017

Time   : 09.05 WIB

Place   : SMAN 12 Sukarame B.Lampung

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa Inggris?	Saya suka pelajaran bahasa Inggris karena bagi saya belajar bahasa inggris itu tidak membosankan, gurunyapun selalu memberi kosa kata yang baru setiap hari jadi kosa kata saya semakin bertambah setiap hari.	Siswa menyukai pelajaran bahasa Inggris karena menurutnya bahasa Inggris itu tidak membosankan dan banyak mendapatkan kosa kata baru dengan cara mencatat dan mengerjakan tugas. Kesulitan yang sering ditemui siswa ketika belajar bahasa Inggris adalah kurangnya kosa kata. Untuk meningkatkan nilai siswa guru harus mengajar menggunakan teknik atau *game* yang menarik sehingga siswa tertarik mengikuti pelajaran.
2	Bagaimanakah cara guru bahasa Inggris mengajar dikelas?	Cara mengajarnya seperti biasa, menjelaskan, mencatat, mengerjakan tugas atau diberi pekerjaan rumah, seperti itu hampir disetiap pertemuan.	
3	Kesulitan apa yang sering ditemukan dalam belajar bahasa Inggris terutama dalam *writing?*	Tidak tahu arti bahasa Inggris, itu menjadi permasalahan semua siswa. Kalaupun tidak tahu artinya, masih ada kamus untuk mencari artinya, karena kami selalu diharuskan membawa kamus setiap pelajaran bahasa Inggris.	
4	Hal apa yang Anda sukai dan yang tidak Anda sukai dalam belajar bahasa Inggris	Saya suka pelajaran bahasa Inggris karena gurunya baik dan menyanangakan. Hal yang tidak suka yaitu bahasa Inggris itu susah, harus rajin membuka kamus agar tahu artinya. Tulisan dan cara bacanya juga berbeda jadi susah untuk mempelajarinya.	

| 5 | Bagaimana menurut Anda tentang sistem atau cara guru dalam mengajar bahasa inggris sehingga siswa dapat merasa senang dan dapat meningkatkan nilai bahasa Inggris? | Caranya adalah mengajar dengan cara yang menarik, yang bisa membuat suasana kelas menjadi tidak monoton, ngantuk dan bosan, jadi guru harus kreatif menggunakan media belajar yang membuat muridnya senang untuk mempelajari pelajaran tersebut. | |

Interview Guideline
For the Student

Interviewer : Suhailah Sideh (the researcher)

Interviewee : G G (the Student in SMAN 12 B.Lampung)

Day/date : on Monday, 15 May 2017

Time : 09.10 WIB

Place : SMAN 12 Sukarame B.Lampung

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa Inggris?	Ya saya suka pelajaran bahasa Inggris, karena bagi saya bahasa Inggris itu menyenangkan	Siswa menyukai pelajaran bahasa Inggris karena sangat menyenangkan apabila dapat belajar bahasa International. Kesulitan dalam belajar bahasa inggris dan hal yang tidak sukai bagi siswa yaitu susah menemukan ide-ide dalam menulis supaya tulisan bagus dan benar, dan masih banyak kosa kata yang belum tau dalam bahasa inggris nya. Biasa cara guru mengajar di kelas diberi tugas latihan, catatan, tugas kelompok dan pekerjaan rumah. Untuk meningkatkan kemampuan siswa, guru
2	Bagaimanakah cara guru bahasa Inggris mengajar dikelas?	Cara guru mengajar di kelas seperti biasa, diberi tugas latihan, catatan, tugas kelompok dan pekerajaan rumah.	
3	Kesulitan apa yang sering ditemukan dalam belajar bahasa Inggris terutama dalam *writing?*	Kesulitannya dalam menulis yaitu susah menemukan ide dalam menulis. Masih banyak kosa-kata yang belum tau dalam bahasa inggrisnya.	
4	Hal apa yang Anda sukai dan yang tidak Anda sukai dalam belajar bahasa Inggris	Hal yang saya sukai adalah bahasa Inggris menyenangkan dan sebagai bahasa International. Dan yang tidak saya sukai yaitu bahasa Inggris menyusahkan dalam menulis susah menemukan ide supaya tulisan bagus dan benar.	
5	Sebagai seorang siswa, bagaimana menurut Anda	Cara guru mengajar di kelas agar tidak membosankan menurut	

| | tentang sistem atau cara guru dalam mengajar bahasa inggris sehingga siswa dapat merasa senang dan dapat meningkatkan nilai bahasa Inggris? | saya yaitu dengan adanya kuis untuk tanya jawab dan ada permainan di sela-sela belajar mengajar dan satu lagi guru harus menggunakan teknik dalam mengajar yang lebih mudah dan menarik. | harus menggunakan kuis, permainan di sela-sela belajar dan menggunakan teknik yang lebih mudah dan menarik. |

Interview Guideline
For the Student

Interviewer : Suhailah Sideh (the researcher)

Interviewee : I R S (the Student in SMAN 12 B.Lampung)

