THE USE OF ARTICLES FROM THE JAKARTA POST WEBSITE AS THE AUTHENTIC MATERIAL TO IMPROVE STUDENTS’ WRITING ABILITY IN ORGANIZING ANALYTICAL EXPOSITION TEXT

(A Classroom Action Research at the Second Year of SMA Negeri 2 Salatiga in the Academic Year of 2015/2016)

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2016
DECLARATION

Bismillahirrahmanirrahim

“In the name of Allah, the Most Gracious, the Most Merciful”

Hereby, the writer declares that this graduating paper is written by the writer herself. This paper does not contain any materials which have been published by other people and it does not cite any other people’s ideas except the information from the references.

This declaration is written by the writer to be understood.

Salatiga, March 7th, 2016

The Writer

113 11 073
Salatiga, March 7th, 2016

Dr. Sa’adi, M. Ag.
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ATTENTIVE COUNSELOR NOTE
Case: Sri Rejeki’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum wr. wb.

After reading and correcting Sri Rejeki’s graduating paper entitled THE USE OF ARTICLES FROM THE JAKARTA POST WEBSITE AS THE AUTHENTIC MATERIAL TO IMPROVE STUDENTS’ WRITING ABILITY IN ORGANIZING ANALYTICAL EXPOSITION TEXT (A Classroom Action Research at the Second Year of SMA Negeri 2 Salatiga in the Academic Year of 2015/2016), I have decided and would like to propose that it could be accepted by Teacher Training and Educational Faculty and I hope this paper can be examined as soon as possible.

Wassalamu’alaikum wr. wb.

Counselor

[Signature]

Dr. Sa’adi, M.Ag.
NIP. 19630420 199203 1003
A GRADUATING PAPER

THE USE OF ARTICLES FROM THE JAKARTA POST WEBSITE AS THE AUTHENTIC MATERIAL TO IMPROVE STUDENTS' WRITING ABILITY IN ORGANIZING ANALYTICAL EXPOSITION TEXT

(A CLASSROOM ACTION RESEARCH AT THE SECOND YEAR OF SMA NEGERI 2 SALATIGA IN THE ACADEMIC YEAR OF 2015/ 2016)

WRITTEN BY:
SRI REJEKI
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Has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on March 22nd 2016, and hereby considered to complete the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English and Education.

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MOTTO

“. . and say: My Lord, increase me in knowledge.”

(Qur'an , 20: 114)

“You have many sticky notes to remember but if you never stick on your aim. It is doing nothing.”

(Sri Rejeki)
DEDICATION

This graduating paper is whole heartedly dedicated to:

1. Allah Subhanahu wa ta’ala and Muhammad Shallallahu ‘alaihi wassalam.
2. My mother (Mardinem), my father (Aliman), and my sisters (Puji Lestari, Siti Mutmainah and Dewi Lestari).
3. My closest friends (Farrah Zakiyah Anwar, Fizani Fadilah, A’yun Mas’udah and Dewi Verawati).
4. All my friends at IAIN Salatiga that I cannot mention one by one.
ACKNOWLEDGEMENT

Firstly, in the name of Allah the Most Gracious, the Most Merciful, the Lord of universe, thanks to Allah, the writer could finish this graduating paper as one of the requirements for the Degree of Islamic Studies (S.Pd.I) at English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga in 2016.

Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness into the lightness.

However, this success would not be achieved without those supports, guidance, advice, help, and encouragement from individual and institution. So, it is an appropriate moment for the writer to deepest gratitude for:

1. Dr. Rahmat Haryadi, M. Pd., the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M. Pd., as the Dean of Teacher Training and Education Faculty.
3. Noor Malihah, Ph. D., as the Head of English Education Department.
4. Dr. Sa’adi, M. Ag., as the writer’s counselor who has educated, supported, directed and given the writer advice, suggestion and recommendation for this graduating paper from beginning until the end. Thank you for your patience and care.
5. Haryo Aji Nugroho, S. Sos., M. A., as the writer’s academic counselor.
6. All lecturers of IAIN Salatiga who have bestowed their knowledge.
7. All staffs of IAIN Salatiga who have helped the writer in processing administration.
8. Dra. Yuliati Eko Atmojo, M. Pd., as the Headmaster, and Masnun Suaedi, S.Pd., as the Vice Chairman of Curriculum of SMA Negeri 2 Salatiga who gave the writer a permission to conduct the research.
9. Nur Endah, S.Pd., as the English teacher of SMA Negeri 2 Salatiga who gave guidance in classroom action research, so the writer could conduct the research.

10. All students of XI Bahasa of SMA Negeri 2 Salatiga in the academic year of 2015/2016 as the subject of the research.

11. My dearest parents, big family, and friends who always give support both moral and material to the writer to finish this graduating paper.

12. All parties who could not be mention one by one who helped the writer to complete this graduating paper.

Salatiga, March 7th, 2016

The Writer

Sri Rejecta

113 11073
ABSTRACT

Rejeki, Sri. 2016. “The Use of Articles from the Jakarta Post Website as the Authentic Material to Improve Students’ Writing Ability in Organizing Analytical Exposition Text (A Classroom Action Research at the Second Year of SMA Negeri 2 Salatiga in the Academic Year of 2015/2016).” Graduating Paper. English Education Department of Teacher Training and Education Faculty. State Institute for Islamic Studies (IAIN). Counselor: Dr. Sa’adi, M.Ag.

Keywords: analytical exposition text, the Jakarta Post website, writing ability.

This research was aimed to find out the improvement of the students’ writing ability in organizing analytical exposition text of second year students of SMA Negeri 2 Salatiga in the academic year of 2015/2016 through articles from The Jakarta Post website. Besides that, it also to find out the significant improvement of the students’ writing ability after being taught by using articles from The Jakarta Post website of second year students of SMA Negeri 2 Salatiga in the academic year of 2015/2016. The number of the students in this research was 26 students. In completing this research the writer used the observation, documentation, and written test as the instrument of collecting the data. By conducting classroom action research, it was found out that the implementation of articles from The Jakarta Post website improved students’ writing ability in organizing analytical exposition text. From the results mean score of post-test were higher than the pre-test. In the cycle I showed that the pre-test score was 59.54 and the post test was 71.15 and in the cycle II showed that the pre-test score was 72 and the post test 82.35. The result of statistic calculation indicated that t-calculation of cycle I was 5.99 and cycle II was 8.21 with t-table was 2.060. It means the final result showed that t-calculation was greater than t-table. It proved that there was significant difference of the students’ writing ability in organizing analytical exposition after being taught by using articles from The Jakarta Post website.
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A. Background of the Study

English is a global *lingua franca* or vernacular language. It is used by most people around the world as media of communication internationally. Nowadays, Indonesian people are interested to learn English as a foreign language from secondary up to university level. According to Gaith (2002: 2) “One of purposes in teaching English itself to develop communicative ability in English language that consist of listening, speaking, reading and writing.”

In this section, writer focuses on the writing skill. Writing is one of the language skills which is important in our life. It is productive and expressive activity. “Writing is relating our prior knowledge and experiences to the text by putting meaning on the page” (Risdianto, 2012: 174). Through writing, we can inform something to others, persuade, store our memories, convey our ideas and tell what we feel. However, we know that writing or learning to write especially in a foreign language is not simply a matter of “writing things down”.

Writing is regarded as a productive skill. It needs much time in thinking process or brainstorming to produce writing product. The most difficult part of writing to Indonesian students is they do not usually to write something that they think or read. When teacher asks them to do
assignment, students are confused what they want to write. It makes the students scare when teacher approaches them and looks their paper is blank without an idea. Writing skill do not come automatically, but it must need more practice regularly. It needs more efforts because teaching students to be able good in writing skill is not easy. According Ivanic (1998: 181) as quoted by Rahmah (2008: 1) “Writing is not just about conveying ‘content’ but also about the representation of self.”

Based on curricululum in senior high school, especially English, students have to learn about text types. There are many kinds of text types in writing such as narration, recount, spoof, descriptive, procedure, news item, analytical exposition, hortatory exposition, explanation, reviews and argumentative. In this section, writer lights up on the analytical exposition.

Analytical exposition text is one of English writing materials that should be mastered by high senior students in English learning. According to Anderson (1997: 122) an exposition text is a piece of text that present a side of an argument. The purpose of an exposition text is to persuade the reader or listener by presenting a side of an argument. Exposition text is one of argumentative text.

The students’ writing ability in organizing analytical text is specified into the skill in organizational pattern. This skill needs to improve because it reflects the writing ability in presenting the argument, developing the ideas and convincing the reader to follow the writer’s idea. This text type has specific language feature and each students has their
own language in organizing analytical exposition text, modality is one of language features of analytical exposition text that exist and their meanings can express writer’s thoughts, beliefs, prediction, ability permission and obligation. They need to know how language is used to structure the text, the language and the terms used in an argument to persuade.

In reality, many students do not optimal in writing analytical exposition text. This problem is caused students do not have spirit in learning process of writing. Beside that, students’ writing ability in organizing analytical exposition text is low. Low of skill in writing is caused many factors such as English is not their mother language, less of motivation to write, they cannot generate their idea into text, and the main problem that leads to the low interest in writing is the lack of media.

The use of interesting media really contributes to the better learning process, both improving student’s participation and their interest in classroom activity which leads them to have better ability in writing. To select the appropriate media, teacher must consider the characteristics of the students, which directly related to the learning process such as verbal abilities, visual and audio perception skills. Other factors which also must be considered in media selection come from our instructional system model, that is the organization of the groups, the available time, and the space in which the media is used. It will help them to learn every activity in the classroom especially learning writing analytical exposition text.
Based on the fact above, the writer conduct research to improve the students’ writing ability through articles from *The Jakarta Post* website. Article is one of authentic material that can be used as teaching media. According to Jacobson et al (2003: 1), authentic materials are print or learner-contextualized materials and activities used in the classroom in ways that they would be used in the lives of learners outside their classes. Authentic materials in the classroom therefore are stretches of real language, produced by real speakers or writers for real audiences and designed to convey real messages of some sort.

There are many kinds of articles from internet but *The Jakarta Post* website is chosen as media to improve students’ writing ability. It provides argument or opinion from many sources as references to students to organize their writing in analytical exposition. By articles from *The Jakarta Post*, teaching and learning process will be more different. Students get material from something that authentic or real happens. The other reason is articles from *The Jakarta Post* is up-to-date than textbook.

Based on the explanation above, the writer conduct research entitled "THE USE OF ARTICLES FROM THE JAKARTA POST WEBSITE AS THE AUTHENTIC MATERIAL TO IMPROVE STUDENTS’ WRITING ABILITY IN ORGANIZING ANALYTICAL EXPOSITION TEXT (A Classroom Action Research at the Second Year of SMA Negeri 2 Salatiga in the Academic Year of 2015/ 2016)"
B. Statements of the Problem

Based on the previous background, the writer formulates a research questions as follows:

1. Can articles from The Jakarta Post website improve students’ writing ability in organizing analytical exposition text of second year of SMA Negeri 2 Salatiga in the academic year of 2015/2016)?

2. How far is the significant improvement of students’ writing ability in organizing analytical exposition text after being taught through articles from The Jakarta Post website of second year of SMA Negeri 2 Salatiga in the academic year of 2015/2016)?

C. Objectives of the Study

This research has some following purposes:

1. To find out that articles from The Jakarta Post website improve the students’ writing ability in organizing analytical exposition text of second year of SMA Negeri 2 Salatiga in the academic year of 2015/2016)

2. To find out the significant improvement the students’ writing ability in organizing analytical exposition text after being taught through the articles from The Jakarta Post website of second year of SMA Negeri 2 Salatiga in the academic year of 2015/2016)

D. Benefits of the Study

This research is conducted in order to give theoretical and practical benefit.
1. Theoretical benefit

The result of the research is expected to be meaningful information and contribution for the teacher as a technique in teaching writing in relation to the students. They will be able to express their ideas into writing form and to improve their ability by the use of articles from *The Jakarta Post* website.

2. Practical benefit

The findings of the research can be used by the students, teacher and writer herself and it will be useful to the other writer who are interested in analyzing teaching learning in writing.

a. For students

1) It can improve the mastery of writing subject.

2) The student will be able to write better.

b. For the teachers

1) The teachers know the level of students’ mastery in writing ability.

2) The result can become input to determine the step and strategy for teaching as feedback to improve in the process of English teaching especially in writing.

3) It can give a view and experiences in teaching writing by authentic material which can support and motivate her students to improve their ability.
E. Limitation of the Study

In this research the writer limits the research on teaching writing using articles from *The Jakarta Post* website to the second year students of SMA Negeri 2 Salatiga in the academic year 2015/2016.

F. Definition of the Key Terms

1. The Use of Articles from The Jakarta Post Website

   Use means take, hold, or deploy something as a means of accomplishing or achieving something. (Oxford Dictionary)

   Articles is piece of writing on particular subject in newspaper or magazine (Cambridge Advanced Learner’s Dictionary third edition).

   *The Jakarta Post* website is online version of the largest English-language newspaper in Indonesia ([www.thejakartapost.com](http://www.thejakartapost.com) retrieved on January 1, 2016 at 17:27).

   From the meaning above we can conclude that the use of articles from *The Jakarta Post* website means take a piece of particular subject from online version of the largest English-language newspaper in Indonesia.

2. Improve Students’ Analytical Exposition Writing Ability

   Improve means becoming or making to be better (Oxford university press, 2003: 216). In other dictionary we can find the word “improve” which means to make better in quality or to make more productive to become better (Webster, 1994: 487)
Analytical Exposition text is text that present a side of an argument in issue to convince someone to believe something Anderson (1997: 122). The purpose of an exposition text is to persuade the reader or listener by presenting a side of an argument.

Writing ability is specified into the skill in organizing ideas (Rohman, 2009:5). Writing is representing the information to the reader in written form.

From the theories above, improve analytical exposition writing ability can be described as the process of becoming better in the quality of present a side argument to convince reader or listener to believe something in the written form.

