THE EFFECT OF MIND MAPPING TECHNIQUE AND STUDENTS’ LINGUISTIC INTELLIGENCE ON THEIR WRITING ANALYTICAL EXPOSITION TEXT
(A Quasi-experimental Study at the Eleventh Grade of SMAN 2 Muara Teweh, Central Kalimantan)
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(A Quasi-experimental Study at the Eleventh Grade of SMAN 2 Muara Teweh, Central Kalimantan)

A Thesis

Presented to the Faculty of Tarbiya and Teachers’ Training in Partial Fulfillment of the Requirements for the Degree of M.Pd. (Magister Pendidikan) in English Language Education

GRADUATE PROGRAM OF ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHERS’ TRAINING
UIN SYARIF HIDAYATULLAH JAKARTA
2016
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GRADUATE PROGRAM OF ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHERS’ TRAINING
UIN SYARIF Hidayatullah Jakarta
2016
STATEMENT OF ORIGINALITY

I hereby declare that the thesis entitled “The Effect of Mind Mapping Technique and Students’ Linguistic Intelligence on Their Writing Analytical Exposition Text (A Quasi-experimental Study at the Eleventh Grade of SMAN 2 Muara Teweh, Central Kalimantan)” represents my original work and that I have used no other sources except as noted by citations. All data, tables, figures and text citations which have been reproduced from any other sources have been explicitly acknowledged as such. I have read and understood the Ministry of National Education (MoNE) of Indonesia’s Decree No. 17 Year 2010 regarding plagiarism in higher education, therefore I am responsible for any claims in the future regarding the originality of my thesis.

South Tangerang, June 2016

Sarianah
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The thesis entitled "The Effect of Mind Mapping Technique and Students’ Linguistic Intelligence on Their Writing Analytical Exposition Text (A Quasi-experimental Study at the Eleventh Grade of SMAN 2 Muara Teweh, Central Kalimantan)" was examined by the committee on March 22nd, 2016 at Faculty of Tarbiya and Teachers’ Training, UIN Syarif Hidayatullah Jakarta. The thesis has been revised as suggested by the examiners, therefore fulfilled one of the requirements for the academic title “M.Pd.” (Magister Pendidikan) in Master Degree of English Language Education.

South Tangerang, June 2016

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ACKNOWLEDGEMENT

Praised be to Allah, Lord of the world, who has given the writer His love and compassion to finish the last assignment in her study. Peace and salutation be upon to the prophet Muhammad SAW, his family, his companion, and his adherence.

Here the writer proudly delivers her great honor to all of lecturers, institution, family and friends who have contributed in different ways since this thesis is processed until it becomes a complete writing which will be presented to the Magister Program of English Education Faculty of Tarbiya and Teachers’ Training in partial fulfillment of the requirements for the degree of M.Pd., in English Language Education.

First of all, the writer would like to delivers her great honor to her advisors, Dr. Atiq Susilo, M.A. and Dr. Lia Kurniawati, M.Pd., whose academic suggestions and critical notes have enabled the writer to complete this thesis. She also expresses sincere appreciation to all of the examiners, Dr. Fahriany, M.Pd., Dr. Alek, M.Pd., Siti Nurul Azkiyah, Ph.D., and Dr. Muhammad Farkhan, M.Pd., who gave precious advice in the process of revising this thesis. Then, she conveys special gratitude to her beloved mother and brothers who motivated her in accomplishing her study.

The writer’s sincere gratitude also goes to:
1. the headmaster of SMAN 2 Muara Teweh and all of the teachers for their understanding and support, especially to Lisda Riwayat, S.Pd.,- the English teacher of the eleventh grade, who shared his time, knowledge, information and classes in the process of data collection,
2. the eleventh grade students of SMAN 2 Muara Teweh,
3. all of the lecturers of Graduate Program of English Department who had transferred their knowledge, valuable guidance and encouragement,
4. Dr. Fahriany M.Pd., the head of Graduate Program, Faculty of Tarbiya and Teachers’ Training,
5. Dr. Jejen Musfah, M.A., the secretary of Graduate Program, Faculty of Tarbiya and Teachers’ Training,
6. Azkia Muharom Albantani, M.Pd.I., the staff of Graduate Program, Faculty of Tarbiya and Teachers’ Training,
7. Prof. Dr. Ahmad Thib Raya, M.A., the dean of Faculty of Tarbiya and Teachers’ Training,
8. all of people who participated in the process of the thesis that the writer couldn’t mention one by one. May Allah bless them all.

South Tangerang, June 2016

The Writer
ABSTRACT

Sarianah. The Effect of Mind Mapping Technique and Students’ Linguistic Intelligence on Their Writing Analytical Exposition Text (A Quasi-experimental Study at the Eleventh Grade of SMAN 2 Muara Teweh, Central Kalimantan), 2016.

This study was aimed to obtain the empirical evidence of mind mapping technique and students’ linguistic intelligence effect on their writing analytical exposition text at the eleventh grade students of SMAN 2 Muara Teweh, Central Kalimantan. This study was conducted under quantitative approach by using quasi-experimental method and factorial design 2x3. The sample of this study was two classes of the eleventh grade students of SMAN 2 Muara Teweh; the first was the experimental class which consisted of 21 students and the second class was the controlled class which also consisted of 21 students. The findings of this study were: (1) there was a significant different on writing analytical exposition text between students who were taught by using mind mapping technique and those who were taught by using direct instruction, (2) there was no significant different on writing analytical exposition text between students who had high linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction, (3) there was a significant effect on writing analytical exposition text between students who had average linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction, (4) there was no significant different on writing analytical exposition text between students who had low linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction, (5) there was no interaction between teaching technique and students’ linguistic intelligence on students’ writing analytical exposition text.