Day/date : on Monday, 15 May 2017

Time : 09.15 WIB

Place : SMAN 12 Sukarame B.Lampung

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa Inggris?	Saya kurang suka belajaran bahasa Inggris, karena itu susah, jadi saya malas dan tidak ada motivasi untuk belajar.	Siswa kurang menyukai pelajaran bahasa Inggris karena itu susah dan tidak ada motivasi dalam belajar. Dan kesulitan bagi siswa belajar menulis yaitu merasa bingung apa yang harus tulis ketika disuruh menulis. Sebenarnya siswa suka belajar bahasa Inggris karena bisa digunakan dimana-mana tempat, tetapi pelajaran sangat membosankan. Cara guru mengajar dikelas, guru memberi contoh dan juga meminta siswa membuat contoh lain,
2	Bagaimanakah cara guru bahasa Inggris mengajar dikelas?	Mengajar materi lalu memberikan contoh. Guru juga sering meminta siswa membuat contoh lain. Dan juga meminta siswa menyalin, mengerjakan tugas, latihan berbicara menggunakan bahasa Inggris, diberi pekerjaan rumah dan lain sebagainya.	
3	Kesulitan apa yang sering ditemukan dalam belajar bahasa Inggris terutama dalam *writing?*	Tidak tahu arti bahasa Indonesianya, jadi saya merasa bingung apa yang harus saya tulis ketika disuruh menulis dan saya malas belajarnya	
4	Hal apa yang Anda sukai dan yang tidak Anda sukai dalam	Saya suka belajar bahasa Inggris karena bisa belajar bahasa asing	

	belajar bahasa Inggris	yang bisa diguna dimana-mana tempat. Akan tetapi saya tidak suka dengan pelajaran bahasa inggris karena sangat membosankan ketika belajar.	menyalin, mengerjakan tugas, dan diberikan pekerjaan rumah. Menurut siswa lebih suka diajar oleh guru
5	Bagaimana menurut Anda tentang cara guru dalam mengajar sehingga siswa dapat merasa senang dan dapat meningkatkan nilai bahasa Inggris?	Saya lebih suka diajar oleh guru yang asik, menggunakan metode yang asik, sering diajak bercanda, dan tidak kaku kalau ngajar dikelas.	yang asik, sering diajak bercanda, tidak kaku dalam mengajar. Guru harus guna metode yang mudah dan lebih menarik.

Interview Guideline
For the Student

Interviewer   : Suhailah Sideh (the researcher)

Interviewee   : K B I (the Student in SMAN 12 B.Lampung)

Day/date   : on Monday, 16 May 2017

Time   : 09.00 WIB

Place   : SMAN 12 Sukarame B.Lampung

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa Inggris?	Saya tidak suka pelajaran bahasa Inggris karena menurut saya bahasa Inggris itu susah.	Siswa tidak menyukai pelajaran bahasa Inggris karena menurutnya bahasa Inggris itu susah. Siswa
2	Bagaimanakah cara guru bahasa Inggris mengajar dikelas?	Mengajarnya sama seperti guru-guru yang lain, menjelaskan materi, memberi contoh, mengerjakan soal-soal, praktek berbicara bahasa Inggris, dan memberi pekerjaan rumah. Akan tetapi tidak selalu ada pekerjaan rumah setiap kali ada pelajaran bahasa Inggris.	juga merasa bosan ketika belajar bahasa Inggris. Cara guru mangajar seperti guru yang lain, menjelaskan materi, memberi contoh, dan mengerjakan soal-soal. Siswa merasa bosan
3	Kesulitan apa yang sering ditemukan dalam belajar bahasa Inggris terutama dalam *writing?*	Saya merasa bosan ketika belajar bahasa Inggris apalagi ketika disuruh menulis, saya bingung apa yang harus ditulis dan ketika gurunya mengajar pun kurang asik jadi membuat saya bosan	ketika belajar bahasa Inggris apalagi belajar menulis. Menurutnya, untuk memotivasi

No	Pertanyaan	Jawaban	Kesimpulan
4	Hal apa yang Anda sukai dan yang tidak Anda sukai dalam belajar bahasa Inggris	Hal yang saya sukai belajar bahasa Inggris yaitu tamak keren, tapi saya tidak suka belajar bahasa Inggris karena membosankan.	dan tidak ada motivasi untuk belajar bahasa Inggris. siswa guru harus bisa menggunakan teknik belajar yang menyanangkan dan menarik
5	Bagaimana menurut Anda tentang cara guru dalam mengajar sehingga siswa dapat merasa senang dan dapat meningkatkan nilai bahasa Inggris?	Guru harus menggunakan teknik belajar yang menyenangkan dan menarik, sehingga siswanya juga termotivasi untuk belajar bahasa Inggris.	

Interview Guideline
For the Student

Interviewer   : Suhailah Sideh (the researcher)

Interviewee   : H Z G (the Student in SMAN 12 B.Lampung)

Day/date   : on Monday, 16 May 2017

Time   : 09.05 WIB

Place   : SMAN 12 Sukarame B.Lampung

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa Inggris?	Kadang kadang, kadang suka kadang tidak karena terkadang ketika belajar bahasa Inggris itu saya merasa bosan jadi saya tidak begitu tertarik untuk belajar bahasa Inggris akan tetapi kalau materinya mudah difahami saya jadi menyukainya.	Siswa menyukai palajaran bahasa Inggris kadang-kadang, jika materinya mudah difahami dia suka, tapi jika materi susah dipahami tidak suka. Kesulitan ketika belajar bahasa Inggris adalah tidak tahu arti bahasa Indonesianya, dan kurang pengetahuan tentang cara menulis pun kurang paham. Cara guru mengajar biasa menjelaskan materi lalu
2	Bagaimanakah cara guru bahasa Inggris mengajar dikelas?	Guru menjelaskan materi lalu memberi contoh-contohnya. Belajar membuat kalimat atau teks sendiri, mengerjakan tugas, latihan berbicara menggunakan bahasa Inggris, dan deberi pekerjaan rumah	
3	Kesulitan apa yang sering ditemukan dalam belajar	Hal yang sulit dalam belajar bahasa Inggris yaitu tidak tahu arti bahasa	