G. Outline of Graduating Paper

This paper consists of five chapters. Each chapter has different elements as follows:

Chapter I tell about introduction. The writer will explain about general background of the study, statements of the problem, objectives of the study, benefits of the study, limitation of the study, definition of the key terms, and outline of graduating paper. Chapter II is literature review. It is definition of writing, process of writing, principles of writing, teaching writing, the definition of analytical text, authentic material, article as media and The Jakarta Post website. Chapter III contains of research method. In this chapter, the writer provides type of the research, subject of the research, research procedure, technique of collecting data and
technique of data analysis. Chapter IV presents data analysis. It includes implementation of the research and discussion of the findings. Chapter V is closure which carries the explanation about the conclusions and the suggestions from the research. The last part is references and appendices.
CHAPTER II
LITERATURE REVIEW

A. Writing Ability

1. Definition of Writing

Bell and Burnaby (1984) in Nunan (1989: 36) point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. According to Solahudin (2009: 20) writing is rewrite and decipher ideas from Indonesia to English. This statement arises because English is foreign language in Indonesia.

Learning to write fluently and expressively is the most difficult of the macroskill for language users regardless or whether the language in questioning is a first, second or foreign language. All children, except those with physiological disabilities, learn to comprehend and speak their native language. Not all of these learn to read. Fewer still learn to write fluently and legibly (Nunan, 1989: 35). White (1981: 2) in Nunan (1989: 36) puts it this way:

Writing is not a natural activity. All physically and mentally normal people learn to speak language. Yet all people have to be taught how to write. This is crucial difference between the spoken and written forms of language. There are other important differences as well. Writing, unlike speech, is displaced in time. Indeed, this must be one reason why writing originally evolved since it makes possible the transmission of message from one place to another. A written message can be
received, stored and referred back to at anytime. It is permanent in comparison with the ephemeral ‘here one minute and gone the next’ character of spoken language – even of spoken language that is recorded on tape or disk.

Heaton (1989: 135) in Rohmah (2009: 1) states that writing is complex and difficult to teach and also to learn, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements.

2. Process of Writing

According to Langan In his book with title “English Skills with Reading”, seventh edition (2013: 17-32) there are five steps to reach the goals of effective writing. They are:

a. Getting Started with Prewriting

There are several prewriting strategies which are used before writing in the first outline of the paper:

1) Freewriting, is the writer writes down whatever comes into mind about a topic.

2) Questioning, is writing down a sequence of question and answers about a topic. We can use WH question such as what, when, where, why and how.

3) Clustering, is another prewriting strategy that can be used to generate material for a paper. It is useful, beneficial for people who like to do their thinking in a visual way
4) Making a list, this strategy is familiar with listing, list making and brainstorming. It is beneficial for us in listing the ideas and details.

b. Preparing a Scratch Outline

A scratch outline is a brief plan for paragraph. It shows at glance the point of the paragraph and the main support for that point. It is the logical backbone on which the paper is built.

c. Writing the First Draft

In writing the first draft, the writer needs to put additional thought and details which do not appear in the prewriting.

d. Revising

Revising is the process of rewriting a paper. It includes prewriting, outlining and writing first draft.

e. Editing and Proofreading

Editing is the next to the last major stage in the writing technique. It is the process of checking for mistakes in grammar, punctuation, usage and spelling.

3. The Principles of Writing

According to (Fauziati, 2002: 148) the principles of writing process consist of two parts they are the product approach and the process approach
a. The product approach

According to Silvia in Galuh Nur Rahmah’s book (2008: 15), the product approach in teaching writing mainly focused on the logical development construction and arrangement of discourse form. Paragraphing, for example, teach by emphasizing the elements of topic sentences.

The product approach inhibited learners with its strict rules of accuracy and correctness. Therefore, they were afraid of making mistake when expressing their ideas. Sometimes the product approach be obstacle freedom of the students when they are organizing their thoughts and ideas.

b. The process approach

According to Ferris & Hedgcock in Galuh Rahma’s book (2008: 18), the development of the process approach dates back to 1980’s, especially in USA educational institutions. The process approach places emphasis on “writer as the creator of original discourse, focusing particular attention on his or her procedures for producing and revising text.

The process approach is recursive process that involves several stages of rehearsing, drafting, editing and revising. In Galih Nur Rahmah’s book (2008: 19), Zamel states that repeating this process until the meaning is right. He argues the
meaning that the meaning of his statement is writing involves much more than studying a particular grammar, analyzing and imitating rhetorical model, or outlining what one intend to say.

According to Lawin (1949: 10) he declares that the process approach is not just strugglers, better readers and writers also benefit from reminder. He finds that more skilled readers and writers often take liberties with the general structure and modify it to their own liking.

In teaching writing, process approach commonly begins with pre-writing, the students find any relevant supporting ideas for the topics has given by the the teacher. The next process is drafting, it helps to explore any ideas at the initial stage of writing process. Another core feature of the process approach is editing. In this process, the teacher gives feedback to edit the paragraph. Sometimes, the students also give the feedback to another.

The process approach motivates students to make experiment with ideas through writing and share the writing with their classmate and get opinion or feedback from several students to help them figure out what to say and how to say it. The result is that writing class is suddenly noisy and lively, may be more noisy than speaking class, the students work in
group to write, reach other writing and comment each other on their work.

Successful writing then involves according to Nunan (1989: 37) Mastering the mechanics of letter formation; mastering and obeying conventions of spelling and punctuation; using grammatical system to convey one’s intended meaning; organising content at the level of the paragraph and the complete text to reflect given/ new information and topic/ comment structures; polishing and revising one’s initial effort; selecting an appropriate style for one’s audience.

4. Teaching Writing

Why teach writing? According to Harmer (1998: 79) said that the reasons for teaching writing to students of English as a foreign language include:

*Reinforcement:* students get language by spoken and written. However, seeing the language which is written down is beneficial for them. The visual demonstration of language construction is useful in understanding and committing the new language to memory. By writing some sentences using recent or new language is advantageous in comprehending the language which the students have studied.

*Language development:* the actual process of writing assists the writer in learning. All parts of them on going learning experiences are the mental activities in order to build proper written texts.
Learning style: by looking and listening, some students are fantastically quick at picking up the language. However, for some students, they also need the time thinking to product language. For such learner, writing is suitable. It can also be reflective activity if the students have trouble in interpersonal face-to-face communication.

Writing as a skill: teaching writing skill is very beneficial. It is a foundation of language skill. It is important as other language skill such as speaking, listening and reading. The students requires to comprehend how to write letters, how to put written reports together, how to reply to advertisement. They need to understand some of writing’s special usages (punctuation, paragraph construction, etc) just as they want to comprehend how to pronounce spoken English appropriately.

Students think the writing subject as one of hardest subject. Most of the students get this thought because they assume that they get difficulties to express their ideas. Many factors influence this reasons. According to Harmer (2007: 113) as quoted by Mustikasari 2014: 1) “Many students either think or say that they cannot, or do not want to write. This could be happened because they lack of confidence, think it is boring or believe they have nothing to say.” The other reason is they do not have enough storage of vocabulary. The reasons above trigger negative behaviour. It is plagiarism. This behavior can be rised up because students do not have good mental process.
In Rohmah (2009: 3) an observation done at UIN Malang showed that the students faced when they write. The problems are: elaborate the ideas, limited chance to revise their paper, lacked of grammar knowledge and vocabulary and the students’ low motivation to write.

Teachers should understand what are students’ need or what are students desire. Teachers should motivate students to overcome obstacles of students’ learning writing and build their motivation to write. According to Williams and Burden (1997: 120) in Mustikasari (2014: 2) motivation may be constructed as: a state of cognitive and emotional arousal; which leads to a consious decision to act; which gives rise to a period of sustained intellectual and or physical effort; in order to attain a previously set goal.

Teacher should provide a supportive environment in the classroom, in which students are encouraged to work through their composing processes collaboratively. They should act, not as a assessor, but as a facilitators who help students to develop strategies for generating ideas, revising and editing (Freeman and Richards, 1996: 98).

5. **Notion of Good Writing**

According to Boardman (2008: 18-22) as quoted by Saragih et al (2014: 5), there are three characteristics of a good writing are follows:
a. Coherence

Paragraph has coherence when the supporting sentences are based on the principle. The sentences are put in order to the reader can understand what the writers’ ideas easily.

b. Cohesion

Another characteristic of good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect each other in their support of the topic sentence.

c. Unity

The final characteristic of a well writing is unity. All the supporting sentences should relate to the topic sentence. Unity in writing means that the entire writing should focus on one single idea.

Writing is one of the productive skills that considered difficult especially for foreign learner as offered by Fauziaty (2010: 45). It is very complex activities since in this case writing does not only mean putting down graphic form on a piece of paper. It involves at least five components. According to Haris (1969: 69), some components in good writing are content, form, grammar, style, and mechanic.

According to Reid (1993: 235), the evaluation which using analytic method elaborate writing product into five components. They are content, form or organization, vocabulary or style, language use or grammar and mechanic.
### Table 2.1

**List of Evaluation Component of Writing**

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>30-27</td>
<td>Knowledgeable, substantive, development of thesis, relevant to assign topic</td>
</tr>
<tr>
<td></td>
<td>26-22</td>
<td>Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td>Limited knowledge of subject, little substance, inadequate development of topic</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td>Does enough to evaluate not show knowledge of subject, non-substantive, pertinent, or not enough to evaluate</td>
</tr>
<tr>
<td></td>
<td>20-18</td>
<td>Fluent expression, ideas, clearly stated/supported, succinct, well-organized, logical sequencing, cohesive</td>
</tr>
<tr>
<td>Form/Organization</td>
<td>Score Range</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Good to average</td>
<td>17-14</td>
<td>Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
</tr>
<tr>
<td>Fair to poor</td>
<td>16-13</td>
<td>Non-fluent, ideas confused or disconnected, lack logical sequencing and development</td>
</tr>
<tr>
<td>Very poor</td>
<td>12-10</td>
<td>Does not communicate, no organization or not enough to evaluate</td>
</tr>
<tr>
<td>Vocabulary/Style</td>
<td>Score Range</td>
<td>Description</td>
</tr>
<tr>
<td>Excellent to very good</td>
<td>20-18</td>
<td>Sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register</td>
</tr>
<tr>
<td>Good to average</td>
<td>17-14</td>
<td>Adequate range, occasional errors of word/idiom form choice, usage but meaning not obscured</td>
</tr>
<tr>
<td>Fair to poor</td>
<td>13-10</td>
<td>Limited range, frequent error of word/idiom form, choice, usage, meaning confused or obscured</td>
</tr>
<tr>
<td>Grammar</td>
<td>9-7</td>
<td>Essentially translation, little knowledge of English, vocabulary, idiom, word form, or not enough to evaluate</td>
</tr>
<tr>
<td>--------------</td>
<td>----------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Very poor</td>
<td></td>
</tr>
<tr>
<td>25-22</td>
<td>Excellent to very good</td>
<td>Effective, complex construction, few error of agreement, tense, number, word, order/function, articles, pronouns, preposition</td>
</tr>
<tr>
<td>21-18</td>
<td>Good to average</td>
<td>Effective but simple construction, minor problem complex construction, several errors agreement, tense, number, word, order/function, articles, pronoun, preposition, but meaning seldom obscured</td>
</tr>
<tr>
<td>17-11</td>
<td>Fair to poor</td>
<td>Major problem in simple/complex construction, frequent error of negation, agreement, tense, number, word, order/function, articles, pronouns, preposition and or fragment, run-ons, deletions,</td>
</tr>
<tr>
<td>Mechanic</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 10-5            | **Very poor**  
Virtually 0 mastery no mastery of sentence construction rule, dominated by errors, does not communicate, or not enough to evaluate |
| 5               | **Excellent to very good**  
Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing |
| 4               | **Good to average**  
Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured |
| 3               | **Fair to poor**  
Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured |
| 2               | **Very poor**  
No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing |
Based on the rubric above, the writer would find out any aspects on the students texts. It tends the total score that would be determined. The score result would be calculated based on the criteria of scoring writing as follows:

**Table 2.2**

**Scoring Criteria of Writing**

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>89-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.</td>
<td>79-88</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>66-78</td>
<td>Fair</td>
</tr>
<tr>
<td>4.</td>
<td>46-65</td>
<td>Poor</td>
</tr>
<tr>
<td>5.</td>
<td>0-45</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

**B. Analytical Exposition Text**

1. **Definition of Analytical Exposition**

According to Anderson (1997: 122) an exposition is text that presents a side of an argument in issue to convince someone to believe something. Some examples of exposition text are advertisement, spoken argument, editorial, legal defenses, etc. The purpose of an exposition text is to persuade the reader or listener by presenting one
side of an argument. Exposition text is one of persuasive texts and it is studied in two types; analytical text and hortatory text.

2. **Social Function of Analytical Exposition**

   The purpose of the analytical exposition text is to persuade listeners or readers that something is the case. Because of that, the spoken or written analytical exposition text intended to put forward a point of view, argument, or thinking perspective of the speaker or the writer. To strengthen the persuasion, the speaker or writer gives some arguments as the fundamental reason why something is in the case. Analytical exposition text can be found in scientific book, journals, magazine, newspaper article, academic speech or lectures, research report, etc.

3. **Constructing of Analytical Exposition Text**

   a. **An Introductory Statement**

      This part that gives the author’s point of view and previews the arguments that will follow-in some texts, the opening statements may be attention grabbing.

   b. **Constructing a Series of Arguments**

      It has aim to convince the audience, pictures might also be used to help persuade the audience.

   c. **Constructing a Conclusion**

      It sums up the arguments and reinforcements the author’s point of view.
4. Generic Structure of Analytical Exposition Text

    The generic structure of analytical exposition consists of three main parts: thesis, arguments and reiteration (Gerot & Wignel, 1993).

a. Thesis

    Thesis is used for introducing topic and indicates the writer’s position. Besides that, thesis is also used as the outline of the main argument, to be presented.

b. Argument

    The use of arguments is to restate main argument outlined in preview. It consists of the elaboration, development, and support to each point of argument.

c. Reiteration

    It is usually used for restating the writer’s position and to conclude the whole argument.