Keywords: Mind Mapping Technique, Linguistic Intelligence, Writing Analytical Exposition Text
ABSTRAK

Sarianah. The Effect of Mind Mapping Technique and Students’ Linguistic Intelligence on Their Writing Analytical Exposition Text (A Quasi-experimental Study at the Eleventh Grade of SMAN 2 Muara Teweh, Central Kalimantan), 2016.

Penelitian ini bertujuan untuk mendapatkan bukti empirik tentang pengaruh teknik pemetaan pikiran dan kecerdasan bahasa siswa terhadap kemampuan menulis teks *analytical exposition* di kelas sebelas SMAN 2 Muara Teweh, Kalimantan Tengah. Kemampuan menulis siswa dilihat dari pencapaian dan juga peningkatannya. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen dan desain faktorial 2x3. Sampel penelitian ini adalah dua kelas dari lima kelas sebelas yang ada di SMAN 2 Muara Teweh; satu kelas sebagai kelas eksperimen yang terdiri dari 21 siswa dan satu kelas yang lain sebagai kelas control yang juga terdiri dari 21 siswa. Hasil penelitian ini adalah: (1) terdapat perbedaan yang signifikan terhadap kemampuan menulis teks *analytical exposition* antara siswa yang diajar menggunakan teknik pemetaan pikiran dan siswa yang diajar menggunakan instruksi langsung, (2) tidak terdapat perbedaan yang signifikan terhadap kemampuan menulis *analytical eksposition* antara siswa yang memiliki kecerdasan bahasa tinggi yang diajar menggunakan teknik pemetaan pikiran dan siswa yang diajar menggunakan instruksi langsung, (3) terdapat perbedaan yang signifikan terhadap kemampuan menulis teks *analytical eksposition* antara siswa yang memiliki kecerdasan bahasa sedang yang diajar menggunakan teknik pemetaan pikiran dan siswa yang diajar menggunakan instruksi langsung, (4) tidak terdapat perbedaan yang signifikan terhadap kemampuan menulis teks *analytical eksposition* antara siswa yang memiliki kecerdasan bahasa rendah yang diajar menggunakan teknik pemetaan pikiran dan siswa yang diajar menggunakan instruksi langsung, (5) tidak terdapat interaksi antara teknik pembelajaran dan kecerdasan bahasa siswa dalam kemampuan menulis teks *analytical exposition*.

**Kata Kunci:** Teknik Pemetaan Pikiran, Kecerdasan Bahasa, Menulis Teks *Analytical Exposition*
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CHAPTER I
INTRODUCTION

A. Background of Research

Being able to communicate in English is required among different societies in the world. English as a worldwide language has important role not only in communication of people internationally, but also as a mean of getting access of knowledge and information whether in books, journals, articles, internet web sites and social medias. Therefore, the demand of mastering English orally and written is getting high on today especially with the increasing need for communication. English education obtains great considerable attention in most countries whether as a second or a foreign language. For example, English is a foreign language which is learnt almost in all levels of education in Indonesia. The importance of English is showed by being a compulsory subject that is tested in National Exam.

Based on Pusat Kurikulum Departemen Pendidikan Nasional (2003, p. 14), the main goal of teaching English as a foreign language in Indonesia is to develop students’ communicative competencies which should be built up in oral and written form. To achieve these objectives, students are directed to master four language skills namely listening, speaking, reading and writing. Moreover, the content standard also regulates students of junior high school to attain functional literacy level where the students are able to use language to accomplish their daily needs such as reading newspaper, manual, or instructions. Meanwhile, students of senior high school are regulated to achieve informational literacy level where the students are able to access knowledge by maximize their language proficiency because they are prepared to continue their study to the university. In other words, students are required to be able to express themselves in the target language in oral and written form to reflect their understanding of comprehensible input they are exposed to.

Writing is one of communicative competencies which should be mastered especially for the eleventh students of senior high schools who want to continue their study to the higher level. Weigle (2002, pp. 4—5) states that the importance of being competent to write increase as students improvement through compulsory education on to the advance. At university level, writing is seen not only as a standardized system of communication but also as an essential tool for learning and doing tasks. This skill cannot be separated with other subjects or skills in language learning since students are often required to complete many works in written forms. For example, in reading, speaking or listening classes, writing is still required in fulfilling some assignments. In other words, writing skill is needed mostly in all of learning activities. In addition, writing plays important roles in students’ language mastery which contributes to their professional careers in future. However, writing proficiency is not a necessity for students who concern in English language learning only but also for those who focus their study on other disciplines. Being able to write
effectively is a necessary for all students. In conclusion, the objectives of the English teaching and learning process in senior high school must be emphasized on helping students to build up their communicative competence including writing in order to help them preparing the next level of their education.

SMAN 2 Muara Teweh is one of senior high school in North Barito who tries to achieve the objectives. It can be seen from the English syllabus for writing skill which is used in this senior high school. SMAN 2 Muara Teweh administers English teaching and learning based on School-Based Curriculum (2006). The Basic competence of writing skill for the eleventh grade students is “to express the meaning within short functional text and essays in the form of descriptive, narrative, recount, analytical and hortatory exposition in daily life context” (Pusat Kurikulum Departemen Pendidikan Nasional, 2003, p. 37). In addition, SMAN 2 Muara Teweh has a policy related to the minimum passing grade score that should be attained. For English subject, the minimal mastery standard (KKM) is 70. It showed that SMAN 2 Muara Teweh tries to produce skillful students who can communicate in English especially in written form.