	bahasa Inggris terutama dalam *writing?*	Indonesianya, dan pengetahuan tentang cara menulis yang bagus saya pun kurang paham.	memberikan conto-contohnya. Untuk membuat siswa lebih tertarik untuk belajar bahasa Inggris adalah guru sebisa mungkin membuat materi bahasa Inggris yang lebih mudah dipahami siswa dengan metode yang menarik dan menyenangkan.
4	Hal apa yang Anda sukai dan yang tidak Anda sukai dalam belajar bahasa Inggris	Hal yang saya suka gurunya baik, selebihnya saya kurang suka dengan pelajaran bahasa Inggris, kalau materinya mudah dipahami baru saya semangat belajarnya.	
5	Bagaimana menurut Anda tentang sistem atau cara guru dalam mengajar bahasa inggris sehingga siswa dapat merasa senang dan dapat meningkatkan nilai bahasa Inggris?	Caranya dengan guru sebisa mungkin membuat materi bahasa Inggris yang susah menjadi yang lebih mudah dipahami siswa dengan metode yang menarik dan menyenangkan.	

Interview Guideline
For the Student

Interviewer : Suhailah Sideh (the researcher)

Interviewee : S C D (the Student in SMAN 12 B.Lampung)

Day/date : on Monday, 16 May 2017

Time : 09.10 WIB

Place : SMAN 12 Sukarame B.Lampung

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa Inggris?	Tidak begitu suka dengan pelajaran bahasa Inggris karena menurut saya bahasa Inggris itu susah.	Bahasa Inggris itu adalah pelajaran yang sulit, tidak tahu artinya, dan juga *grammar*nya. Guru juga biasa mengajar dengan cara biasa seperti memberi catatan, memberi tugas, berdiskusi, latihan percakapan bahasa Inggris dan memberi pekerjaan rumah. Untuk memotivasi siswa
2	Bagaimanakah cara guru bahasa Inggris mengajar dikelas?	Seperti biasa, memberi catatan, memberi tugas, berdiskusi, latihan percakapan bahasa Inggris dan terkadang juga memberi pekerjaan rumah.	
3	Kesulitan apa yang sering ditemukan dalam belajar bahasa Inggris terutama dalam *writing?*	Banyak, karena saya tidak tahu artinya dan juga *grammar*nya, apalagi kalau disuruh membuat karangan saya paling tidak bisa.	

No	Pertanyaan	Jawaban	Kesimpulan
4	Hal apa yang Anda sukai dan yang tidak Anda sukai dalam belajar bahasa Inggris	Hal yang saya sukai adalah ketika belajar dengan media *game* karena jika belajar menggunkan media *game* itu lebih seru dan menyenangkan. Sedangkan hal yang tidak saya sukai adalah ketika disuruh mengarang karena menurut saya mengarang itu susah.	seharusnya mengajar menggunakan teknik atau media yang menyenangkan.
5	Sebagai seorang siswa, bagaimana menurut Anda tentang sistem atau cara guru dalam mengajar bahasa inggris sehingga siswa dapat merasa senang dan dapat meningkatkan nilai bahasa Inggris?	Guru seharusnya mengajar menggunakan seingga siswa termotivasi untuk mengikuti pelajaran dan siswa bisa mengerti pelajaran dengan mudah sehingga dapat meningkatkan nilai siswa.	

Interview Guideline
For the Student

Interviewer : Suhailah Sideh (the researcher)

Interviewee : R A P (the Student in SMAN 12 B.Lampung)

Day/date : on Monday, 16 May 2017

Time : 09.15 WIB

Place : SMAN 12 Sukarame B.Lampung

No	Pertanyaan	Jawaban	Kesimpulan
1	Apakah anda menyukai pelajaran bahasa Inggris?	Iya, saya suka pelajaran bahasa Inggris. Karena menurut saya bahasa Inggris itu bahasa dunia jadi kalau kita mau keliling dunia itu jadi mudah.	Menurut siswa bahasa Inggris itu adalah bahasa dunia jadi kalau kita mau keliling dunia itu jadi mudah. Biasa guru mengajar memberi catatan, memberi tugas dan latihan menulis, memberi pekerjaan rumah. Kesulitan yang
2	Bagaimanakah cara guru bahasa Inggris mengajar dikelas?	Guru memberi tugas, memberi catatan, memberi hafalan kosa kata, latihan menulis dan berbicara, dan memberi pekerjaan rumah.	

3	Kesulitan apa yang sering ditemukan dalam belajar bahasa Inggris terutama dalam *writing?*	Kesulitan yang sering ditemukan dalam belajar bahasa Inggris terutama dalam *writing* adalah kurang paham kosa kata, dan pengetahuan tentang cara menulis yang benar itu kurang sehingga sulit untuk mengekspesikan ide-idenya.	sering ditemukan adalah kurang paham kosa kata. Dan hal yang siswa tidak sukai yaitu cara mengeluarkan ide-ide dalam belajar menulis. Seharusnya guru mengajar menggunakan media yang menarik karena secara tidak langsung siswa bisa menghafal kosa kata sehingga siswa mudah dalam belajar bahasa Inggris.
4	Hal apa yang Anda sukai dan yang tidak Anda sukai dalam belajar bahasa Inggris	Hal yang saya sukai adalah cara gurunya menyampaikan pelajaran itu menyenangkan. Hal yang tidak saya sukai adalah tidak bisa mengeluarkan ide-ide dalam belajar menulis.	
5	Bagaimana menurut Anda tentang sistem atau cara guru dalam mengajar bahasa inggris sehingga siswa dapat merasa senang dan dapat meningkatkan nilai bahasa Inggris?	Guru seharus mengajar menggunakan media yang lebih menarik secara tidak langsung siswa bisa menghafal kosa kata sehingga mudah dalam belajar bahasa Inggris dan mengerti materi yang disampaikan.	