5. Language Features of Analytical Exposition Text

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

b. Use of simple present tense.

c. Reasoning through causal conjunction or nominalization (in addition, furthermore, firstly, thirdly, finally).

d. Relational processes, such as to be (is, am, are), and has / have
C. Authentic Material

1. Definition of Authentic Material

In teaching English, preparing the materials is important. Nowadays, the most popular materials in teaching are authentic materials. By implementing authentic materials, the learners will be brought into the direct contact with reality. It provides up to date materials that can be relevant to the learners’ life. It can be used to develop tasks that depart from formulaic language learning and provide a bridge between the linguistic skills of learners and their professional knowledge goals.

According to Jacobson et al (2003: 1) in Maroko (2010: 5), authentic materials are print or learner-contextualized materials and activities used in the classroom in ways that they would be used in the lives of learners outside their classes. According to Alejandro G. Martinez (2002), “Authentic would be material designed for native speakers of English used in the classroom in a way similar to the one it was designed for”. One important feature of authentic materials is that they are not written for educational purposes and are rather defined as real life texts (Wallace, 1994: 145).

Authentic materials can be from newspaper reports, magazine articles, advertisements, poems, songs, video clips, menus, horoscopes, news, talks show, video, audio, etc. If these are exploited
appropriately these can be of great help to improve students writing skills. Authentic materials are one of those but are very interesting, absorbing and motivating. It is diverse in nature and has a variety of things to offer. According to Nuttall, when choosing materials from the various sources in the classroom, there are some main criteria must be considered, they are:

a. Suitability of Content

   Does the text interest the student? Is it relevant to the student’s needs? Does it represent the type of material that the student will use outside of the classroom?

b. Exploitability

   Can the text be exploited for teaching purposes? For what purpose should the text be exploited? What skills/strategies can be developed by exploiting the text?

c. Readability

   Is the text too easy/difficult for the student? Is it structurally too demanding/complex? How much new vocabulary does it contain? Is it relevant?

d. Presentation

   Does it “look” authentic? Is it “attractive”? Does it grab the student’s attention? Does it make him want to read more?
2. **Types of Authentic Materials**

When selecting authentic materials, Halliday’s functions of language can be used as a framework for the task (Jacobson et al, 2003: 56). Teachers therefore need to reflect on the following questions before selection of the materials:

a. Does the text help my students to get what they want? (Instrumental)

b. Does this text inform my students on the rules that they might follow? (Regulatory)

c. Does this text help my students to establish or maintain a personal relationship with someone? (Interactional)

d. Does this text help my students to express their personal thoughts? (Personal)

e. Does this text help my students to explore the world? (Heuristic)

f. Does this text help my students to express or create for someone an imaginative world? (Imaginative)

g. Does this text provide the information my students want or need? (Informative)

Authentic materials can be broadly classified into three, they are:

a. Audio

Audio materials involve those that learners can listen to.

These can be grouped into three:
(1) Television programming including commercials, quiz shows, interactive talk shows, cartoons, news, and weather forecast reports.

(2) Radio programming including interviews, interactive talk shows, and radio advertisements.

(3) Taped conversations, including one-sided telephone conversations, meetings, short stories, poems and novels.

b. Visual

Visual materials on the other hand are those that the learners can see. These include photographs, paintings and drawings, children’s artwork, wordless road signs, pictures from magazines, and wordless picture books.

c. Printed materials

These include newspapers (articles, movie reviews, advertisements, astrology columns, sports reports, obituary columns, TV guides, recipes, directions, notices etc.), restaurant menus, directories, minutes of a meeting, memoranda, diaries, tourist information brochures and travel guides, greeting cards, letters, billboards, posters, bus schedules, and forms (medical history forms, application forms, tax forms, etc.).

3. **Advantages of Authentic Materials**

a. Authentic materials can be used for different levels of students.

b. Students can relate this type of materials to their real life situation.
c. Teacher can keep the students informed about what is happening in the world so they can have intrinsic educational value.

d. Authentic materials are intrinsically more interesting or stimulating than artificial or non-authentic materials.

e. Teacher has to ensure that the material is exploited well.

4. **Disadvantages of Authentic Material**

a. Authentic materials are sometimes too culturally biased.

b. Too many different structures are mixed in an article.

c. Students often bring copies of newspaper articles (in particular the tabloids) or song lyrics to the classroom.

d. Asking to translate them after having looked up each word in the dictionary and not understood a single word.

e. Special preparation is necessary, can be time consuming.

5. **Adaptation of Authentic Material**

There are several challenges for the use of authentic materials in the language classroom. First, development of effective research skills required to manage the vast amount of information available in written, spoken, or multimedia format. Second, the selection of the material, most appropriate to the objectives of curriculum, a course, or even a single task. A third challenge is the implementation of materials and the subsequent demands of flexibility and adaptation of instruction that may not be confined to a traditional classroom setting (Dumitrescu, 2001: 1).
Many researchers mentioned that sometimes authentic materials need to be adapted to be suitable for a particular level of students. Materials adaptation means matching materials to the learner’s needs. Adaptation is an extensive activity because they need to change or adjust the various parts of the course book to make it appropriate for the students. The teacher can adapt the exercises by changing and then writing out a modified version for the class. Some keys to be successful in adaptation of authentic materials include:

a. Simplifying the text by changing its language.

b. Reviewing new vocabulary before reading.

c. Adds an example not found in the book.

d. Converting them into a variety types.

e. Adjusting the length of the materials.

D. Article as Media of Teaching English

Media can be a component of active learning strategies such as group discussions or case studies. Media resources can be used to stimulate interest in and develop knowledge of the material being taught. Media allows the teacher to facilitate the transfer of expert knowledge to students. It can also be used to engage students and facilitate active learning strategies which promote deeper learning. Media could be a film clip, a song you hear on the radio, podcast of a lecture or newspaper article.
Article is piece of writing, complete in itself, in newspaper or other periodical (Hornby, 1947: 43). Articles can be founded from magazine, newspaper or internet. In this research, writers uses articles from online-newspaper. In the online-newspaper there are news and information from around the world. News develops every day. The benefit of article from online-newspaper in the classroom is that it is also fresh each day. It comes with the latest news and information and, unlike other media, comes beautifully written with lots of detail. For language teaching, the newspaper offers a special attraction.

So, article from online-newspaper can be used as media to improve skills in reading, writing, listening, and speaking. Critical thinking is the natural outgrowth of using a newspaper to learn. Unlike textbooks, which are several years outdated by the time, articles from online-newspaper come alive with information. Articles from online-newspaper expand the curriculum with an unlimited amount of information to use as background for learning activities.

These activities will help students improve their skills in reading and writing. These skills are among the ones they will practice: how to find the main idea, how to increase vocabulary, how to compare readings, how to form sentences, how to ask a good question and how to write an essay. They will employ many critical thinking skills as they are required to interact with the authentic material found in articles from online-newspaper.
E. *The Jakarta Post Website*

*The Jakarta Post* is a daily English language newspaper in Indonesia. The paper is owned by PT Bina Media Tenggara, and the head office is in the nation's capital, Jakarta. *The Jakarta Post* was started as collaboration among four Indonesian media under the urging of Information Minister Ali Murtopo and politician Jusuf Wanadi. ([http://en.wikipedia.org/wiki/The_Jakarta_Post](http://en.wikipedia.org/wiki/The_Jakarta_Post) retrieved on January 9, 2015 8:10.

![Figure 2.1 Logo of The Jakarta Post](image)

*The Jakarta Post* is going online. This newspaper also available on the Web. The Jakarta Post.com is more than just an extension of The Jakarta Post daily newspaper. It offers breaking news and a wealth of information on Indonesia. By providing up-to-date, in-depth accurate information and analyses, The Jakarta Post.com aspires to be a one-stop reference point on Indonesia that will serve both local and international audiences. So far over 50,000 news articles from printed edition are stored in database, dating back to June 1994.
CHAPTER III

RESEARCH METHOD

A. Research Method

1. Type of the Research

In this research, the writer uses method Classroom Action Research. It is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher as offered by Burn (2010: 2). Abbutt (1985) in Syamsuddin and Damianti (2007: 191) states that action research is about the systematic study of attempts to improve educational practice by group of participants by mean of their own practical action and by mean of their own reflection upon the effect of those actions. Kemmis (1983) in Syamsuddin and Damianti (2007: 191) also defines that action research is an effort to try out the ideas into practice to improve or change something in order to get the real impact of the situation.

An action research is applied research, in this case, the characteristic are a researchers an active role in the principal activities, researchers are agents of changes and subject or the object study to get benefit from the results obtained in a planned action.
According to Arikunto (2006: 2) classroom action research are coming from three words. They are research, action and class. It can be described are as follows:

a. Research is an activity to find out accuracy some object using methodology to get data or information which benefit to improve something which interest and important for researcher.

b. Action is some activities deliberately done by having several aims, in the research in form activities cycles.

c. Class is a group of students in same time and have same lesson from teacher.

From the definition above, the writer concludes that classroom action research is research which is done by the teacher in teaching learning process to understand the situation and to improve the skill of the students in learning process.

2. **Subject of the Research**

The subject of the research is the second year students of SMA Negeri 2 Salatiga. The second year students consist of 9 classes, but the writer takes XI Bahasa class. This class consists of 26 students, 11 male and 15 female. They come from high and middle economy families and most of them have high motivation to study because English is one of language that must be learned among the other language in their class.
Table 3.1
The List of XI Bahasa Class of SMA Negeri 2 Salatiga

<table>
<thead>
<tr>
<th>NO</th>
<th>NIS</th>
<th>NAME</th>
<th>SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8548</td>
<td>Adzani Billian Suwardi</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>8549</td>
<td>Andista Mutia Candra</td>
<td>Female</td>
</tr>
<tr>
<td>3</td>
<td>8552</td>
<td>Ari Rahmad Pamungkas</td>
<td>Male</td>
</tr>
<tr>
<td>4</td>
<td>8553</td>
<td>Ayu Andriani</td>
<td>Female</td>
</tr>
<tr>
<td>5</td>
<td>8764</td>
<td>Ayu Putri Savina</td>
<td>Female</td>
</tr>
<tr>
<td>6</td>
<td>8554</td>
<td>Bella Dwi Widyaningrum</td>
<td>Female</td>
</tr>
<tr>
<td>7</td>
<td>8555</td>
<td>Bian Muhammad Zulfikar</td>
<td>Male</td>
</tr>
<tr>
<td>8</td>
<td>8795</td>
<td>Damara Ega Putra Pratama</td>
<td>Male</td>
</tr>
<tr>
<td>9</td>
<td>8556</td>
<td>Debonora Rosa Juliana</td>
<td>Female</td>
</tr>
<tr>
<td>10</td>
<td>8556</td>
<td>Dhiayeng Kurnia Mutki</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>8558</td>
<td>Dwiastrasiti Fidyningrum</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
<td>8561</td>
<td>Hanif Farhan Anafib</td>
<td>Male</td>
</tr>
<tr>
<td>13</td>
<td>8562</td>
<td>Hizkia Narendra</td>
<td>Male</td>
</tr>
<tr>
<td>14</td>
<td>8564</td>
<td>Istaslama Meylana</td>
<td>Female</td>
</tr>
<tr>
<td>15</td>
<td>8565</td>
<td>Jenisa Tiyar Titania</td>
<td>Female</td>
</tr>
<tr>
<td>16</td>
<td>8566</td>
<td>Lia Ayu Safitri</td>
<td>Female</td>
</tr>
<tr>
<td>17</td>
<td>8569</td>
<td>Nurul Hidayah</td>
<td>Female</td>
</tr>
<tr>
<td>18</td>
<td>8570</td>
<td>Parizta Nixon Pratama</td>
<td>Male</td>
</tr>
<tr>
<td>19</td>
<td>8671</td>
<td>Pradana Segi Ari Suryanto</td>
<td>Male</td>
</tr>
<tr>
<td>20</td>
<td>8607</td>
<td>Priyo Teguh Wicaksono</td>
<td>Male</td>
</tr>
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<td>21</td>
<td>8675</td>
<td>Putri Iswara Ayu Sashanti</td>
<td>Female</td>
</tr>
<tr>
<td>22</td>
<td>8573</td>
<td>Rizky Andika Putra</td>
<td>Male</td>
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<tr>
<td>23</td>
<td>8574</td>
<td>Rosalinda Dea Lorensia</td>
<td>Female</td>
</tr>
<tr>
<td>24</td>
<td>8575</td>
<td>Setia Handayani</td>
<td>Female</td>
</tr>
<tr>
<td>25</td>
<td>8576</td>
<td>Shinta Rosiana Dewi</td>
<td>Female</td>
</tr>
<tr>
<td>26</td>
<td>8577</td>
<td>Tebby Dinanda Risnya Permana</td>
<td>Male</td>
</tr>
</tbody>
</table>
3. **Procedure of the Research**

The study uses classroom action research. There are two cycles in this action research. It follows the stages of action research in each cycle which is proposed by McNiff (1992: 22).

a. **Planning:**

The activities in the planning are:

1) Preparing materials, making lesson plan and designing the steps in doing action research

2) Preparing list of students’ name and scoring

3) Preparing teaching aids (laptop, camera, students worksheet, boardmarker, articles from *The Jakarta Post* website)

4) Preparing sheets for classroom observation (to know the situation of teaching learning process when the media is applied)

5) Preparing a test (to know whether students’ writing ability improved or not)

b. **Acting**

The activities in this step are:

1) The students is given game

2) Giving pre test

3) Teaching writing analytical exposition text by using articles from *Jakarta Post* website.
4) Giving the chance to the students to ask any difficulties or problems.