However, it was still difficult to achieve the goals. Although the objectives of teaching writing had been set up, the teaching of writing had not successful yet. It can be seen from the students writing performance and their responses toward writing activities. Most students agreed writing was one of the most difficult skills to master. Most of them have not met the standard yet.

According to the English teacher, among some texts which must be accomplished by the eleventh grade students, analytical exposition was the most difficult one. In his opinion, it happened because analytical exposition text had not been familiar to students. Unlike other kinds of text which had been studied from junior high school, analytical exposition text had just learnt in the eleventh grade. For example, descriptive and narrative text had studied in the ninth grade. Most students thought the most difficult part of writing analytical exposition text was writing the argumentative paragraphs since it required them to be able to convince the readers about something in the case by providing logical arguments, supporting data and examples. It required a good skill of writing, appropriate language use, and critical thinking. Therefore, teaching and learning writing analytical exposition was very challenging.

The English teacher identified some difficulties related to the students writing performance. First, the students’ main problem was the confusion of how to deliver idea properly. The difficulties did not only occur in stating and organizing the ideas but also translating them into comprehensible writing. Students did not know how to start to write, what should be written first, what should be put in the middle and what should come last. Related to analytical exposition text, the eleventh graders could not write generic structure completely. They were confused of how to state their position in thesis, how to support main idea with arguments, how to make good conclusion in reiteration, and how to organize them in logical order to achieve their writing goals. In
addition, the fear that they had nothing to write was a great barrier of many students when they were asked to write.

The second problem was lack of vocabulary and language use. Students had difficulties in developing ideas since they have limited words which must be used to construct sentences and paragraph. Students also often made mistakes related to the spelling, grammar and punctuation which caused confuse meaning in their writing. Sometimes, these mistakes or errors were encountered as a result of the influence of mother tongue. Because of these difficulties, some students became insecure and unwilling writers.

Low motivation was the students’ third problem in writing. Most students thought writing was a difficult and uninteresting experience, so they commonly give responded negatively. Some students like writing since it could be an enjoyable experience which gives them opportunity to express their thought creatively. A few of them even do it as a hobby. However, most of students avoided this activity especially writing in English as a foreign language for some reasons. The first reason was ineffective teaching technique. The teacher only explained the material and asked students to follow teacher’s instruction and textbook guideline. In addition, the students’ reluctance to write happened because they write rarely even in their own language, so the activity feel strange. Moreover, if students were asked to write about unfamiliar topics, their attitude toward writing became more negative.

One of factors which caused some problems above was the students’ background. SMAN 2 Muara Teweh is one of senior high schools in North Barito which is located 7 km from Muara Teweh. Many students come from some villages around Muara Teweh which is located far from the school. Long distance makes their awareness of education low. Moreover, they got some difficulties to obtain learning sources and facilities such as proper books and media related to language learning. Some of them even came from junior high schools which do not have professional English teacher who graduated from English department. As a result, some students cannot reach the standard of minimal mastery (KKM) in the senior high school especially for English subject.

From teacher’s perspective, writing was one of the most challenging instructional activities teachers face. One of the problems of teaching process in classroom was that writing takes time. Working intensive on second and third drafts also required period for reflecting, editing, and rewriting. However, there was not much time allotted to teachers for teaching writing. In Indonesian language teaching system for senior high school, there are no classes special for writing. Rather, teaching writing is kind of a part for listening, speaking and reading sessions. Those skills are usually taught in integrated way. Meanwhile, writing is a skill which is developed lately and very difficult to accomplish in a short period of time because it involves complex cognitive operations. The responsibility to cover the requirement materials and skills in limited time put
the teacher under pressure. Writing often becomes a low priority for the teacher when time and syllabus constraints come to the fore.

Another problem that was faced by teachers was ineffective past practices make students difficult to continue to the more complex lessons. For example, students may get some problem in using constructing paragraph if they could not write complete sentence. Incomplete understanding of the subject matter also made the writing activity hard. The teacher realized that it happened because of the limited time to give feedback and correction.

To conclude, the problems of teaching and learning of writing in SMAN 2 Muara Teweh happened on the part of students and the teacher or the instruction. Students faced some difficulties in writing including the difficulties in term of content, organization, lack of vocabulary and language use, and low motivation. On the other hand, teacher had problems related to limited time of teaching writing process.

Those cases would be a problematical condition that should be solved. Writing is an essential skill that should be learned continuously especially for eleventh grade students who are preparing themselves to study in university where writing will be involved in almost all of learning activities. It is also an important skill which is required in passing examinations and completing assignments. If they cannot write a simple text such as analytical exposition text, they might get serious problem when they are asked to write more complex writing work such as paper, book review, library report, and thesis. Started from the idea above, presumably it was necessary to find out an effective and interesting technique to help the students solve their problem. The writer and the teacher focused on helping students in developing ideas because it was the prior writing problem faced by most of students.

Based on the teacher recommendation, this study focused on writing analytical exposition text. This study concerned on writing analytical exposition because it encouraged students to be able to state and deliver their opinions related to a certain topic and then explain it with reasonable arguments. Being able to write in this text is very challenging yet important because it is a kind of text that involves students’ critical thinking. Students are required to be able to explore their prior knowledge and search new information to be developed into readable text. Therefore, students must be assisted in developing their ability to write this text.