Appendix 3: Instrument for Pre-test

INSTRUMENT FOR PRE-TEST

Subject   : English

Skill   : Writing

Time allocation   : 60 minutes

Directions:

1. Write down your name and your class.

2. Use your time effectively and Work individually.

Instructions:
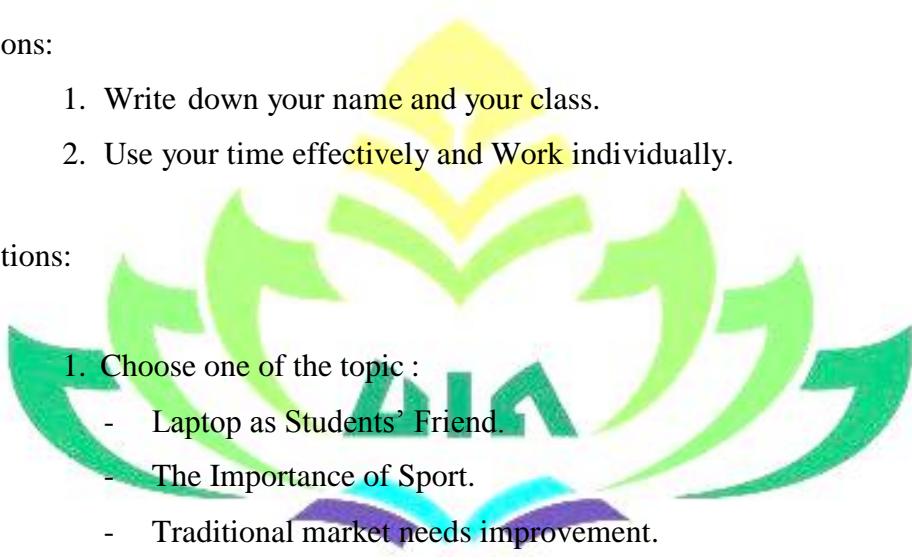
1. Choose one of the topic :
   - Laptop as Students' Friend.
   - The Importance of Sport.
   - Traditional market needs improvement.

2. Write an analytical exposition text that consists of those generic structures:
   - Thesis
   - Argument
   - Reiteration

3. Write an analytical exposition text that concern some aspect of writings: Content, Organization, Vocabulary, Language, Mechanics.

Name:

Class:

Topic : ....

THESIS	
ARGUMENT	
REITERATION	

Appendix 4: Instrument for Post-test

INSTRUMENT FOR POST-TEST

Subject   : English

Skill   : Writing

Time allocation   : 60 Minutes

Directions:

3. Write down your name and your class.
4. Use your time effectively and work individually.

Instructions:

4. Choose one of the topic :
   - The Problem of Being Fat.
   - Corruption and Indonesia Culture.
   - The importance of learning English.
5. Write an analytical exposition text that consists of those generic structures:
   - Thesis
   - Argument
   - Reiteration
6. Write an analytical exposition text that concern some aspect of writings: Content, Organization, Vocabulary, Language, Mechanics.

Name : ....

Class : ....