5) Giving the post test

c. Observing

Observation is one of the methods of collecting data with systematic supervision against research indication. The stage is done by observing and interpreting the activity of media articles from *The Jakarta Post* website in the teaching learning process and in writing learning outcomes that have been conducted to obtain data. The collaborator observes whether using articles from *The Jakarta Post* website can improve students’ ability in writing analytical exposition text. It is a step to observe the effects of the critically informed action in the context in which it occurs. The collaborator observes the students’ activities during the teaching and learning process. The result of the observation is recorded on observation sheets as the data. The data collected can be used as the basic to decide the activity will involve in the next meetings.

d. Reflecting

In this stage, received data from observation and test are collected and analyzed by writer. If the problem is found, it will be moved to the next cycle with the same concept as the first one, re-planning, re-acting, and re-observing. The result will be used as reference for the next planning.
Minimum passing grade criteria (KKM) is 75. It means that students passed the test when they got score 75 or above. The writer expects that 75% students could pass the test in the cycle I. When the number of students who pass the KKM was lower than the writer expectation, below from 75%. The writer would conduct the next cycle II in order to reach 90% students who passed the KKM.

4. Technique of Collecting Data

In this classroom action research, the writer uses some techniques to collect qualitative and quantitative data. The writer uses written test to get the data as the technique of collecting quantitative data. In this research the writer uses Pre-test and Post–test. Firstly is Pre-test, it is done before the writer does not use articles from *The Jakarta Post* website to improve writing skill. Secondly is Post test, it is done after the writer uses articles from *The Jakarta Post* website as media of language teaching in order to know the result of this study before and after using articles from *The Jakarta Post* website. To collect the qualitative data, the writer uses some technique, they are observation and documentati.

5. Technique of Analyzing Data

In analyzing the data, the writer uses Classroom Action Research (CAR). The collected data is analyzed by both qualitative and quantitative.
a. The qualitative data is all information about the implementation of articles from *The Jakarta Post* website in English class, and students’ reaction in teaching learning process.

b. The quantitative data is gained through the students’ score in writing test. In this research, the writer uses the data of students’ score which is collected from two cycles of teaching learning process. Furthermore, the writer uses formula to calculate the result of the writing test, before and after the implementation of media articles from *The Jakarta Post* website. The formula is:

1) Mean

\[ M = \frac{\sum X}{N} \]

Where,

\( M \) : Mean of students’ score

\( \sum X \) : The sum score of students’ writing test

\( N \) : The total number of students

2) SD (Deviation Standard)

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

Where,

\( SD \) : Deviation Standard

\( D \) : Difference between pre-test and post-test

\( N \) : Number of observation in sample
3) T-test

\[ t_o = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD}{\sqrt{N - 1}} \right)} \]

Where,

- \( t_o \) : T-test for difference between pre-test and post-test
- SD : Deviation Standard
- D : Difference between pre-test and post-test
- N : Number of observation in sample
CHAPTER IV

DATA ANALYSIS

In this chapter, the writer discusses about data analysis, which has been collected. The writer gives the details of the findings. It shows the findings of the data collected since beginning until the end of the research. This research is applied on two cycles.

A. Implementation of the Research

In this research, the writer act as a teacher and the observer was done by her partner. The whole steps of cycles in this research are explained in the description below:

1. Cycle I

The first cycle was conducted on Monday 12nd October 2015 and Tuesday, 13th October 2015 at 12.45-15.15 p.m. There were four phases on this cycles, they were planning, acting, observing, and reflecting. The implementation of those phases was:

a. Planning

Based on the observation which was conducted before cycle I, the writer prepared some instrument of the research, they were as follows:
1) Lesson plan

In order to control the teaching learning process, the writer used the lesson plan as guidance when the writer did activities in the class.

2) Material

In this research, the writer chose “analytical exposition text” as the topic of teaching learning process. In the first cycle, the writer used theme about “music”. Related to the implementation of articles from *The Jakarta Post* website to improve students’ writing ability in organizing analytical exposition text, the writer as a teacher, provided some analytical exposition texts, and some articles from *The Jakarta Post* website. Those materials were taken from internet.

3) Preparing list of students’ name and scoring

In order to know the students’ achievement, the writer used scoring system. Therefore, the writer prepared the list of students’ name and scoring. There were some criteria in writing assessment. They were as follows:

a) Content

b) Form or organization

c) Vocabulary or style

d) Language use or grammar

e) Mechanic
4) Teaching Aid

To make an effective teaching learning process, the writer as a teacher prepared some teaching aids, such as, power point presentation, liquid crystal display (LCD), laptop, handphone camera and board marker.

5) The observation sheet

The observation sheet was prepared in order to know the students’ activities during the teaching and learning process. The classroom observation sheet would be filled by the observer of this research. This sheet described how the condition of the class, when the writer was doing research.

6) Pre test and post test

The writer used pre-test and post-test. Firstly was Pre-test, it was done before the teacher did not use articles from *The Jakarta Post* website. Secondly was Post-test, it was done after the teacher used articles from *The Jakarta Post* website as a media of language teaching in order to know the result of this study before and after using articles from *The Jakarta Post* website. The test was the teacher asked to the students to write analytical exposition text about music.

b. Acting

On Monday, at the first meeting, the students were still not conducive. The atmosphere of the class was so noisy. The writer act as
a teacher and her partner Farrah act as the observer of the situation during learning and teaching process. The teacher implemented the teaching learning process based on the lesson plan which had been made. Furthermore, the teacher greeted the students and introduced herself and explained what her purpose being in SMA Negeri 2 Salatiga.

The teacher opened the lesson by introduce herself and checked the students attendance. Before the teacher began the lesson, she gave game “chain-messages” with theme music. The situation of the class became noisy because the students were enthusiastic to deliver message about music to the next turn. The next step writer asked the students about music. The question were linked to the activities that were going to do by students. The questions were; “Do you like singing?” most of students said “Yes”. Then the teacher asked again “What music do yo like?” some of students said “Pop”, “Dangdut”, “Rock” and other genre of music. The last question was “Why do you like music?” There were many reasons that students said.

The teacher gave twenty minutes to the students to write their reasons in a piece of paper. This activity became pre-test before the teacher began the lesson. When the students were doing the test, the teacher walked around the class to check and help students’ task. Many students asked vocabulary that they did not understand. The other students still with blank paper without idea. They did the pre-test
appropriate with their experiences. After the students finished their
pre-test, they submitted the results and the teacher began to teach
analytical exposition.

In the next step, the teacher showed example about analytical
exposition with title “The Power of Music in Our Life” in power point.
Most of students paid attention and read the text. The teacher asked
them to translate the text. Then, the teacher re-read and helped to
translate the text. After few minutes, the teacher gave material about
analytical exposition. She together with the students discussed about
the definition, generic structure and language features of analytical
exposition text. Afterwards, the teacher gave the students opportunity
to ask about the material. The teacher hooked the student to ask with
gave some question about the material. Furthermore, the teacher
explained the students how to make analytical exposition text.
However, the bell rang, as the signal that the time was up, so the
teacher closed the lesson and would continue the lesson in the second
meeting.

The second meeting of the cycle I was implemented on
Tuesday, 13th October 2015. The first activity of the step was teacher
explained about the social function, the generic structure, and the
language features of analytical exposition text. The teacher gave the
students example of analytical exposition text with title “Why is
Learning English Important?” and asked them to determine the generic structure and language features of the text.

After the students understood how to make an essay about analytical exposition, the teacher gave them article from *The Jakarta Post* website entitled “Music Eases Pain after Surgery”. The students was asked to read together. Then the teacher gave meaning of the difficult words and opportunity to the students asked.

The next activity was post-test. The teacher asked the students arranged an essay based on the topic “music” and the article from *The Jakarta Post* website as a references to write the argument in their assignment. Students was asked to make a group to do the assignment. One group consist of 4 students. Before the students wrote the text, the teacher gave outlining practice to eases them did the essay. In this step, teacher walked around the class to help the students if them got difficulties. Furthemore, the teacher remained them to be careful wrote the analytical exposition text, especially in using grammar and language features. After finishing the task, the students had to submit their result of writing analytical exposition.

c. Observation

In the first cycle, the writer and her partner observed the teaching learning process. By monitoring the students’ activity and attention during the action, she could see that most of the students were enthusiastic in the teaching learning process, but there were some
students who had a little difficulty to write something because they lacked of vocabulary. Using articles from The Jakarta Post website and the game was very useful to interest and made the students understood about the materials. When the students wrote the text, they still had difficulties especially to begin wrote their ideas, but the students did as they as can. The condition in the classroom was noisy but the teacher was asked to handle it. Furthermore, the writer analyzed the students’ improvement in learning writing by looking for the result of pre-test and post-test in cycle I.

Table 4.1

List of Students’ Score in Writing Skill in Cycle I

Class: XI Bahasa

<table>
<thead>
<tr>
<th>NO</th>
<th>NIS</th>
<th>NAME</th>
<th>PRE TEST</th>
<th>POST TEST</th>
<th>D</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8548</td>
<td>Adzani Billian Suwardi</td>
<td>63</td>
<td>78</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>2</td>
<td>8549</td>
<td>Andista Mutia Candra</td>
<td>69</td>
<td>78</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>3</td>
<td>8552</td>
<td>Ari Rahmad Pamungkas</td>
<td>74</td>
<td>90</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>4</td>
<td>8553</td>
<td>Ayu Andriani</td>
<td>72</td>
<td>85</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>5</td>
<td>8764</td>
<td>Ayu Putri Savina</td>
<td>54</td>
<td>85</td>
<td>31</td>
<td>961</td>
</tr>
<tr>
<td>6</td>
<td>8554</td>
<td>Bella Dwi Widyaningrum</td>
<td>70</td>
<td>82</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>7</td>
<td>8555</td>
<td>Bian Muhammad Zulfikar</td>
<td>69</td>
<td>72</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>8795</td>
<td>Damara Ega Putra Pratama</td>
<td>74</td>
<td>82</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>9</td>
<td>8556</td>
<td>Debora Rosa Juliana</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>10</td>
<td>8556</td>
<td>Dhiajeng Kurnia Mukti</td>
<td>62</td>
<td>64</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>8558</td>
<td>Dwiastuti Fidyaningrum</td>
<td>58</td>
<td>85</td>
<td>27</td>
<td>729</td>
</tr>
<tr>
<td>No</td>
<td>ID</td>
<td>Name</td>
<td>Pre-test</td>
<td>Post-test</td>
<td>Improvement</td>
<td>Score</td>
</tr>
<tr>
<td>----</td>
<td>-------</td>
<td>-------------------------------</td>
<td>----------</td>
<td>-----------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>12</td>
<td>8561</td>
<td>Hanif Farhan Anafib</td>
<td>75</td>
<td>74</td>
<td>-1</td>
<td>1</td>
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<tr>
<td>13</td>
<td>8562</td>
<td>Hizkia Narendra</td>
<td>60</td>
<td>78</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td>14</td>
<td>8564</td>
<td>Istaslama Meylana</td>
<td>77</td>
<td>79</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>8565</td>
<td>Jenisa Tiyar Titania</td>
<td>69</td>
<td>90</td>
<td>21</td>
<td>441</td>
</tr>
<tr>
<td>16</td>
<td>8566</td>
<td>Lia Ayu Safitri</td>
<td>69</td>
<td>75</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>17</td>
<td>8569</td>
<td>Nurul Hidayah</td>
<td>65</td>
<td>84</td>
<td>19</td>
<td>361</td>
</tr>
<tr>
<td>18</td>
<td>8570</td>
<td>Parizta Nixon Pratama</td>
<td>62</td>
<td>84</td>
<td>22</td>
<td>484</td>
</tr>
<tr>
<td>19</td>
<td>8671</td>
<td>Pradana Segi Ari Suryanto</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>20</td>
<td>8607</td>
<td>Priyo Teguh Wicaksono</td>
<td>75</td>
<td>90</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>21</td>
<td>8675</td>
<td>Putri Iswara Ayu Sashanti</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>22</td>
<td>8573</td>
<td>Rizky Andika Putra</td>
<td>67</td>
<td>64</td>
<td>-3</td>
<td>9</td>
</tr>
<tr>
<td>23</td>
<td>8574</td>
<td>Rosalinda Dea Lorensia</td>
<td>70</td>
<td>84</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>24</td>
<td>8575</td>
<td>Setia Handayani</td>
<td>76</td>
<td>84</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>25</td>
<td>8576</td>
<td>Shinta Rosiana Dewi</td>
<td>54</td>
<td>85</td>
<td>31</td>
<td>961</td>
</tr>
<tr>
<td>26</td>
<td>8577</td>
<td>Tebby Dinanda Risdyar Permana</td>
<td>64</td>
<td>78</td>
<td>14</td>
<td>196</td>
</tr>
</tbody>
</table>

**TOTAL**  
1548 | 1850 | 302 | 5944

After the writer applied cycle 1, the result showed that the student could improve their English score. These all could be seen at the following analysis:

1) Mean of Pre-test Score in Cycle I

\[ M = \frac{\sum X}{N} \]

\[ M = \frac{1549}{26} = 59.54 \]
Mean of Post-test Score in Cycle I

\[ M = \frac{\sum Y}{N} \]

\[ M = \frac{1850}{26} = 71.15 \]

2) SD (Deviation Standard)

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2}
\]

\[
= \sqrt{\frac{5944}{26} - \left( \frac{302}{26} \right)^2}
\]

\[
= \sqrt{228.62} - 134.92
\]

\[
= \sqrt{93.7}
\]

\[ = 9.68 \]

3) T- Test

\[
t_0 = \frac{\left( \frac{\sum D}{N} \right)}{\frac{SD}{\sqrt{N-1}}}
\]

\[
= \frac{\left( \frac{302}{26} \right)}{\frac{9.68}{\sqrt{25}}} 
\]

\[
= \frac{11.62}{9.68}
\]
\[ = \frac{11.62}{(9.68)} \]
\[ = \frac{11.62}{1.94} \]
\[ = 5.99 \]

### Table 4.2
Criteria Scoring of Writing in Pre-test I

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentile Rank (%)</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>89-100</td>
<td>-</td>
<td>-</td>
<td>Excellent</td>
</tr>
<tr>
<td>7.</td>
<td>79-88</td>
<td>-</td>
<td>-</td>
<td>Good</td>
</tr>
<tr>
<td>8.</td>
<td>66-78</td>
<td>14</td>
<td>53.85%</td>
<td>Fair</td>
</tr>
<tr>
<td>9.</td>
<td>46-65</td>
<td>9</td>
<td>34.62%</td>
<td>Poor</td>
</tr>
<tr>
<td>10</td>
<td>0-45</td>
<td>-</td>
<td>-</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

### Table 4.3
Criteria Scoring of Writing in Post-test I

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentile Rank (%)</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>89-100</td>
<td>3</td>
<td>11.54%</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.</td>
<td>79-88</td>
<td>11</td>
<td>42.31%</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>66-78</td>
<td>7</td>
<td>26.92%</td>
<td>Fair</td>
</tr>
<tr>
<td>4.</td>
<td>46-65</td>
<td>2</td>
<td>7.69%</td>
<td>Poor</td>
</tr>
<tr>
<td>0-45</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Very poor</td>
</tr>
</tbody>
</table>
From analysis above, the writer concluded that there was improvement of students’ writing skill in organizing analytical text through articles from *The Jakarta Post*. It showed that the mean post test (71.15) was greater than pre test (59.54). There was improvement but it had not fulfilled target 75% students passed the minimum passing grade criteria (KKM). The minimum passing grade criteria in this research was 75.