The researcher proposed mind mapping as a pre-writing technique which was inspired by some previous related studies that figured out the effectiveness of mind mapping technique as the problem solving of writing difficulties. The idea then was approved by the English teacher. The first research was conducted by Riswanto and Putra (2012) and Supriyanto (2013) who found a significant difference on writing achievement between students who were taught by using mind mapping and those who were not. The findings were confirmed by Nemati et al. (2014) which attempted to enhance writing ability of Iranian learners. Their findings showed an improvement in essay writing ability of the
experimental group where mind mapping technique was instructed as pre-writing activity. Those leaded to the assumption that mind mapping was effective to improve students’ writing.

In teaching and learning writing process, developing well-organization is starting from pre-writing stage. An effective pre-writing technique will help students to experience better writing process and produce better writing. Mind mapping is a brainstorming technique in pre-writing stage which guided students to generate and develop ideas by activating their thinking ability and creativity. Moreover, students’ mind maps are also benefits in the next stage of writing such as in the drafting and revising. Mind maps allow students to feel more connected to the material as it forces them to map out their thought process on paper which leads to an increase in connections between content and experience. Mind maps explore students’ ability to connect prior information to the content that is currently being studied. The teacher then can see how the students link ideas and concepts. Mind mapping uses not only verbal feature but also pictures and symbols, which are in line with human brain’s attitude in perceiving and retrieving information (Davies, 2010). Furthermore, mapping can be revised easily and faster than other brainstorming technique (Hofland, 2007), so students should not reorganize their writing work if they found any mistakes. Moreover, mind mapping is a simple and suitable technique for senior high school students because they only need paper, pen, color pencils and creativity to make it. Usually, all of these properties are available around the students.

However, in writing process, students need not only effective technique to organize their ideas well but also a good capacity of using language to complete certain goals which they want to achieve in their writing. Especially in writing analytical exposition text in English, students not only must be able to remember any prior information which is appropriate to the topic but also deliver it to the readers by using proper language in order to convince the readers to believe their statements. It also must be supported by the capacity of learning English as a foreign language. Those capacities refer to linguistic intelligence which is defined specifically as the capacity to use language effectively in oral and written form which includes the ability of manipulating the sound, structure, meaning and function of language (Gardner, 2011, pp. 80—81; Amstrong, 2009, p. 6).

Actually, each person has all eight intelligences to some degree and displays them uniquely (Amstrong, 2009, p. 15). Based on this claim, it can be assumed that everyone has linguistic intelligence. However, each person has different level and performs this capacity in different ways. It is proven by the fact that people have ability of listening, speaking, reading and writing in varying degree (Gardner, 2011, p. 82; Lunenberg and Lunenberg, 2014).

According to Lughlin (1999) in Abdallah (2008), one of some characteristic of people with well developed linguistic intelligence is exhibits ability to learn other languages and uses listening, speaking, writing, and reading to communicate, discuss, explain and persuade. People with high
linguistic intelligence would learn any language successfully and perform better than those who have low linguistic intelligence. It was confirmed by some studies. Rahimi et al. (2011) found that high linguistic intelligence students perform better than those with low linguistic intelligence in reading comprehension. Then, Hemmati and Sadeghi (2015) found that the more proficient EFL learners have a higher verbal intelligence, indicating that more successful learners may be more intelligent ‘verbally’ than the less proficient counterparts. Those studies then lead to an assumption that linguistic intelligence may be an inherent factor which affects students’ writing ability. In other words, students with high linguistic intelligence would be able to write analytical exposition text in English well.

Based on the background above, this research involved students’ linguistic intelligence as the attribute factor which was divided into three levels; high, average and low. This research aimed to figure out the effect of mind mapping technique and students’ linguistic intelligence on their writing analytical exposition text. It was assumed that each student had different level of LI which had different effect on their writing. It was wondered then whether mind mapping had different effect on different level of LI or not.

B. Identification of the Problem

Based on the background of research above, there were some problems which could be identified as follows.
1. The eleventh grade students of SMAN 2 Muara Teweh had learning problems in writing in term of content, organization, lack of vocabulary and language use.
2. The eleventh grade students got difficulties in writing analytical exposition text including writing generic structure and language features.
3. The teaching technique could not help students in writing analytical exposition text.
4. Ineffective past practices made students difficult to continue to the more complex lessons.
5. Writing was a rare practiced skill.
6. Students had low motivation and high anxiety in learning writing.
7. Most students had negative perception and response on writing.
8. There was limited time for teaching and learning writing process.
9. Teaching writing in classroom was commonly integrated with other skills such as listening, speaking and reading.
10. Writing got low priority from the teacher and students.

C. Limitation of the Problem

Referring to the problems which were indentified above, the end of this research was limited on the study of mind mapping technique and students’ linguistic intelligence effect on writing analytical exposition text. The effect of mind mapping was investigated on students’ writing achievement and
improvement in a whole group and in three different levels of linguistic intelligence; high, average, and low. Furthermore, the research was supposed to find out the interaction between teaching technique and students’ linguistic intelligence on their writing analytical exposition text. Lastly, the subject of this research was limited to the eleventh grade students of SMAN 2 Muara Teweh, Central Kalimantan.

D. Formulation of the Problem

Based on the previous discussion, the present study was designed in order to answer the following questions.
1. Was there any significant difference on writing analytical exposition text between students who were taught by using mind mapping technique and those who were taught by using direct instruction?
2. Was there any significant difference on writing analytical exposition text between students who had high linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction?
3. Was there any significant difference on writing analytical exposition text between students who had average linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction?
4. Was there any significant difference on writing analytical exposition text between students who had low linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction?
5. Was there any interaction between teaching technique and students’ linguistic intelligence on students’ writing analytical exposition text?