Topic : Pollution

Construction and demolition — Land Pollution — Municipal soil waste

Water Pollution — Pollution — Air Pollution

Water Pollution → Rivers, Oceans

Air Pollution → Visible, Invisible
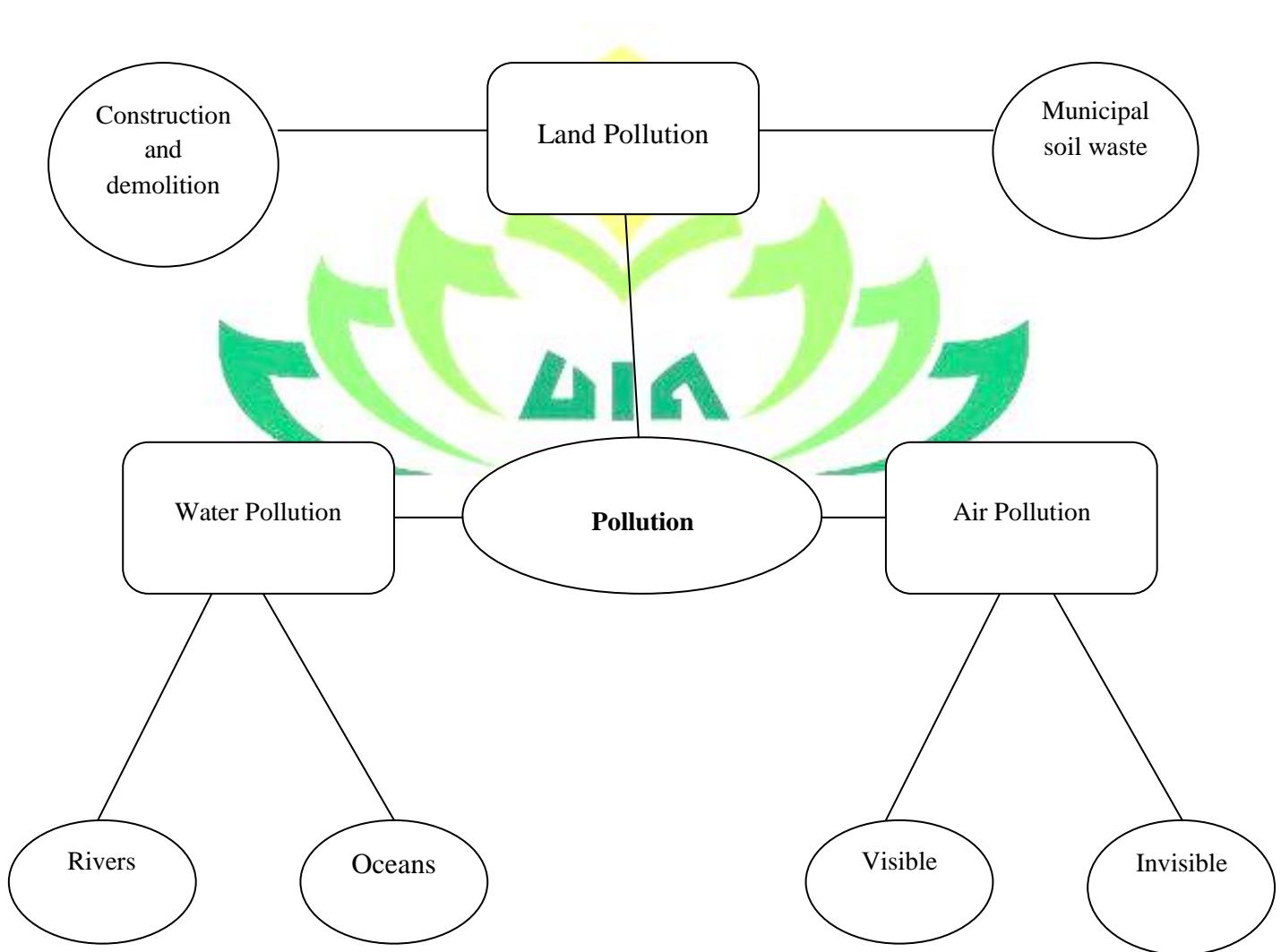
Appendix 5: Syllabus

SILABUS PEMBELAJARAN

Nama Sekolah : **SMAN 12 SUKARAME BANDAR LAMPUNG**

Mata Pelajaran : **Bahasa Inggris**

Kelas / Semester : **XI / II**

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	NilaiBudaya&KarakterBangsa	Kewirausahaan/EkonomiKreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Menulis 12. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *analytical exposition* dalam konteks kehidupan sehari-hari	12.1Mengungkapkan makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	• ***Developing a paragraph based on the pictures***	Religius, jujur, toleransi, disiplin, kerjakeras, mandiri, demokratis, rasa ingintahu, semangatkebangsaan, cintatanah air, menghargaiprestasi, bersahabat, cintadamai, gemarmembaca, pedulilingkungan, pedulisosial, tanggungjawab	• Percayadiri (keteguhanhati, optimis). • Berorientasipadatugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambilresiko (sukatantangan, mampumemimpin) • Orientasikemasadepan (punyaperspektifuntukmasadepan)	• Menuliskansebuah*banner, poster, pamphlet* secaraberkelompok danMempublikasikan di lingkungansekolah	• Menggunakantatabahasa, kosa kata, tandabaca, ejaan, dantatatulisdenganakurat • Menulisgagasanutama • Mengelaborasi gagasanutama • Membuat*draft*, merevisi, menyunting • Menghasilkan*analytical exposition text*	Tugas Unjukkerja	2 x 45	Tri Indaryani, *English Alive Senior High School Grade XI* (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbehasaInggris Majalah Internet
	12.2Mengungkap-kan makna	***Writing***	Religius, jujur, toleransi,	• Percayadiri (keteguhanhati,	• Membuat teks	• Menggunakankalimat*present*	Tugas Unjuk	2 x 45	Tri Indaryani, *English Alive*

dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof,* dananalytical expostion	*texts*	disiplin, kerjakeras, mandiri, demokratis, rasa ingintahu, semangatkebangsaan, cintatanah air, menghargaiprestasi, bersahabat, cintadamai, gemarmembaca, pedulilingkungan, pedulisosial, tanggungjawab	optimis). • Berorientasipadatugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambilresiko (sukatantangan, mampumemimpin) Orientasikemasa depan (punyaperspektifuntukmasadepan an	analytical expositio n • Melakukankoreksitemansejawat	*tense*dalammenulis*analytical exposition* • Menggunakankalimat*kompleks* dalammembuatsebuahopini • Menggunakankalimat present tense dalam membuat analyitical exposition • Menghasilkanteksberbentuk*an alytical exposition*	kerja		*Senior High School Grade XI* (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasaInggris Majalah Internet

Appendix 6: Lesson Plan for Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 1)
EXPERIMENTAL CLASS

Nama Sekolah   : SMAN 12 BANDAR LAMPUNG

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : XI/ II

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.

TUJUAN PEMBELAJARAN:

Setelah mempelajari materi ini diharapkan siswa dapat menggunakan tata bahasa,

kosa kata, tanda baca, ejaan dan tulis dengan akurat. Dan dapat mengembangkan

paragraph dengan baik.