In the pre-test there were 15.38% students who passed the KKM and 84.62% students could not pass the KKM. In the post-test I there were 73.08% students passed the minimum score and 26.92% could not pass it. There were 57.7% upsurge from the pre-test and post-test I. The calculation result of \( t = 5.99 \), \( t \)-table with Df = N - 1, Df = 25, level of signification 5% in \( t \)-table = 2.060. The result of \( t \)-test is \( 5.99 > 2.060 \). So, \( t \)-test calculating is greater than \( t \)-table. Based on the result, it means that there was a significant difference between pre test and post test.

d. Reflection

Based on the observation of the cycle I, the writer had to reflect the weaknesses that happened in the learning process to maximize the students’ writing ability in organizing analytical exposition text. The weaknesses are as follow:

1) The writer needed to ask the students to bring dictionary to help their vocabulary.
2) The writer had to motivate the students to answer the teacher’s questions using English.

3) There were some students had not finished yet their test. It might be caused they still did not know how to write analytical exposition text by using articles from The Jakarta Post website.

   After the cycle I was implemented there were only 14.3% students in pre-test and 73.08% students in post-test who could pass the KKM. The writer expected 75% students could pass the standardized score after the cycle. However, because the writer expectation was not achieved the writer needed to arrange the cycle II.

2. Cycle II

   The second cycle was conducted on Monday, 19th October 2015 at 12.45-15.15 p.m. The implementation of cycle II was:

   a. Planning

      As in the cycle I, in this phase, the writer:

      1) Made lesson plan and designed steps in doing the action

      2) Prepared materials

      3) Prepared list of students’ name and scoring

      4) Prepared teaching aids

      5) Prepared classroom observation sheet

      6) Prepared tests (pre-test and post-test)
b. Acting

In the meeting of cycle II, the class situation was different with the first cycle. The class was more conducive and quiet. However, there were some students asked permission to go to toilet. The implementation of second cycle was almost same with first cycle. The teacher began the lesson by greeting students. As usual, the teacher called the name of students to check their attendances. Before starting the lesson, the teacher gave apperception. All of students did relaxation. They were asked to close their eyes and try to sleep for a moment. This activity was linked with the material. The teacher asked them, “are you tired?” most of the students said “yes”. They answer “yes” because English was the last lesson. The teacher said, “If you feel like that, would you sleep now?” the students with enthusiastic answered, “Yes Miss, I agree with you Miss”. Then the teacher gave the students ten minutes to sleep. Some of them tried to sleep, but some of them pretended to close their eyes. The teacher still asked them to sleep. When time was up, the teacher asked, “what do you feel after sleeping?” there was student said, “relax Miss”, the other student answered, “I want to sleep again Miss”. After few minutes the teacher asked, “Is sleeping important for you?” While students gave their opinion, the teacher gave piece of paper to the students. Afterwards, they were asked to write their opinion about sleeping is important as a pre-test. In second cycle, some of students did their task used
dictionary from their gadget. The situation was different with previous cycle because some of them understood about how to make analytical exposition in the meeting before. The teacher gave 20 minutes to finish their task. During the students did the test, her partner observed learning process in the class and checked the students’ task. After pre test, she began to teach. The teacher explained about the material, although it had been explained on the meeting before. She also explained the differences between analytical exposition and hortatory exposition. It was done in order to students did not confuse how to make analytical or hortatory exposition. Then the teacher explained the steps how to write analytical exposition text by using articles from *The Jakarta Post* website as she taught in the previous meeting. In this cycle the students was given article entitled “US teens start school too early, need more sleep”. The teacher gave the meaning of difficults word from the article. Then the students did post-test by grouping. One group consist of 4 students. The post-test was the students wrote analytical exposition text about “the importance of sleeping”. As usual, the teacher gave outlining practice to students in order to eases them to do the task. The teacher gave 20 minutes, after time was up students collected their answer. Teacher closed the meeting.

c. Observation

At the cycle II, the class’s atmosphere was more conducive and quiet. It helped the writer could conduct the research smoothly.
When the writer was doing pre-test, she found a little improvement in student confidence to write. Then in the discussion, students were more serious to investigate the text from article. They also began to ask to the writer about what they did not understand about the text. It was because of they began interested to the material.

Because they conducted the discussion seriously, most of students could writer their essay better. Most of students got better score in writing and they made fewer mistakes in their writing than in the first cycle.

**Table 4.4**

*List of Students’ Score in Writing Skill in Cycle II*

**Class: XI Bahasa**

<table>
<thead>
<tr>
<th>NO</th>
<th>NIS</th>
<th>NAME</th>
<th>PRE TEST</th>
<th>POST TEST</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8548</td>
<td>Adzani Billian Suwardi</td>
<td>70</td>
<td>79</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>2</td>
<td>8549</td>
<td>Andista Mutia Candra</td>
<td>67</td>
<td>87</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>3</td>
<td>8552</td>
<td>Ari Rahmad Pamungkas</td>
<td>90</td>
<td>90</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>8553</td>
<td>Ayu Andriani</td>
<td>69</td>
<td>85</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>5</td>
<td>8764</td>
<td>Ayu Putri Savina</td>
<td>72</td>
<td>85</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>6</td>
<td>8554</td>
<td>Bella Dwi Widyaningrum</td>
<td>79</td>
<td>84</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>8555</td>
<td>Bian Muhammad Zulfikar</td>
<td>58</td>
<td>74</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>8</td>
<td>8795</td>
<td>Damara Ega Putra Pratama</td>
<td>64</td>
<td>77</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>9</td>
<td>8556</td>
<td>Debora Rosa Juliana</td>
<td>80</td>
<td>84</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>10</td>
<td>8556</td>
<td>Dhiajeng Kurnia Mukti</td>
<td>78</td>
<td>87</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>11</td>
<td>8558</td>
<td>Dwiastuti Fidyaningrum</td>
<td>72</td>
<td>85</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>12</td>
<td>8561</td>
<td>Hanif Farhan Anafib</td>
<td>58</td>
<td>79</td>
<td>21</td>
<td>441</td>
</tr>
</tbody>
</table>
In order to know how to analyze the mean of students’ score in cycle II, the researcher used the following formula:

1) Mean of Pre-test Score in Cycle II

\[ M = \frac{\sum X}{N} \]

\[ M = \frac{1872}{26} = 72 \]

Mean of Pos-test Score in Cycle II

\[ M = \frac{\sum Y}{N} \]

\[ M = \frac{2141}{26} = 82.35 \]
2) SD (Deviation Standard)

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

\[ = \sqrt{\frac{3817}{26} - \left( \frac{269}{26} \right)^2} \]

\[ = \sqrt{146.81 - 107.04} \]

\[ = 39.77 \]

\[ = 6.31 \]

3) T- Test

\[ t_0 = \frac{\left( \frac{\sum D}{N} \right)}{\frac{SD}{\sqrt{N-1}}} \]

\[ = \frac{\left( \frac{269}{26} \right)}{\frac{6.31}{\sqrt{25}}} \]

\[ = \frac{10.35}{6.31} \]

\[ = \frac{10.35}{1.26} \]

\[ = 8.21 \]
Table 4.5
Criteria Scoring of Writing in Pre-test II

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Frequecy</th>
<th>Percentile Rank (%)</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>89-100</td>
<td>1</td>
<td>3.85%</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.</td>
<td>79-88</td>
<td>5</td>
<td>19.23%</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>66-78</td>
<td>12</td>
<td>46.15%</td>
<td>Fair</td>
</tr>
<tr>
<td>4.</td>
<td>46-65</td>
<td>8</td>
<td>30.77%</td>
<td>Poor</td>
</tr>
<tr>
<td>5.</td>
<td>0-45</td>
<td>-</td>
<td>-</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

Table 4.6
Criteria Scoring of Writing in Post-test II

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Frequecy</th>
<th>Percentile Rank (%)</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>89-100</td>
<td>2</td>
<td>7.69 %</td>
<td>Excellent</td>
</tr>
<tr>
<td>2.</td>
<td>79-88</td>
<td>19</td>
<td>73.08%</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>66-78</td>
<td>5</td>
<td>19.23%</td>
<td>Fair</td>
</tr>
<tr>
<td>4.</td>
<td>46-65</td>
<td>-</td>
<td>-</td>
<td>Poor</td>
</tr>
<tr>
<td>5.</td>
<td>0-45</td>
<td>-</td>
<td>-</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

From analysis above, the writer concluded that there was improvement of students’ writing skill in organizing analytical text through articles from The Jakarta Post. It showed that the mean post
test (82.35) was greater than pre test (72). There was improvement and it fulfilled the target 75% students could pass the KKM.

In the pre-test there were 34.62% students who passed the minimum score and 65.38% students could not pass. In the post-test I there were 92.31% students passed the KKM and 7.69% could not pass it. There were 57.69% upsurge from the pre-test and post-test I. The calculation result of t-test = 8.21, t-table with Df = N-1, Df = 25, level of signification 5% in t-table = 2.060. The result of t-test is 8.21 > 2.060. So, t-calculation was greater than t-table. Based on the result, it means that there was a significant difference between pre test and post test.

d. Reflection

In previous cycle, the result of pre test II showed 34.62% students could pass the KKM. While in the post-test II 92.35% students could also pass the KKM. This achievement was greater than the writer expectation, where expectation was 75% students passed the KKM. The target of 90% students passed the KKM could be reached. In this cycle, the writer concluded that the implementation of classroom action research by using articles from *The Jakarta Post* website could help the students to improve their writing ability in organizing analytical exposition text.
B. Discussion

From the result of analysis in cycle I and II, the writer analyzed the improvement of students’ writing ability in from cycle I and II as follows:

Table 4.7
The Analysis of Students’ Writing Ability Improvement

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test mean</td>
<td>59.54</td>
<td>72</td>
</tr>
<tr>
<td>Post-test mean</td>
<td>71.5</td>
<td>82.35</td>
</tr>
<tr>
<td>t-table = N=26</td>
<td>2.060</td>
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<td>t-test &gt; t-table</td>
<td>5.99 &gt; 2.060</td>
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The table displays the improvement of the students’ writing ability from the cycle I and cycle II. The differences among whole results were obviously great. This means that the treatment, by using articles from The Jakarta Post website, could improve the students’ writing ability.

This research was conducted to answer the question about could or not the use of articles from The Jakarta Post improve the students’ writing ability in organizing analytical exposition text and to find out significant improvement to the students’ achievement on writing analytical exposition text.

1. The mean of pre-test and post-test of each cycle increased. The table above showed that the mean of cycle I improved, the mean of pre-test
was 59.54 and the mean of post test was 71.15. In cycle II, the mean of pre test and post test also increased. The mean of pre test and post test in cycle II was 72 and 82.35. In the first cycle there were 73.08% students passed the KKM (75). In the second cycle the students who passed the KKM there were 92.31%. It means in the each cycle their writing ability was improved and fullfiled the target 75% students could pass the KKM. It can be concluded that articles from *The Jakarta Post* website could improve students writing ability in organizing analytical exposition text.

2. From the result of statistic calculation indicated that the result of t-calculation of cycle I was 5.99 and t-table value was 2.060 and the result of t-calculation of cycle II was 8.21 and t-table value was 2.060. Because the result of cycle I was t-calculation > t-table = 5.99 > 2.060 and the result of cycle 2 was t-test was t-table = 8.21 > 2.060. It means that there was significant improvement on students’ achievement on writing analytical exposition text after being taught through articles from *The Jakarta Post* website.

From the result above, the writer felt that articles from *The Jakarta Post* website could improve students’ ability in writing analytical exposition text at XI Bahasa class SMA Negeri 2 Salatiga. The classroom action research of the implementation of articles from *The Jakarta Post* website was successful. It could be seen by the students’ score of pre-test and pos-test. In fact, the students’ writing comprehension before being
taught by the articles from *The Jakarta Post* website was low and only a few students who pass the KKM, and after the students was taught by the articles from *The Jakarta Post* website, their post-test score was increased and many students passed the KKM. By using this media students were easier in getting the ideas in writing analytical exposition text and majority of the students were enthusiastic in joining the lesson and doing the test.
CHAPTER V
CLOSURE

This chapter contains of a conclusions and suggestions. The conclusions were based on the research findings on chapter IV and the suggestions was proposed to the teacher and the students.