E. Objectives of the Research

In accordance with the problems above, this research tried to find out:
1. a significant difference on writing analytical exposition text between students who were taught by using mind mapping technique and those who were taught by using direct instruction;
2. a significant difference on writing analytical exposition text between students who had high linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction;
3. a significant difference on writing analytical exposition text between students who had average linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction;
4. a significant difference on writing analytical exposition text between students who had low linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction;
5. an interaction between teaching technique and students’ linguistic intelligence on students’ writing analytical exposition text.

F. Significance of the Research

The results of this research were expected to give information about the effect of mind mapping technique and students’ linguistic intelligence on their writing analytical exposition text theoretically and practically. Here are the two significance of this study.

1. Theoretical Significance

Theoretical significance was determined to teachers, students, other researchers and society. The first theoretical significance was to be a reference for teachers to improve the quality of English teaching and learning. It provided information related to mind mapping technique which can be used to teach writing especially analytical exposition text. The second was to help students write easily through mind mapping technique. Besides, the finding of research hopefully inspired them to increase their linguistic intelligence and writing ability. The third was to advance the knowledge of other researchers related to teaching technique, linguistic intelligence, and writing. The fourth was to convey information to the society which really cares to the development of knowledge that building the children linguistic intelligence is important since it influences their success in language learning.

2. Practical Significance

The first practical significance was for the teacher. It offered an alternative solution in solving teaching writing problems primarily in analytical exposition text. Moreover, it motivated teachers to be more creative in searching new techniques which fit their teaching. The second was for students. It assisted them to find out an effective technique in pre-writing activity and helped them to develop their creative thinking skills. The third was for the institution of SMAN 2 Muara Teweh, it could be beneficial regarding to improve the education quality. The fourth practical significance was to provide information for other researchers in conducting research related to mind mapping technique, linguistic intelligence and writing analytical exposition text.
CHAPTER II
LITERATURE REVIEW

As stated in the previous chapter, the objective of this research was to find out a significant difference in writing analytical exposition text between students who were taught by using mind mapping technique and those who were taught by using direct instruction. Furthermore, it also tried to find out the interaction between teaching technique and students’ linguistic intelligence on students’ writing analytical exposition text. Therefore, the discussion of the literature review focused on related theories underlying the research such as the theory of writing, analytical exposition text, teaching writing and linguistic intelligence. It was continued by presentation of previous related studies, conceptual framework and ended by the theoretical hypotheses.

A. Writing

Firstly it was important to define writing clearly as well as to know the requirement of a good writing. Therefore, this sub-chapter focused on the discussion of the nature and aspects of writing. Then, it was continued by the discussion of writing analytical exposition text.

1. The Nature of Writing

There were some perspectives of the nature of writing which could be found. They were writing in comparison with speaking, writing as a combination of product and process, writing as physical and mental activity, and writing as a cognitive activity. Those perspectives were explained more in the following discussion.

In the process of language learning, there are four language skills that must be learnt by the learners namely listening, speaking, reading and writing. From the four language skills, writing is categorized as one of the productive skills along with speaking since they produce language rather than receive it (Spratt et al., 2005, p. 26). Although both writing and speaking are productive skills, those two skills are basically different in various ways.

The differences of speaking and writing lie on a number of dimensions including textual, features, social-cultural norm, pattern of use and cognitive process (Weigle, 2002, p. 15). As also explained by Harmer (2004, pp. 6—11), writing is slightly different from speaking in term of communication context such as time and space, participants, process, organization and language, sign and symbols, and product. Speaking is always intended for face-to-face communication among the audience present who may have known and agree each other. Therefore, listeners may not always challenge a speaker to give reasons for any statements. In contrast, writing is always used by the writers to express and communicate their ideas to the readers who are actually separated by both time and space distance. Consequently, writing requires clearer and more comprehensive message. Any idea which is advanced in writing must be supported with specific reasons or details (Langan, 2001, p. 4) because the readers must be regarded as reasonable people who do not know the writer and
will not believe the statement simply without any reasons. In addition, when people communicate orally, they can use various types of prosodic features such as pitch, rhythm, pauses that enable them to get feedbacks from the listeners. But, since it is done directly, a speaker cannot modify what has been said. Speakers must plan, formulate, and deliver their utterances within a few moments to maintain a conversation. In contrast, those features of speaking do not exist in writing because the communication context is created by the words alone without having direct interaction between the writer and the reader. However, a writer has more time to plan, review, and revise the draft before it is finalized. Briefly, speaking and writing have their own communication contexts which should be realized and used to be able to communicate effectively when people interact by using those types of contact.

Furthermore, the differences between speaking and writing also happen in language characteristics. Brown (1994) in Weigle (2002, pp. 15—16) distinguishes written and spoken language from their permanence, complexity, formality and vocabulary use. Oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes. However, because of the social and cultural uses to which writing is ordinarily put, writing tends to be more formal than speaking. Moreover, written form tends to have longer clauses, more subordinators, wider variety of words and more lower-frequency words than oral texts. In contrast, spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy, for examples repetition of nouns and verbs.

Finally, Ur (1996, pp. 159—161) differs both productive skills when they look as a learnt skill. Most people acquire spoken language at least their mother tongue intuitively, whereas the written form in most cases is deliberately taught and learnt. Writing is a skill like driving, cooking, and swimming which cannot be acquired automatically rather needs long time and process to be mastered. It indicates that writing skill is not a gift for particular people but can be mastered by anyone who does not mind to do more practice.