MATERI AJAR: Analytical exposition

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

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:
Clustering 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

- 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 belum dipahami.

b. Elaborasi

- Guru menyiapkan contoh paragraph analytical expository.

- Guru memperkenalkan *clustering technique* dan bagaimana menggunakannya.

- Guru membagikan sebuah cerita analytical exposition kepada siswa.

- Guru menyuruh siswa untuk membaca text tersebut .

- Guru menjelaskan kepada siswa tentang cara menulis paragraph expository menggunakan *clustering technque.*

- Siswa disuruh untuk membuat sebuah essay apa yang telah mereka baca sebelumnya dengan menggunakan *clustering technique.*

- Sementara siswa mengerjakan guru berkeliling sambil menanyakan adakah kesulitan dalam menjawab.

c. Konfirmasi

- 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

- Menyimpulkan materi pembelajaran.
- 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*
- Sumber   : *English Alive Senior High School Grade XI,* p.38

PENILAIAN HASIL PEMBELAJARAN

1. Indikator, Teknik, Bentuk, dan Contoh

Indikator	Teknik	Bentuk	Contoh
Menulis *analytical exposition*	Tes tertulis	Tugas individu	*Make an analytical exposition text by your version!*

Make an essay with your own idea!

The Title : . . . .

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,   2018

Guru Mapel   Mahasiswa Penelitian

Dra Mei Rusida, S.Pd   Suhailah Sideh
NIP. 196107051992032002   NPM.1311040102

Mengetahui
Kepala SMAN12 Bandar Lampung

Dra. Hj. Mis Aliya, M.Pd
NIP.196110241980102001

Nama Sekolah   : SMAN 12 BANDAR LAMPUNG

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : XI/ II

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.

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

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.

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.
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 : *Custering Technique.*

LANGKAH- LANGKAH PEMBELAJARAN :

A. Kegiatan Pendahuluan

a. **Apersepsi dan Motivasi**

- Mengkondisikan siswa untuk belajar
- Menyapa siswa ketika siswa siap untuk belajar serta berdoa
- Mengisi daftar hadir siswa
- Brainstorming ideas: *Why Writing is important? Why should we study?,etc.*
- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa

B. Kegiatan Inti

1) **Eksplorasi**

- Guru menjelaskan tentang analytical exposition text
- Guru memberikan contoh apa itu analytical exposition text
- Guru menjelaskan tentang clustering technique

2) **Elaborasi**

- Guru memberikan penjelasan lebih lanjut tentang materi paragraf eksposisi.
- Guru memberikan penjelasan tentang tujuan paragraph expository.
- Guru menjelaskan kembali kepada siswa tentang cara menulis paragraph expository menggunakan *clustering technique.*
- Siswa dibagikan sebuah cerita analytical exposition.
- Guru menyuruh siswa untuk membaca text tersebut
- Guru menyuruh siswa untuk membuat sebuah essay apa yang telah mereka baca sebelumnya dengan menggunakan *clusteringtechnique.*
- Sementara siswa mengerjakan guru berkeliling sambil menanyakan adakah kesulitan dalam menjawab.

3) **Konfirmasi**

- Menyuruh siswa untuk mengembangkan paragraph dari cluster diatas
- Menyuruh siswa mempresentasikan hasil tulisannya kepada teman-temannya

  - 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

- 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.
- menyampaikan rencana pembelajaran pada pertemuan berikutnya.

SUMBER/ BAHAN / ALAT

- Alat/ Bahan   : *Text Analytical Exposition*

- Sumber   : *English Alive Senior High School Grade XI,* p.38

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!

The Title : . . . .

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,   2018

Guru Mapel   Mahasiswa Penelitian

Dra Mei Rusida, S.Pd   Suhailah Sideh
NIP. 196107051992032002   NPM.1311040102

Mengetahui

Kepala SMAN 12 Bandar Lampung

Dra. Hj. Mis Aliya, M.Pd
NIP.196110241980102001

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 3)
EXPERIMENTAL CLASS

Nama Sekolah   : SMAN 12 BANDAR LAMPUNG

Mata Pelajaran   : Bahasa Inggris

Kelas / Semester   : XI/ II

Skill   : Writing

Alokasi Waktu   : 2 X 45 menit

STANDAR KOMPETENSI

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

KOMPETENSI DASAR

- 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

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

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

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

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.

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.

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

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

- Clustering Technique

KEGIATAN PEMBELAJARAN

A. Pendahuluan

Persepsi dan Motivasi
- 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.*
- Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

B. Kegiatan Inti

Eksplorasi

- 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.

Elaborasi

- Guru meriview ulang langkah-langkah retorika dan aspek dalam penulisan expository.

- Guru menjelaskan ulang kepada siswa satu persatu tentang materi paragraph expository serta bagaimana cara membuat paragraph expository menggunakan *clustering technique.*
- Guru membagikan sebuah cerita analytical exposition kepada siswa
- Guru menyuruh siswa untuk membaca text tersebut
- Guru menyuruh siswa untuk membuat sebuah essay apa yang telah mereka baca sebelumnya dengan menggunakan clustering
- Sementara siswa mengerjakan guru berkeliling sambil menanyakan adakah kesulitan dalam menjawab.

Konfirmasi

- 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:

- Meyimpulkan materi pembelajaran.
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;

SUMBER/ BAHAN/ ALAT

- Alat/ Bahan   : *Text Analytical Exposition*

- Sumber   : *English Alive Senior High School Grade XI,* p.38

PENILAIAN HASIL PEMBELAJARAN

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 Title : . . . .