A. Conclusions

Based on the research findings, the writer could conclude this research as follow:

1. The use of articles from *The Jakarta Post* website could improve the students’ writing ability in organizing analytical exposition of second year of SMA Negeri 2 Salatiga in the academic year of 2015/2016. It was proved by the students’ mean score of pre-test and post-test. Mean score of post-tests were higher than the pre-test. In the cycle I, pre-test was 59.54 and only 15.38% students who passed the KKM. The mean score of post-test was 71.15 and the students who pass the KKM was 73.08%. In cycle II, the mean score of pre-test 72 and 34.62% students passed the KKM, while the mean score of post-test was 82.35 and 92.31% students could pass the KKM.

2. The use articles from *The Jakarta Post* website could significantly improve the students’ writing ability in organizing analytical exposition text. It can be proved with the t-test calculation which was higher than t-
table in each cycle. In cycle I, the t-test = 5.99 was higher than t-table = 2.060 and in cycle II the t-test = 8.21 was higher than t-table 2.060.

B. Suggestions

1. For English Teachers

   As a teacher, English teacher should be creative and innovative to teach especially in writing. Teacher could utilize the sophisticated technology such kind of internet, power point, presentation, etc. Because, based on the observation, the students seem more interest toward the something new.

   The teacher should be selective to choose media in teaching learning process. They have to put in self as facilitator, controller, and guide all students who need help when they face the problem of learning in writing. The teacher also could use the variety apperception or ice breaking that built good mood from students before began the lesson.

2. For the Students

   According to the findings, it can be said that the students still meet some difficulties in writing. Therefore, they should pay more attention on their study of vocabulary, grammar, organization and increasing self confidence to write. The students should take part actively in learning process, do not shy and wrong to express idea. They should be accustomed to read and write. It became their base to built their knowledge especially in English.
REFERENCES


http://www.thejakartapost.com/company_profile retrieved on December 27, 2015 at 21:10


APPENDICES
Nomor : Sd.24/K-I/PP.00/9/I-1.3.133/2014
Lamp. : Proposal Skripsi
Hal : Pembimbing dan Asisten Pembimbing Skripsi

Yth. Dr. Sa'idi, M.Ag.

Assalamualaikum wr.wb.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara diurunkan sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa :

Nama : Sri Rejeki
NIM : 11311073
Jurusan : Tarbiyah
Judul Skripsi :

THE USE OF JAKARTA POST NEWSPAPER AS THE AUTHENTIC MATERIAL TO IMPROVE STUDENTS’ WRITING ABILITY IN ORGANIZING ARGUMENTATIVE TEXT

Apabila dipandang perlu Saudara dininta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum wr.wb.

[Signature]

[Stamp]

Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)
KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Tentara Pelajar 02 Telp.(0298) 323706 Fax 323433 Salatiga 50721
Website : www.iainsalatiga.ac.id E-mail : administrasi@iainsalatiga.ac.id

Nomor : In.26/D1/PN.03.00/7<->/2015
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala SMA N 2 Salatiga
Di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : SRI REJEKI
NIM : 11311073
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul skripnya adalah:

The Use of Jakarta Post Newspaper as the Authentic Material to Improve Students’
Writing Ability in Organizing Argumentative Text

Dengan Pemimbing : Dr. Su’adi, M.Ag

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 04 September s.d selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

Salatiga, 03 September 2015

[Signature]

Jabatan : Tarbiyah dan Ilmu Keguruan
NIP : 19700121 199903 1002

Tembusan : 1. Mahasiswa yang bersangkutan
PEMERINTAH KOTA SALATIGA
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMA NEGERI 2 SALATIGA
Jalan Tegalrejo Nomor 79 Salatiga Kode Pos 50733 Telp. (0298) 322250
Faks. (0298) 316638 Webfax www.sma2salatiga.sch.id
E-mail sma2salatiga@gmail.com

SURAT KETERANGAN
Nomor : 423.6 / 575

Yang bertanda tangan di bawah ini:
Nama : Dra. Yuliati Eko Atmojo, M.Pd
NIP : 19610728 198203 2 007
Pangkat/Gol : Pembina Utama Madra, IV/c
Jabatan : Kepala Sekolah
Unfi Kerja : SMA Negeri 2 Salatiga

Dengan ini menerangkan bahwa:
Nama : Sri Rejeki
NIM : 11311073
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Jurusan : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris (TBI)

Mahasiswa tersebut telah melakukan penelitian pada Tanggal 12 s.d. 19 Oktober 2015 di
SMA Negeri 2 Salatiga, yang digunakan sebagai tempat penelitian dengan judul:
"The Use Of Jakarta Post Article as The Authentic Material to improve Students Writing Ability in Organizing Analytical Exposition Text"

Demikian harap menjadi periksa dan dapat dipergunakan sebagaimana mestinya.

Salatiga, 20 Oktober 2015

Kepala Sekolah,

[Signature]

[Stamp]

Dra. YULIATI EKO ATMOJO, M.Pd
19610728 198203 2 007
DAFTAR NILAI SKK

Nama : Sri Rejeki
Fakultas/ Jurusan : Tarbiyah & Ilmu Keguruan /TB1
NIM : 11311073
Dosen Pemimbang : Dr. Sa’adi, M.Ag.

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Salatiga, 11 September 2015  
Wakil Dekan  
Bidang Kemahasiswaan dan Kerjasama  

Ashmad Maimun, M.Ag.  
NIP: 19700510 199803 1 003
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**CATATAN:**
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

07/05/16
Dosen Pembimbing
Rencana Pelaksanaan Pembelajaran
(RPP)

SMA : SMA Negeri 2 Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 1
Alokasi Waktu : 4 x 45 menit
Skill : Menulis (writing)
Teks Pembelajaran : Analytical Exposition Text

A. Standar Kompetensi
Mengungkapkan makna dalam teks esei berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari.

B. 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.

C. Indikator
1. Mampu menulis berbagai teks terutama yang berbentuk analytical exposition dengan langkah retorika dan struktur teks yang berterima serta didukung oleh ketrampilan dasar menggunakan tata bahasa, kosakata, tanda baca, ejaan, dan tata tulis dengan akurat.
2. Menulis gagasan utama dan mengelaborasi gagasan utama.

D. Tujuan Pembelajaran
1. Siswa mampu mengidentifikasi generic structure dari teks berbentuk analytical exposition.
2. Mengidentifikasi langkah-langkah retorika dari teks analytical exposition.
3. Mengidentifikasi informasi tertentu dari teks fungsional pendek analytical exposition.
4. Siswa dapat menulis teks esei dalam bentuk analytical exposition.

E. Pengembangan Karakter
1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (respect)
3. Tekun (diligence)
4. Tanggung jawab (responsibility)
5. Berani (courage)

F. Materi Pembelajaran
Terlampir

G. Metode Pembelajaran
1. Three Phases Technique: pre – whilst – post
2. Group discussion

H. Langkah-langkah Kegiatan Pembelajaran
Pertemuan ke-1
1. Kegiatan Pendahuluan
   a. Guru memberi salam, beramah tamah
   b. Guru mengecek kehadiran siswa
   c. Guru menyampaikan tujuan pembelajaran

   Apersepsi
   a. Brainstorming sekaligus ice breaking: semua siswa ikut dalam
   permainan komunikata atau pesan bersambung yang berhubungan
   dengan “Music”

2. Kegiatan Inti
   Eksplorasi
   a. Guru memberikan pertanyaan kepada siswa seperti
      1) Do you like singing?
      2) What music do you like?
      3) Why do you like music?
   b. Guru memberikan lembar diskusi kepada siswa
   c. Siswa berdiskusi sekelompok yang terdiri dari 4 orang untuk
      memberikan pendapat mereka secara individual sesuai topik
      tentang musik berupa analytical exposition
   d. Siswa diminta mengumpulkan hasil karya mereka

   Elaborasi
   a. Siswa diperlihatkan contoh teks analytical exposition “The Power
      of Music in Our Life”
   b. Siswa diminta membaca dengan dan mengartikan teks tersebut
      secara individu
   c. Guru membaca ulang dan mengartikan teks tersebut
d. Guru melibatkan siswa berdiskusi tentang pengertian, struktur kebahasaan dari teks *analytical exposition*

e. Guru menjelaskan langkah-langkah membuat teks *analytical exposition*

**Konfirmasi**

a. Guru memberikan kesempatan murid untuk bertanya
b. Guru bersama dengan siswa membuat refleksi terhadap kegiatan pembelajaran yang telah berlangsung
c. Guru memberi tugas membaca materi *analytical exposition* di rumah

3. **Penutup**

a. Guru mengajak siswa menyimpulkan materi
b. Guru memberi siswa motivasi
c. Guru menutup pertemuan dengan doa
d. Salam

**Pertemuan ke-2**

1. **Kegiatan Pendahuluan**

a. Guru memberi salam, beramah tamah
b. Guru mengecek kehadiran siswa
c. Guru menyampaikan tujuan pembelajaran
d. Guru menanyakan kembali tentang materi *analytical exposition* yang telah dipelajari

2. **Kegiatan Inti**

   **Elaborasi**

   a. Guru melibatkan siswa berdiskusi tentang pengertian, struktur kebahasaan dari teks *analytical exposition*
b. Guru memberikan artikel dari *The Jakarta Post* “Music eases pain after surgery”
c. Siswa diminta untuk membaca dengan seksama
d. Guru memberikan arti dari istilah-istilah yang sulit
e. Guru memberi kesempatan murid untuk bertanya
f. Siswa diminta untuk membuat teks *analytical exposition* dengan topik musik secara berkelompok (satu kelompok terdiri dari 4 orang) berdasarkan artikel *The Jakarta Post*
Konfirmasi

a. Guru memberikan kesempatan murid untuk bertanya
b. Guru bersama dengan siswa membuat refleksi terhadap kegiatan pembelajaran yang telah berlangsung

3. Penutup
   e. Guru mengajak siswa menyimpulkan materi
   f. Guru memberi siswa motivasi
   g. Guru menutup pertemuan dengan doa
   h. Salam

I. Sumber/ Bahan/ Alat:

1. Alat dan Media
   Lembar kerja siswa, artikel The Jakarta Post, laptop, boardmarker, powerpoint, materi

2. Sumber
   http://ira-mutiaraningrum.blogspot.co.id/2012/11/rpp-writing-analytical-exposition-2.html
   http://mubarakcp.blogspot.co.id/2012/06/analytical-exposition-dan-contoh-text.html retrieved on October 9, 2015 at 11:15
   https://febry23.wordpress.com/2013/08/31/rpp-analytical-exposition/

J. Penilaian

1. Instrumen Penilaian
   Terlampir

2. Rubrik Penilaian

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30-27</td>
<td>Knowledgeable, substantive, development of thesis, relevant to assign topic</td>
</tr>
<tr>
<td></td>
<td>excellent to very good</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>26-22 Good to average</td>
<td>Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>21-17 Fair to poor</td>
<td>Limited knowledge of subject, little substance, inadequate development of topic</td>
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<tr>
<td></td>
<td>16-13 Very poor</td>
<td>Does enough to evaluate not show knowledge of subject, non-substantive, pertinent, or not enough to evaluate</td>
</tr>
<tr>
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<td></td>
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<td>Score Range</td>
<td>Description</td>
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<td>------------------</td>
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<td>-------------</td>
</tr>
<tr>
<td>12-10</td>
<td>Very poor</td>
<td>Does not communicate, no organization or not enough to evaluate</td>
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<tr>
<td>20-18</td>
<td>Excellent to very good</td>
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<td>Excellent to very good</td>
<td>Effective, complex construction, few error of agreement, tense, number, word, order/function, articles,</td>
</tr>
<tr>
<td>Grammar</td>
<td>pronouns, preposition</td>
<td></td>
</tr>
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<td>---------</td>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td>21-18</td>
<td>Good to average</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effective but simple</td>
<td></td>
</tr>
<tr>
<td></td>
<td>construction, minor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>problem complex</td>
<td></td>
</tr>
<tr>
<td></td>
<td>construction, several</td>
<td></td>
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<tr>
<td></td>
<td>errors agreement, tense,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>number, word, order/function,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>articles, pronoun, preposition,</td>
<td></td>
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<tr>
<td></td>
<td>but meaning seldom obscured</td>
<td></td>
</tr>
<tr>
<td>17-11</td>
<td>Fair to poor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Major problem in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>simple/complex</td>
<td></td>
</tr>
<tr>
<td></td>
<td>construction, frequent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>error of negation, agreement, tense, number, word, order/function, articles, pronouns, preposition and or fragment, run-ons, deletions, meaning confused or obscured</td>
<td></td>
</tr>
<tr>
<td>10-5</td>
<td>Very poor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Virtually no mastery</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of sentence construction rule, dominated by errors, does no communicate, or not enough to evaluate</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Excellent to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate mastery of conventions, few errors of</td>
<td></td>
</tr>
<tr>
<td>Mechanic</td>
<td>very good</td>
<td>spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Good to average</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured</td>
</tr>
<tr>
<td>3</td>
<td>Fair to poor</td>
<td>Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured</td>
</tr>
<tr>
<td>2</td>
<td>Very poor</td>
<td>No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate</td>
</tr>
</tbody>
</table>
KRITERIA SKOR WRITING

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>89-100</td>
<td>Excellent</td>
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<tr>
<td>12.</td>
<td>79-88</td>
<td>Good</td>
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<tr>
<td>13.</td>
<td>66-78</td>
<td>Fair</td>
</tr>
<tr>
<td>14.</td>
<td>46-65</td>
<td>Poor</td>
</tr>
<tr>
<td>15.</td>
<td>0-45</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

Source: Reid (1993: 235)

Salatiga, 7 Oktober 2015

Mengetahui,

Guru Mata Pelajaran                                      Peneliti

**Nur Endah, S.Pd.**                                          **Sri Rejeki**

NIP                                                          NIM 1131073
The Power of Music in Our Life

Do you agree that music is important in our life? Yes I do, music has certain role completing our day to day activities. Here are some reasons why music is heard everywhere and anywhere. Music is a way to express feelings. When we fall in love, the kind of music we’d listen to would be all about love. When we’re sad, we would go for music that is melancholic in nature and immerse ourselves in the sadness. When we’re happy, we’d choose songs with happy tunes too.