Next, writing can be seen as a combination of process and product as stated by Sokolik (2003) in Linse (2005, p. 98). The process refers to the act of gathering ideas and work with them until they are presented in an acceptable manner and comprehensible to the readers. Learners need to know that a final piece of writing has grown out of many important steps which make up the process. This view is supported by Brown (2001, p. 335) who states that writing is the written products of thinking, drafting, and revising which require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final product. Similar view is conveyed by Kane (1988, p. 17) who say writing in its broad sense has three steps: thinking about it, doing it, and doing it again. The first step is thinking which involves choosing a subject, exploring ways of developing it, and
devising strategies of organization and style. The second step is doing which is usually called drafting; and the third is doing again which means revising. In short, some stages of the text composition proposed by the scholars above indicate the process of producing writing product.

The nature of writing also can be defined as both physical and mental activity (Nunan, 2003, p. 88). It is categorized as a physical activity because a writer is required to be able to do the act of forming letters and committing words on the paper by holding a pen firmly by hand (Linse, 2005, p. 99) or probably typing on a keyboard. As a mental work, writing activities focus more on the act of inventing ideas, thinking about how to express and organize them into comprehensible text which enables a reader in understanding the ideas.

The last, writing is seen as a cognitive activity. Writing is a process of discovery which involving a series of steps that often run in zigzag journey (Langan, 2001, p. 13). Commonly, writers do not discover what they want to write about until they explore their thoughts in writing. The process of writing involves three main cognitive activities which are not only applied in the drafting process but also in the revising (Hayes in Weigle, 2002, p. 25). First cognitive activity of writing is text interpretation. It is the process of creating internal representations derived from linguistic and graphic input. The second is text reflection, the process of creating new representation ideas from the existing representation in the process of text interpretation. The last process is text production in which new written linguistic forms are produced.

Bell and Burnaby (1984) in Nunan (1989, p. 36) state that writing as a complex cognitive process which requires the writer to perform control of a number of variables simultaneously both in the sentence level and beyond the sentence level. Content, format, sentence structure, vocabulary, punctuation, spelling, letter formation are variables that must be controlled by the writer in the sentence level. While beyond the sentence level, the writers must be able to organize and integrated ideas into cohesive and coherent paragraphs. Being able to maximize the cognitive aspects in writing will lead the writer to deliver the clearer message to the readers. In the other words, their writing is successful.

Allan et al. (2009, pp. 21—25) support the opinion above by explaining three steps of writing: planning, producing text, and reviewing. Planning is the step when the writer prepares to write by thinking about purpose, audience, ideas, and genre when they plan. While producing texts is the step when writers engage in two tasks; generating the language for ideas and transcribing those words and sentences onto paper or a computer screen. The last step is reviewing which has three components; evaluating what was written, revising the text, and editing. Over all, the three processes which are explained by both scholars need critical thinking which indicates writing as a cognitive activity.

Finally, based on some definition above, it can be concluded that writing is a productive and learnt skill which involves physical, mental and cognitive activities to produce comprehensible written work through some processes. Writing is a means of communication which enables the writers to synthesize
their knowledge into an acceptable text with appropriate content, organization, vocabulary, language use, cohesive and coherence of paragraph and soon.

2. Aspects of Writing

Nunan (1989, p. 37) proposes some components which contribute to the successful writing. They are:

a. mastering the mechanics of letter formation,
b. mastering and obeying conventions of spelling and punctuation,
c. using the grammatical system to convey one’s intended meaning,
d. organizing content at the level of the paragraph and the complete text to reflect given/new information and topic/comment statement,
e. polishing and revising one’s initial efforts,
f. selecting an appropriate style for one’s audience.

The points above outline some important matters that need to be discussed as the aspects of writing skill. They included micro and macro skill of writing, mechanical components, cohesion and coherence. Those aspects were explained more in the following.

The first aspect of writing skill is its micro and macro-components. Brown (2004, p. 220) mentions a list of micro and macro skills of written communication which focus on both the form and the function of language. The micro skills of writing cover several important aspects such as producing graphemes and orthographic pattern of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable grammatical systems such as tense, subject verb agreement and etcetera, expressing a particular meaning in different grammatical form, using cohesive devices in written discourse and using the rhetorical forms and conventions of written discourse. Meanwhile, the macro skills of writing cover some other aspects such as accomplishing the communicative functions of written texts according to form and purpose, conveying links and connections between events and communicating such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification, and finally developing a battery of writing strategies that include such as accurately in using pre-writing devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The second important matters of writing are mechanical components. Like other skill of English, writing has its own mechanical components such as handwriting, spelling, punctuation, and construction of well-performed sentences, paragraphs and texts (Harmer, 2004, p. 44). He also states that the previous components are the nuts and bolts of the writing skill. Therefore, those components need to be introduced in teaching and learning process of writing.

The last aspects are cohesion and coherence. The two aspects play important role in the process of good paragraph compositions and cannot be separated in the process of writing since they are closely related each other.
Moreover, Harmer (2004, p. 22) states that both cohesion and coherence are needed to make the writing more accessible. Cohesion refers to the grammatical and lexical connections between individual clauses (Sun and Feng, 2009). Lexical cohesion focuses on the repetition of words, while the grammatical links can be classified under three broad types; reference (pronoun, article, demonstrative), ellipsis, and conjunction. On the other hand, coherence refers to the logical development of ideas within a text. Oshima and Hogue (1999, p. 40) state that to produce coherence writing, a writer needs to focus on the sentence movements. The movement of one sentence to the next sentences must be delivered logically and smoothly. In other words, the sentences must flow smoothly. They then add four ways that can be done by the writer to achieve coherence in their works; repeating key nouns, using pronouns, using transactional signals and arranging the sentences in logical order.