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,   2018

Guru Mapel   Mahasiswa Penelitian

<u>Dra Mei Rusida, S.Pd</u>   <u>Suhailah Sideh</u>

NIP. 196107051992032002   NPM.1311040102

Mengetahui

Kepala SMAN 12 Bandar Lampung

<u>Dra. Hj. Mis Aliya, M.Pd</u>

NIP.196110241980102001

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 1)
CONTROL CLASS

Nama Sekolah : SMAN 12 BANDAR LAMPUNG

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI/ II

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

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:

Free Writing Techniuqe

LANGKAH- LANGKAH PEMBELAJARAN :

A. Kegiatan Pendahuluan

Apersepsi dan Motivasi

- Mengucapkan salam

- Berdoa

- Mengisi daftar hadir

- Guru melakukan tanya jawab seputar materi yang akan dipelajari

- Guru menyampaikan tujuan pemblajaran

B. Kegiatan Inti

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.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Guru meminta peserta didik untuk menulis teks *analytical exposition* dengan memilih tema yang telah disediakan, sesuai dengan inspirasi mereka masing-masing
- Peserta didik diminta untuk membuat kerangka-karangan dan mengembangkanya menjadi sebuah *essay* dalam bentuk draft kasar (*drafting*)
- Guru sambil membimbing peserta didik untuk memperbaiki tulisan (*revising*), saling mengoreksi dan menyunting (*editing*) apabila 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*).

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*, p.38

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 by your version!*

Make an essay with your own idea!

The Title : . . . .

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,   2018

Guru Mapel   Mahasiswa Penelitian

Dra Mei Rusida, S.Pd   Suhailah Sideh

NIP. 196107051992032002   NPM.1311040102

Mengetahui

Kepala SMAN 12 Bandar Lampung

Dra. Hj. Mis Aliya, M.Pd

NIP.196110241980102001

Nama Sekolah   : SMAN 12 BANDAR LAMPUNG

Mata Pelajaran   : Bahasa Inggris

Kelas/ Semester   : XI/ II

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

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.

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:

Free Writing Techniuqe

LANGKAH- LANGKAH PEMBELAJARAN :

A. Kegiatan Pendahuluan

Apersepsi dan Motivasi

• Mengucapkan salam

- Berdoa

- Mengisi daftar hadir

- Guru melakukan tanya jawab seputar materi yang akan dipelajari

- Guru menyampaikan tujuan pemblajaran

B. Kegiatan Inti

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.

Elaborasi

Dalam kegiatan elaborasi, guru dan siswa:

- Guru memberikan penjelasan tentang teks *analytical exposition.*
- Guru memberikan penjelasan tentang *guided questions.*
- 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*).

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,* p.38

PENILAIAN HASIL PEMBELAJARAN
4. Indikator, Teknik, Bentuk, dan Contoh

Indikator	Teknik	Bentuk	Contoh
Menulis *analytical exposition*	Tes tertulis	Tugas individu	*Make an analytical exposition text by your version!*

Make an essay with your own idea!

<div align="center">

The Title : . . . .

</div>

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,   2018

Guru Mapel   Mahasiswa Penelitian

Dra Mei Rusida, S.Pd   Suhailah sideh

NIP. 196107051992032002   NPM.1311040102

Mengetahui

Kepala SMAN 12 Bandar Lampung

Dra. Hj. Mis Aliya, M.Pd

NIP.196110241980102001

Nama Sekolah : SMAN 12 BANDAR LAMPUNG

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI/ II

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

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.

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.

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

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

Free Writing Technique

LANGKAH- LANGKAH PEMBELAJARAN :

A.Kegiatan Pendahuluan

Persepsi :

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

Motivasi :

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

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

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

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 membuat sebuah essay apa yang telah mereka baca sebelumnya
- Sementara siswa mengerjakan guru berkeliling sambil menanyakan adakah kesulitan dalam menjawab.

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,* p.38

PENILAIAN HASIL PEMBELAJARAN

5.   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 Title : . . . .

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,   2018

Guru Mapel   Mahasiswa Penelitian

Dra Mei Rusida, S.Pd   Suhailah sideh

NIP. 196107051992032002   NPM.1311040102

Mengetahui

Kepala SMAN 12 Bandar Lampung

Dra. Hj. Mis Aliya, M.Pd

NIP.196110241980102001

Appendix 8: Questionnaire

ANGKET (KUESIONER)

Penjelasan:

Kuesioner ini dibuat untuk mengetahui pendapat anda tentang pelajaran bahasa inggris dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuesioner ini tidak berpengaruh sama sekali terhadap nilai. Oleh karena itu jangan ragu untuk untuk menjawab setiap pertanyaan. Jawablah pertanyaan dibawah ini sejujur – jujurnya den sejelas – jelasnya sesuai dengan kondisi yang kalian alami.

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

Keterangan alternatif jawaban
1. SS : sangat setuju
2. S : setuju
3. BS : Biasa saja
4. TS : Tidak setuju
5. STS : Sangat tidak setuju

Contoh

No	PERNYATAAN	KETERANGAN				
		SS	S	BS	TS	STS
1	Bahasa Inggris adalah mata pelajaran favorit saya	X				

Responden :
Kelas :

Berilah tanda silang (X) pada alternatif jawaban yang telah disesuaikan dengankondisi yang kalian alami.