Song can help to memorize the last experiences. A favorite song is a powerful documentary. People with Alzheimer which are impaired the brain would remember details about songs they were familiar with. For example, an elderly woman who couldn’t even remember her husband’s name would remember the details of her favorite song; when it was played, how it made her feel and things about the song that made it especially memorable for her.

Further, music can unite people for a cause and changes the world. A song with good lyric and striking deep chord can stimulate the universal feeling of all people. We can see it in the case of the famous and legendary Michael Jackson's Heal the World. It can arouse humanism of a lot people in this world.

So what would the world be like without music? It would be lonely.

Adapted from The Jakarta Post

http://mubarakcp.blogspot.co.id/2012/06/analytical-exposition-dan-contoh-text.html retrieved on October 9, 2015 at 11: 15
Materi Pembelajaran

Analytical Exposition

1. Definition of Analytical Exposition Text
   Analytical Exposition is a kind of text that presents one side of an issue in a form of arguments.

2. Social function of Analytical Exposition Text.
   The purpose of the analytical exposition text is to persuade the listeners or readers that something is the case.

3. Generic structure
   a. Thesis: Introduces the topic and shows speaker or writer’s position;
      Outlines of the arguments are presented.
   b. Arguments: It consists about Point and Elaboration
      1) Point, states the main argument
      2) Elaboration, develops and supports each point of argument
   c. Reiteration: Conclusion (restatement), restates speaker or writer’s position.

4. Language Features
   a. Focus on generic human or non-human participants.
   b. Use of simple present tense
   c. Reasoning through causal conjunction or nominalization (in addition, furthermore, firstly, thirdly, finally)
   d. Relational processes, seperti to be (is, am, are), dan has / have.
      Misalnya: Food is something that can make us full.

Paragraph

Why is Learning English Important?

Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English, Arabic, and Mandarin. However English is the most global spoken language. Then if a man wants to catch a global goal, he has to master English.

Everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. It can be either as a first or second language. We even hear British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries. Furthermore, some countries have their own languages as a mother language but also use English mostly in daily communication.
Besides usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English. This transfer of science and technique will include many countries in economic, social and politics development.

Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favourable than ones who do not.

The above facts prove that everybody needs to learn English if he likes to greet the global era.

Contoh teks *analytical exposition* dan langkah retorika.

<table>
<thead>
<tr>
<th>Langkah Retorika</th>
<th>Contoh Teks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis</strong></td>
<td>Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English, Arabic, and Mandarin. However English is the most global spoken language. Then if a man wants to catch a global goal, he has to master English.</td>
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<td><strong>Argument 1</strong></td>
<td>Everyone recognize that English is an international language. English is used in writing and speaking by many people all over the world. It can be either as a first or second language. We even hear British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries. Furthermore, some countries have their own languages as a mother language but also use English mostly in daily communication.</td>
</tr>
<tr>
<td><strong>Argument 2</strong></td>
<td>Besides usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking</td>
</tr>
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instruction also written in English. This transfer of science and technic will include many countries in economic, social and politics development.

| Argument 3 | Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favourable than ones who do not. |
| Reiteration | The above facts prove that everybody needs to learn English if he likes to greet the global era. |
Music eases pain after surgery: study

Marlowe Hood, Agence France-Presse, Paris, France | Body and Soul | Thu, August 13 2015, 8:41 AM

Listening to music before, after and even during surgery reduces anxiety and the need for painkillers, according to a comprehensive study published Wednesday.

In a review of more than 70 clinical trials involving nearly 7,000 patients, researchers found music to be a powerful analgesic under almost all circumstances.

On a scale of one to 10, post-operative pain was reduced on average by about a fifth compared to standard treatment, said lead author Catherine Meads of Brunel University in Uxbridge, England.

"If you imagine a 10-centimetre (four-inch) line where at zero you have no pain and at 10 it is the worst pain imaginable, the impact of music was to shift the pain you feel two centimetres towards zero," she told AFP by email.

According to the study, the benefits held true regardless of the kind of music or who selected it.

The sampling also covered all types of procedures except surgery on the brain or central nervous system.

Surprisingly, even listening to music under general anaesthetic resulted in feeling less pain, though the effects were larger when patients were conscious during an operation.

"Currently music is not used routinely during surgery to help patients in their post-operative recovery," Meads said in a statement, pointing to widespread scepticism among health professionals.

"We hope this study will now shift misperceptions and highlight the positive impact music can have."

The link between music and healing has a long history. The ancient Greek philosopher -- and musician -- Pythagoras practised "musical medicine," favouring stringed instruments.
Today, music therapy is an established field, with thousands of practitioners and its own academic literature, including the Journal of Music Therapy, published by Oxford University Press.

But the new study, published in The Lancet, is the first to demonstrate the beneficial effect of song and melody on those going under the knife.

"We have known since the time of Florence Nightingale that listening to music has a positive impact on patients during surgery," said co-author Martin Hirsch at the Queen Mary University of London.

"However, it's taken pulling together all the small studies on this subject into one robust meta-analysis to really prove it works."

Tens of millions of operations are performed around the world every year, 50 million in the United States alone.

Exactly how and why music eases anxiety and pain is still not known.

Some researchers have speculated that it distracts patients from the business at hand, while others focus on the intrinsic qualities of music itself.(+++)

(++)
OUTLINING PRACTICE

Topic: is music important?

I. Introduction (paragraph 1)
   A. Hook: Music is ____________________________________________
      __________________________________________________________
   B. Connecting information: most of people around the world like music. They like music ____________________________________________
      __________________________________________________________
   C. Thesis statement: music is important in our life because some reasons.

II. Body
   A. Argument 1 (paragraph 2) topic sentence: music can unite people for a cause and changes the world
      1. We can see it in the case of the famous and legendary Michael Jackson's Heal the World.
      2. __________________________________________________________
      3. __________________________________________________________
   B. Argument 2 (paragraph 3) topic sentence: music eases after surgery
      1. Listening before, after and even during surgery reduce anxiety ______
      2. __________________________________________________________
      3. __________________________________________________________
   C. Conclusion (paragraph 4)(reiteration): The conclusion of the argument above is music has benefit in our life.__________________________
Worksheet pre test 1

Name:
Number:

Create analytical exposition text about “is music important?”
Worksheet post test 1

Create analytical exposition text about “why sleep is important?”
K. Standar Kompetensi
Mengungkapkan makna dalam teks esei berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari.

L. 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 report, narrative dan analytical exposition.

M. Indikator
1. Mampu menulis berbagai teks terutama yang berbentuk analytical exposition dengan langkah retorika dan struktur teks yang berterima serta didukung oleh ketrampilan dasar menggunakan tata bahasa, kosakata, tanda baca, ejaan, dan tata tulis dengan akurat.
2. Menulis gagasan utama dan mengelaborasi gagasan utama.

N. Tujuan Pembelajaran
1. Siswa mampu mampu mengidentifikasi generic structure dari teks berbentuk analytical exposition.
2. Mengidentifikasi langkah-langkah retorika dari teks analytical exposition.
3. Mengidentifikasi informasi tertentu dari teks fungsional pendek analytical exposition.
4. Siswa dapat menulis teks esei dalam bentuk analytical exposition.

O. Pengembangan Karakter
1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (respect)
3. Tekun (diligence)
4. Tanggung jawab (responsibility)
5. Berani (courage)

P. Materi Pembelajaran
Terlampir

Q. Metode Pembelajaran
1. Three Phases Technique: pre – whilst – post
2. Group discussion

R. Langkah-langkah Kegiatan Pembelajaran
Pertemuan ke-3
1. Kegiatan Pendahuluan
d. Guru memberi salam, beramah tamah
e. Guru mengecek kehadiran siswa
f. Guru menyampaikan tujuan pembelajaran

Apersepsi
b. Semua siswa ikut dalam relaksasi dengan tidur sejenak sesuai dengan topik “pentingnya tidur”

2. Kegiatan Inti
Eksplorasi
e. Guru memberikan pertanyaan kepada siswa seperti
4) What are you doing if you feel sleepy?
5) Is sleeping important for you?
6) Why must you sleep?
f. Guru memberikan lembar diskusi kepada siswa
g. Siswa berdiskusi sekelompok yang terdiri dari 4 orang untuk memberikan pendapat mereka secara individual sesuai topik tentang pentingnya tidur berupa teks **analytical exposition**
h. Siswa diminta mengumpulkan hasil karya mereka

Elaborasi
f. Guru menjelaskan langkah-langkah membuat teks **analytical exposition** secara lebih detail.
g. Guru menjelaskan tentang perbedaan antara **analytical exposition** dan **hortatory exposition**
h. Guru memberikan artikel dari *The Jakarta Post* “US teens start school too early, need more sleep”

i. Siswa diminta untuk membaca dengan seksama

j. Guru memberikan arti dari istilah-istilah yang sulit

k. Guru memberi kesempatan murid untuk bertanya

l. Siswa diminta untuk membuat teks *analytical exposition* secara berkelompok (satu kelompok terdiri dari 4 orang) berdasarkan artikel *The Jakarta Post* yang mereka terima

Konfirmasi

d. Guru memberikan kesempatan murid untuk bertanya

e. Guru bersama dengan siswa membuat refleksi terhadap kegiatan pembelajaran yang telah berlangsung

3. Penutup

i. Guru mengajak siswa menyimpulkan materi

j. Guru memberi siswa motivasi

k. Guru menutup pertemuan dengan doa

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<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>or not enough to evaluate</td>
<td></td>
<td></td>
<td></td>
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<tr>
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</tr>
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<td>Good to average</td>
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<td></td>
</tr>
<tr>
<td>17-11</td>
<td>Fair to poor</td>
<td>Major problem in simple/complex construction, frequent error of negation, agreement, tense, number, word, order/function, articles, pronouns, preposition and or fragment, run-ons, deletions, meaning confused or obscured</td>
<td></td>
</tr>
<tr>
<td>10-5</td>
<td>Very poor</td>
<td>Virtually o mastery no mastery of sentence construction rule,</td>
<td></td>
</tr>
<tr>
<td>Mechanic</td>
<td>Score</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Excellent to very good: Demonstrate mastery of conventions, few errors of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>spelling, punctuation, capitalization, paragraphing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Good to average: Occasional errors of spelling, punctuation, capitalization,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>paragraphing, but meaning not obscured</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Fair to poor: Frequent errors of spelling, punctuation, capitalization,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>paragraphing, poor handwriting, meaning confused or obscured</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Very poor: No mastery of conventions, dominated by errors of spelling,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>punctuation, capitalization, paragraphing, handwriting illegible, or not</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>enough to evaluate</td>
<td></td>
</tr>
</tbody>
</table>
**KRITERIA SKOR WRITING**

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>16.</td>
<td>89-100</td>
<td>Excellence</td>
</tr>
<tr>
<td>17.</td>
<td>79-88</td>
<td>Good</td>
</tr>
<tr>
<td>18.</td>
<td>66-78</td>
<td>Fair</td>
</tr>
<tr>
<td>19.</td>
<td>46-65</td>
<td>Poor</td>
</tr>
<tr>
<td>20.</td>
<td>0-45</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

Source: Reid (1993: 235)

Salatiga, 7 Oktober 2015

Mengetahui,

Guru Mata Pelajaran Peneliti

Nur Endah, S.Pd. Sri Rejeki

NIP NIM 1131073
ANALYTICAL AND HORTATORY EXPOSITION

**Exposition** adalah text yang bersifat factual yang digunakan untuk menyatakan suatu pendapat yang bersifat pro atau kontra, dimana text tersebut memberikan argument-argument yang kuat yang bertujuan untuk mempengaruhi pembacanya.

**Social Function** dari text Exposition itu sendiri, yaitu: *To persuade the reader or listener.*

*As we know,* seperti yang kita ketahui, bahwa arti kata *persuade* itu sendiri adalah *mengajak.* So, ketika kita akan mengajak seseorang untuk mengikuti pendapat kita, *we need the strong argument, don’t we?*

Sementara itu apa sih yang dimaksud *pro* atau *kontra* itu? Apa *pro* dan *kontra* itu ada pada satu text?

*Of course not,* tentu saja tidak, dalam satu badan atau isi text Exposition *hanya terdapat satu pendapat yang pro saja beserta alasan apa yang membuat penulis pro dengan pendapat tersebut,* atau dalam satu text berisi tentang kontra, *dan alasan kenapa penulis kontra dengan issue tersebut.*

*And then,* apa perbedaan dan persamaan dari Analytical dan Hortatory Exposition itu? *Check this out!*

Perhatikan Schematic Structure dari kedua Exposition dibawah ini:

<table>
<thead>
<tr>
<th>ANALYTICAL EXPOSITION</th>
<th>HORTATORY EXPOSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Thesis</td>
</tr>
<tr>
<td>Argument</td>
<td>Argument</td>
</tr>
<tr>
<td>Reiteration</td>
<td>Recommendation</td>
</tr>
</tbody>
</table>

**Reiteration** sendiri berarti *kesimpulan dari thesis dan argument yang sudah disajikan diatas.* Jadi kata-kata yang bisa kita gunakan untuk mengawali Reiteration adalah:

- *From the argument above we can conclude that….. ; atau*
- *Based on the argument above…..; atau*
- *The conclusion of the argument above is……*
- *Etc.*

**Recommendation** lebih mengacu pada saran yang direkomendasikan dari si penulis *Exposition* tersebut.

*And then, how you usually recommend something to others?* Biasanya kita akan menggunakan kata-kata di bawah ini untuk memberikan saran ke orang lain:

- *You should….., we must……, you should be……,* and etc. apabila kita merekomendasikan sesuatu yang *diperbolehkan,* dan
You shouldn't……, you mustn't……, we ought not to…. etc. apabila kita merekomendasikan yang tidak diperbolehkan atau tidak disarankan.