Those aspects of writing then become requirements of good writing and fundamental aspects in assessing writing. Jacobs et al. (1981) as cited in Weigle (2002, p. 118) create a scoring rubric for writing performance which covers all aspects above. Based on Jacob et al.'s scale, each paper was rated on five aspects of writing: content, organization, vocabulary, language use, and mechanics. These five aspects have different weights according to their emphasis; content (30 points), language use (25 points), organization (20 points), vocabulary (20 points), and mechanics (5 points). Firstly, content is the substance of writing which includes knowledgeableness, substantively, thoroughness the development of thesis, and relevance the assigned topic. Secondly, organization is the way how to organize the content well which includes fluently of the expression, clearness the ideas stated or supported, succinct, well-organized, logical sequencing, and cohesive. Thirdly, vocabulary is the choice of lexical items to give a particular tone or flavor to the writing which includes effectiveness complex instructions, few errors of agreement, tense, number, word order or function, articles, pronouns, and preposition. Finally, mechanic is the use of graphic convention of the language which includes demonstration mastery of conventions, error spelling, punctuation, capitalization, paragraphing.

All of the important aspects of writing such as micro and macro skill, the mechanical components, cohesion and coherence have contributions towards the good paragraph compositions. Therefore, they must be considered in each stage of the process of writing, especially when the teachers want to make their students’ writing works more accessible.

3. Writing Analytical Exposition Text

An exposition is a piece of text that presents one side of an issue which is supposed to persuade the readers or listeners by presenting one side of an argument that is the case for or the case against (Anderson and Anderson, 1998, p. 22). There are two kinds of exposition text; analytical and hortatory exposition.
Analytical exposition text is a functional text which presents information, ideas or issues in such a way to inform, instruct, enlighten or persuade the reader (Priyana et al., 2008, p. 50). Usually an analytical exposition text proposes a certain topic which may only be pro or contra, not both. In other words, this type of text has the objective to persuade the reader to believe the writers’ statement or position by presenting a series of argument.

Commonly, an essay has three main parts namely an introduction, a body and a conclusion (Osima and Hogue, 1999, p. 56; Langan, 2001, p. 6). Related to analytical exposition text, there are three generic structures; thesis statement which appears in the introductory paragraph, a series of arguments which come out in the following paragraphs, and reiteration which comes in concluding paragraph (Priyana et al., 2008, p. 57).

Osima and Hogue (1999, p. 59) mention two parts of an introductory paragraph; general statements and thesis statement. General statements introduce the general topic of the essay and capture the reader's interest. Meanwhile the thesis statement has some functions; stating the specific topic, may list subtopics or subdivisions of the main topic or subtopics, may indicate the pattern of organization of the essay, being normally the last sentence in the introductory paragraph. Thesis in analytical exposition is an introductory statement which indicates the writer position or point of view. It is the background of the text that leads the reader’s thinking about the central idea which will be developed in the essay.

As Langan (2001, p. 8) has stated that the introductory paragraph of an essay should be started with several sentences that attract the reader’s interest, so thesis statement in analytical exposition text should be debatable. It presents writers’ believe in which other people might disagree (Heasley & Lyons, 2006, p. 104). However, a thesis must be very clear right from the beginning.

As the body, most of essays have three supporting points which are developed at length over three separate paragraphs (Langan, 2001, p. 9). Each of supporting paragraphs should be started with a topic sentence that states the point to be detailed in that paragraph. Just as a thesis provides a focus for an entire essay, a topic sentence provides a focus for a supporting paragraph.

The body in analytical exposition text is argument which elaborates the thesis. A new paragraph is used for each new argument. Usually, argument is the longest part of the text which presents a series of opinion. It has a huge explanation where the writer develops and thinks hard to convince the readers about the correctness of the thesis by providing supporting evidence and by defeating alternative arguments that readers might have believed (Heasley & Lyons, 2006, p. 104). Simply, the writer should provide reasons, facts, statistical data, and any other supporting details.

The concluding paragraph of analytical exposition text is called reiteration where the writer summarizes the essay by briefly restating the thesis and the main supporting points (Langan, 2001, p. 10; Anderson and Anderson, 1998, p. 23). Osima and Hogue (1999, p. 72) explain three purposes of this part. First, it
signals the end of the essay which can be done by beginning the conclusion with a transition signal. Second, it reminds the reader of the main points which can be done in one of two ways; by summarizing the subtopics and paraphrasing the thesis. It leaves the reader with final thoughts on the topic. This is writer’s opportunity to convey a strong, effective message that the reader will remember.

Although both analytical and hortatory expositions have same generic structure, they are difference in way of ending the text. The concluding paragraph of analytical exposition text restates the thesis or concludes the content, therefore it is called reiteration. In other hand, hortatory exposition text proposes a suggestion which contains what should or should not happen at the end of the argumentation (Priyana et al., 2008, p. 132).

In the following is the example of analytical exposition text.

Title  Organic Farming A Solution for Harmless Food

Organic farming is a form of agriculture which excludes the use of synthetic fertilizers and pesticides, plant growth regulators, livestock feed additives, and genetically modified organisms. It is believed that organic farming should replace conventional one for some reasons.

Firstly, as far as possible, organic farmers rely on crop rotation, integrated pest management, crop residue, compost and mechanical cultivation to maintain soil productivity and control pests.