No	Pernyataan	KETERANGAN				
		SS	S	BS	TS	STS
1	Saya menyukai pelajaran Bahasa Inggris					
2	Saya menyukai pelajaran Bahasa Inggris khususnya menulis					
3	Saya menyukai pelajaran Bahasa Inggris tentang menulis teks analytical					
4	Guru menciptakan suasana kelas yang					

	menyenangkan dalam belajar menulis bahasa Inggris tentang teks analytical expository.					
5	Saya menyukai strategi pembelajaran yang digunakan oleh guru dalam mengajar menulis bahasa Inggris tentang teks analytical					
6	Saya sering menghadapi kesulitan dalam belajar bahasa inggris					
7	Saya sering merasa malas ketika belajar bahasa inggris					
8	Saya sering menemukan kesulitan arti kosa kata dalam belajar bahasa inggris					
9	Saya sering merasa kesulitan ketika menulis bahasa inggris sesuai dengan grammar yang benar					
10	Saya sering menemukan kesulitan mengembangkan ide dalam menulis bahasa inggris tentang teks analytical expository.					

No	Pernyataan	Teori

1	Saya menyukai pelajaran Bahasa Inggris	English is viewed as a language which gives you access to the world.[67] It mean that, student should have motivation to learn english because now english can give you access to the world.
2	Saya menyukai pelajaran BahasaInggris khususnya menulis	Raimes (1983:76) states "Writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand." Davies (1998:25) thinks that learners will be encouraged to write if writing tasks motivate them and keep them interested. According to Leki (1991, p. 9), the desire on the part of the writer to communicate something is very important because it is much more difficult for students to write about something they have no interest in. It mean that, if student have a high motivation and intereset in writing, it help students can express the ideas and feelings.
3	Saya menyukai pelajaran BahasaInggris tentang menulis teks analytical expository	Based Curriculum, the students are expected to be able to communicate in English both in oral and written form. In senior high school in Indonesia, the skill of writing is taught by using genre based approach. There are twelve genres that are taught to senior high school students. Those are descriptive, recount, narrative, procedure, explanation, discussion, exposition, news item, Information report, annecdote and review. The researcher focused on exposition text which is taught in the second year of senior high school. Cahyono (2006:107) states, "Analytical expository writing is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case." From the explanation above, it can be concluded that analytical expository writing is a kind of writing that consists of Thesis, Arguments, Reiteration.
4	Guru menciptakan suasana kelas yang menyenangkan dalam belajar menulis bahasa inggris tentang teks analytical	Richard (2002), the teacher's strategy is a way of engaging all of activities and materials into a classroom. The last factor that influenced the change of the students' writing skill was the teacher's approach in the classro activities. It was stated by Brown (2001), the teach approach is important roles in managing the class. There were several characteristics in teaching and learning process such as controller, director, manager, facilitator, and resources. One of the important factors causing students' poor writing

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[67]Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (England: John Wiley & Sons, Ltd, 2009), p. 9.

		skill is the technique used by the teacher where the teacher uses inappropriate writing teaching techniques or strategies, teaching media, and teaching materials. The writing teaching techniques or strategies in the classroom normally employed by the teacher may not work very well or be monotonous and not interesting for the students. As a result, the students have difficulty developing themselves in teaching and learning process.
5	Saya menyukai strategi pembelajaran yang digunakan oleh guru dalam mengajar menulis bahasa inggris tentang teks analytical	In teaching English as foreign language, the teachers should be able to manage the classroom well. The teacher should be creative and manage the classroom with interesting strategy as Brown States, teaching is showing or helping student to learn how to do something, giving instructions in the study of something, providing with language, and causing to know or understand.[68] It means that teacher have to make the students fell comfort and interest in studying subject by using a creative strategy so the students' will focus on learning process.
6	Saya sering menghadapi kesulitan dalam belajar bahasa inggris	Writing is a complex process because it requires the mastery of grammatical devices, conceptual thinking and judgmental (have purpose and activating) elements (Byrne 1988, Heaton 1990). Byrne (1988: 4) classifies the writing complexities into psychological, linguistic and cognitive problems. Grabe and Kaplan (1996:6) think that since writing does not come naturally but rather gained through continuous effort and much practice, it becomes a complex skill.
7	Saya sering merasa malas ketika belajar bahasa inggris	Zamel (1985: 79) states that teacher's feedback can be effective if teachers respond to students writing as genuine and interested readers rather than as judges and evaluators. It mean that, when students low motivation to learn english, the teacher should actively encourage and attract the students' motivation in the class in order to make them interested and motivated in learning English.
8	Saya sering menemukan kesulitan arti kosa kata dalam belajar bahasa inggris	Abu (2001: 30) states that writing is a difficult skill for native speakers and non-native speakers alike because writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics.
9	Saya sering merasa kesulitan ketika menulis bahasa	Learners have a number of problems in their attempts to write in the second language. "As verbs take different forms

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[68]H. Douglas Brown, *Teaching Principle of Language and Teaching,*(San Fransisco: Practice Hall Regents, 1994), p.7

	inggris sesuai dengan grammar yang benar	depending on tense and subjects they are used with, they create problems for second language writing students" (Tyner, 1987). Similarly, Kharma (1987) in Melese (2007: 12) states that students have problems with subject verb agreements, pronoun references, and connectors.
10	Saya sering menemukan kesulitan mengembangkan ide dalam menulis bahasa inggris tentang teks analytical expository	