The Importance of Speaking English

<table>
<thead>
<tr>
<th>Langkah Retorika</th>
<th>Contoh Teks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>English nowadays has an important role in our daily life. It is the massive means of communication. Is there a strong argument which says that English will not give any benefit?</td>
</tr>
<tr>
<td>Argument 1</td>
<td>Learning to speak English well may be the best way to improve our life. It seems all the people in the world have agreed to use English to talk to each other. About 1,500,000,000 people in the world speak English. While another 1,000,000,000 are still learning English.</td>
</tr>
<tr>
<td>Argument 2</td>
<td>If we can communicate in English, we can contact people from all over the world. We can talk about our ideas and opinions on Internet discussion groups. We can chat with other interesting people to learn about their life and culture.</td>
</tr>
<tr>
<td>Argument 3</td>
<td>If we can communicate in English, we can travel more easily. English is spoken in more than 100 countries. If we lost, we can ask directions or ask for help. Who knows, English will save our life somewhere someday.</td>
</tr>
<tr>
<td>Recommendation</td>
<td>That is why we should make every effort possible to find somebody to speak with. Where can we find people who can speak English with us? We can find them at school, shopping mall, tourist destination, etc. Above all, don't be afraid to speak English. We must try to speak, even if we make mistakes. We cannot learn without mistakes. So, speak English as much as possible!</td>
</tr>
</tbody>
</table>
US teens start school too early, need more sleep: study

Agence France-Presse, Washington, United States | Body and Soul | Fri, August 07 2015, 9:50 AM

Most teenagers in the United States start the school day too early each morning, robbing them of the sleep they need to concentrate properly and remain healthy, according to a study published Thursday.

Fewer than one in five middle and high schools in the United States start at 8:30 am or later, as recommended, according to data from the Centers for Disease Control and Prevention (CDC).

Research from the American Academy of Pediatrics (AAP) has found that adolescents are biologically programmed to stay asleep longer than adults.

Depriving teens of that sleep could wreak havoc on their academic performance, the CDC said in its Morbidity and Mortality Weekly Report.

"Getting enough sleep is important for students' health, safety, and academic performance," said Anne Wheaton, lead author and epidemiologist in CDC's Division of Population Health.

"Early school start times, however, are preventing many adolescents from getting the sleep they need."

In 2014, the AAP urged secondary schools not to begin classes until 8:30 am to give teens the 8.5 to 9.5 hours of nightly sleep they need.

But only 17.7 percent of US high schools actually start at the recommended hour.

The effects are not limited to academic performance, and researchers warned students may also suffer outside the classroom.

"Insufficient sleep is common among high school students and is associated with several health risks such as being overweight, drinking alcohol, smoking tobacco and using drugs," the CDC study found.
Many parents have urged schools to delay start times, but administrators often refused, arguing that after-school extra-curricular activities would be too hard to organize.

An estimated two out of three US students are sleep-deprived, according to a 2013 CDC study.
OUTLINING PRACTICE

Topic: is sleep important?

Title

____________________________________________________

IV. Introduction (paragraph 1)
D. Hook: Sleep is

____________________________________________________

E. Connecting information: Most people need seven to eight of sleep a night.

____________________________________________________

F. Thesis statement: We need sleep, but none who know why sleep is important.

V. Body
4. Argument 1 (paragraph 2) topic sentence: Sleep helps to repair our body
   1. If we sleep enough everyday, our body will fresh and ready to do the daily activities.
   2. If our body is fit, we can____________________________________________________
   3. ___________________________________________ ______________________________

5. Argument 2 (paragraph 3) topic sentence: Geeting enough sleep is important for students’ health, safety and performance
   1. The effects are not limited to academic performance, students may______________________
   2. ___________________________________________ ______________________________
   3. ___________________________________________ ______________________________

VI. Conclusion (paragraph 4)(reiteration): From the argument above we conclude that________________________
Worksheet pre test 2

Name :
Number:

Create analytical exposition text about “why we must choose SMA Negeri 2?”
Worksheet post test 2

Name :
Number:

Create analytical exposition text about “IS SLEEP NEEDED?”
Worksheet pre test I

Create analytical exposition text about “is music important?”

**because**

Music is a tone that make we feel like in them (mind). Without music
we like or feel like broken heart. The reason why I love or like music
is about the lyrics that make me teaches. When I need to take
listening music, I feel like tell can strong or stick up to reach the dream.
Create analytical exposition text about "is music important?"

- Because music can make me feel alive with the lyrics. And then by the music, we can share our feelings. Music can decrease our anger also. When we're in a situation, music can help.
- I like pop music, because pop music is not too hard. And pop music is make me happy.
Worksheet pre test 1

Name: Sera Haridayani
Number: 24

Create analytical exposition text about “is music important?”

Because music can

Music is a work of a person in the form of rhythm blend.
By music we can express our feeling. Most of people tried
to make a music for their feeling. We can conclude that
everyone like music.
In my opinion, music can give calmness, make me happy, and

can spend my time everywhere.
Create an analytical exposition text about "why music is important?"

Music is a beautiful combination of tone.

Most people in the world love music. They like music pop, rock, slow rock, music can be in our life because some reasons:

Music can unite people for a cause and changes the world. We can see it in the case of the famous knock legendary Michael Jackson’s Heal the World. The song can unite people, can raise humanitarian and make people around the world want to help other people.

Music eases after surgery. Listening before, after and even during surgery reduces anxiety and the need for painkillers and according to a comprehensive study, published Wednesday.

Surprisingly, even listening to music under general anaesthetic resulted in feeling less pain, though the effects were large, were large when patients were conscious during an operation. Tens of millions of operations are performed around the world every year, so to million in the United States alone.

The conclusion of the argument above is music has benefit in our life. Music can change our emotion.
Create an analytical exposition text about "why sleep is important?" Why music is important?

**Music is Important**

Music is one of the important things in human life. Because music makes our feel change, don't know it's good or make us more sad than before. Most of people around the world like music. They like music to make their feelings or to be an inspiration of life. Music is important in our life because some reasons.

We can see it in the case of the famous and legendary Michael Jackson's Heal the World. Or you can search other song of some legendary artist/song that has some music that explains how important to make the world peaceful! Absolutely, music have a function to unite people and changes the world to be better.

Listening before, after and even during surgery reduce anxiety and the need for painkillers, according to a comprehensive study published Wednesday in a review of more than 30 clinical trials involving nearly 2000 patients researchers found music has a powerful analgesic under almost all circumstances. On a scale of one to 10, post-operative pain was reduced on average by about a fifth compared to standard treatment, said lead author Catherine Mead of Bristol University in Bristol, England.

The conclusion of the argument above is music has benefit in our life. Music can make people happy and make the world change. unite all the people in the world.
Create analytical exposition text about "Sleep is Important"

Sleep is a naturally recurring state of mind characterized by lowered consciousness, relatively inhibited sensory activity, isolation of nearly all voluntary muscle, and reduced interaction with the surroundings.

Sleep can relax the body when the body is very tired. Everyday we should to sleep is 8 hours.

Sleep helps your brain work properly.

Sleep helps maintain a healthy balance of hormones that make us feel hungry or satisfied.

When we don't get enough sleep, less sleep makes us feel gloomy. So, sleep is important.

Sleep also support healthy growth and development.
Create analytical exposition text about "Sleep is important"

Sleep is a naturally recurring state of mind characterized by altered consciousness, relatively inhibited sensory activity, inhibition of nearly all voluntary muscles, and reduced interaction with the surrounding. Every person must to sleep 5 hours/day. Sleep can make the body become relax when we awake. If we tired or sleepy but can't sleep well, our body can deep.

Sleep is important because sleep also support brain growth and development. So, we need to sleep 7-8 hours/day. If we not sleep, our body become tired every day, and it can lead if we sleep well at night. So, sleep is important.
Create analytical exposition text about "Sleep is important"

Sleep plays a vital role in good health and well-being throughout your life. Getting enough quality sleep at the right times can help protect your mental health, physical health, quality of life, and safety.

The way you feel while you're awake depends in part on what happens while you're sleeping. During sleep, your body is working to support heart-brain function and maintain your physical health. In children and teens, sleep also helps support growth and development.
Create analytical exposition text about "IS SLEEP NEEDED?"

Sleep is an important thing in our daily life.
Most people need seven to eight hours of sleep every night. If we sleep less than seven to eight hours of sleep every night, we will feel tired.
We need sleep, but more who know why sleep is important.
Sleep helps to repair our body. If we sleep enough every day, our body will feel not ready to do the daily activities. If our body is ill, we can do our activities in a good condition. Such as study in the class, work, and etc.

The effects are not limited to academic performance. Students may suffer but side the classroom. Insufficient sleep is common among high school students and is associated with several risks such as being overweight, drinking alcohol, and etc. The after school extra-curricular would be too hard to organized to.

From the argument above we conclude that sleeping is an important thing in our daily life.
Create an analytical exposition text about "IS SLEEP NEEDED?"

Why sleep is important

Sleep is very important for our body. New people need sleep to sleep one night. Research from the American Academy of Pediatrics has found that adult brains are biologically programmed to stay asleep longer than adults.

We need sleep, but none know why sleep is important. Sleep helps to repair our body. If we sleep enough every day, our body will finish and ready to do the daily activities. If our body is fit, we can do more activities well and we can help other people.

According to a study published Thursday from the organizers, we conclude that sleep is very important.
Create analytical exposition text about "is music important?"

**Why Sleeping Is Important?**

Sleep is a naturally recurring state of mind characterized by altered consciousness, reduced sensory activity, inhibition or nearly all voluntary muscles, and reduced interaction with surroundings. Most people need seven to eight hours of sleep a night. We need sleep, but none who know why sleep is important.

Sleep helps to repair our body. If we sleep enough everyday, our body will fresh and ready to do the daily activities. If our body is not, we can do work or go to school.

The effects are not limited to academic performance. Students who suffer from inadequate sleep also suffer outside the classroom. Most teenagers in the U.S. start the school day too early each morning, robbing them of the sleep they need to concentrate properly and remain healthy, according to a study. "Getting enough sleep is important for students' health, safety, and academic performance," said Anne Wheaton.

From the argument above we conclude that sleep have benefits to our body.
## Observation Sheet

### 1st Meeting

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher prepares the material</td>
<td>√</td>
</tr>
<tr>
<td>2.</td>
<td>The class can be conditioned by the teacher</td>
<td>√</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher uses time effectively</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The media is used interesting</td>
<td>√</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher is able to use the media well</td>
<td>√</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher being friendly to the students</td>
<td>√</td>
</tr>
<tr>
<td>7.</td>
<td>Teacher provides teaching aids</td>
<td>√</td>
</tr>
<tr>
<td>8.</td>
<td>Teacher asks the students’ difficulties</td>
<td>√</td>
</tr>
<tr>
<td>9.</td>
<td>Students pay attention to the explanation</td>
<td>√</td>
</tr>
<tr>
<td>10.</td>
<td>Students ask the teacher’s explanation</td>
<td>√</td>
</tr>
<tr>
<td>11.</td>
<td>Students become active in the classroom</td>
<td>√</td>
</tr>
<tr>
<td>12.</td>
<td>Students is brave to ask and answer the question</td>
<td>√</td>
</tr>
<tr>
<td>13.</td>
<td>Students fell happy during the lesson</td>
<td>√</td>
</tr>
<tr>
<td>14.</td>
<td>Students get bored during the lesson process</td>
<td>√</td>
</tr>
</tbody>
</table>
## Observation Sheet

### 2nd Meeting

<table>
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<tbody>
<tr>
<td>1.</td>
<td>Teacher prepares the material</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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<tr>
<td>6.</td>
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<tr>
<td>7.</td>
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</tr>
<tr>
<td>8.</td>
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<td>✓</td>
</tr>
<tr>
<td>9.</td>
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<td>✓</td>
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</tr>
<tr>
<td>14.</td>
<td>Students get bored during the lesson process</td>
<td>✓</td>
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</table>
### Observation Sheet

#### 3rd Meeting

<table>
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<th>No</th>
<th>Statement</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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</tr>
<tr>
<td>2.</td>
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</tr>
<tr>
<td>3.</td>
<td>Teacher uses time effectively</td>
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<tr>
<td>4.</td>
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<td>√</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher is able to use the media well</td>
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</tr>
<tr>
<td>6.</td>
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<td>7.</td>
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</tr>
<tr>
<td>14.</td>
<td>Students get bored during the lesson process</td>
<td>√</td>
</tr>
</tbody>
</table>
Documentation

Cycle I

Picture 1. Apperception Activity (Chain-Messages Game)

Picture 2. The teacher gave question about Music before pre-test
Picture 3. The students discussed before doing pre-test

Picture 4. The students was doing pre-test with theme Music
The teacher gave an example of Analytical Exposition text.

The teacher explained about Analytical Exposition text.
The students were asked to read material about Analytical Exposition text.

The students were doing post-test by using articles from The Jakarta Post website.
Picture 9. The students were doing post-test by using articles from *The Jakarta Post* website

Picture 10. The students asked the teacher about their difficulties
Cycle II

Picture 11. The Apperception Activity

Picture 12. The students was doing pre-test about sleep
The students were doing Post-Test by using articles from *The Jakarta Post* website.

Picture 13. The students were doing Post-Test by using articles from *The Jakarta Post* website.

Picture 14. The Last documentation with student XI Bahasa SMA Negeri 2 Salatiga.
CURRICULUM VITAE

1. Personal Identity

   Name : Sri Rejeki
   Sex : Female
   Date and Place of Birth : Salatiga, August 27th, 1991
   Address : Ngentaksari rt 09 rw 05 Kutowinangun
              Lor, Tingkir, Salatiga
   Phone Number : +6285640925021

2. Education Background

   TK Al-Murtadlo Pungkursai Salatiga, graduated in 1997
   SD Negeri Kutowinangun 2 Salatiga, graduated in 2003
   SMP Negeri 2 Salatiga, graduated in 2006
   SMA Negeri 2 Salatiga, graduated in 2009
   State Institute for Islamic Studies (IAIN) Salatiga