Secondly, studies have shown that people who work with pesticides have an increased risk of developing Parkinson’s disease. The pesticides examined in these two long-term studies, parquet and dieldrin, are not allowed on organic farms. The herbicide paraquat and fungicide maneb together, but not alone, have been shown to cause brain damage in mice. Some organic farming standards do allow the use of natural methods of protection from pests such as those derived from plants. Organic activists state that natural pesticides are a last alternative, while growing healthier, disease-resistant plants, using cover crops and crop rotation, and encouraging beneficial insects and birds are the primary methods of pest control.

Finally, a 2001 study demonstrated that children who are fed organic diets experienced significantly lower organophosphorus pesticide exposure than children fed conventional diets. A similar study in 2006 measured the levels of organophosphorus pesticide exposure in 23 preschool children before and after replacing their diet with organic food: levels of organophosphorus pesticide exposure dropped dramatically and immediately when the children switched to an organic diet. Although the researchers did not collect health outcome data in this study, they concluded “it
assumes that children whose diets consist of organic food items would have a lower probability of neurologic health risks.”

Therefore, organic farming should replace conventional one to reduce the using of pesticides which usually remain in farm production such as fruits and vegetables since there are a lot of research which prove that pesticides may be harmful for the consumers if people use pesticides improperly.

(Adopted fromPriyatna, et al., 2008, p. 131)

Beside the three generic structures above, analytical exposition text has some language features as were mentioned by Priyana et al. (2008, p. 57). They are general nouns, abstract nouns, technical words, relating verbs, action verbs, thinking verbs, modal verbs, modal adverbs, connectives and evaluative language.

In the following are the examples of linguistic features which are used in the text above.

### Table 2.1

**Linguistic Features of Analytical Exposition Text**

<table>
<thead>
<tr>
<th>No.</th>
<th>Linguistic Features</th>
<th>Examples</th>
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<tbody>
<tr>
<td>1.</td>
<td>General nouns</td>
<td>Vegetables</td>
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<td></td>
<td></td>
<td>Children</td>
</tr>
<tr>
<td>2.</td>
<td>Abstract nouns</td>
<td>Agriculture</td>
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<td></td>
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<td>Methods</td>
</tr>
<tr>
<td>3.</td>
<td>Technical words</td>
<td>Organic farming</td>
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<td>Crop rotation</td>
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<td>Pest management</td>
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<td>4.</td>
<td>Relating verbs</td>
<td>• Pesticides may be harmful for…</td>
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<td></td>
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<td>• Herbicide paraquat and fungicide maneb cause brain damage</td>
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<td>5.</td>
<td>Action verbs</td>
<td>• Organic activists state that…</td>
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<td>• Some organic farming standards do allow the use of natural methods</td>
</tr>
<tr>
<td>6.</td>
<td>Thinking verbs</td>
<td>• It is believed that…</td>
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<td>• it assumes that…</td>
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<td>7.</td>
<td>Modal verbs</td>
<td>Organic farming should replace…</td>
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<td>8.</td>
<td>Connectives</td>
<td>• Firstly, …</td>
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<td>• Secondly, …</td>
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<td>• Finally, …</td>
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<td>• Therefore,…</td>
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In conclusion, writing analytical exposition text encourages students to express their ideas in written text which persuade the reader to be agreed with their statement by providing proper arguments. To produce an acceptable analytical exposition text student must be able to argue the idea in a good-organization text which consists of thesis, argument and reiteration by using appropriate vocabularies, connectives, relational processes in form of simple present tense and using accurate punctuation and spelling.

B. Teaching Writing
1. Teaching Writing Approach

There are a number of approaches to teaching English as a foreign or second language writing that have been known to many teachers and researchers of English. Among those approaches are two major ones that have been applied in classroom and extensively researched namely product approach and process approach. Both are distinguished based on their focus on writing which became their main characteristic. The discussion both of them were presented below.

a. Product Approach

Product approach is one of the most practiced approaches in teaching writing which concern on the correctness of final products of writing. Picas (1982) in Badgar and White (2000) states that the product-oriented approach of teaching of writing focuses more on the linguistic knowledge such as the appropriate use of vocabulary, grammar, and language devices. Therefore, the writing teacher who subscribes to the product approach will be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting points and so on (Nunan, 1989, p. 36). There are three main requirements when students composing their works; every composition must meet certain standards of English rhetorical style, use accurate grammar and be organized based on the convention to make the audience find it easy to understand the text (Brown, 2004, p. 334). In a typical product approach-oriented classroom, students are supplied with a standard sample of text and they are expected to follow the standard to construct a new piece of writing (Hasan and Akhand, 2010).

Palpanadan et al. (2014) propose several advantages of product approach. First, in this approach teachers’ response is the key role for students to see and correct their mistakes. This is the only way to reach students since there is no time for teachers for individual coaching due to the number of students per classroom and the teachers’ teaching hours in schools. Second, there is an opportunity for students to learn grammar and sentence structure by studying teacher’s marking and feedback. This technique works better if teachers can mark the essay as soon as possible before the students forget what they have written after some time.

Talking about the writing activities, Stele (2004) as cited in Palpanadan et al. (2014) mentions four stages of learning writing which are commonly practiced by students in product-oriented approach namely familiarization,
controlled writing, guided writing and free writing. The familiarization is aimed at making the students aware of certain features of particular text. In controlled and guided writing stages, the students practice the skills until they are ready for the free production activity.

One technique which adopts principles of product-oriented approach is direct instruction which was discussed as follow.

1) The Concept of Direct Instruction

According Joyce et al. (2011, p. 369) the term of direct instruction refers to a pattern of teaching that consists of the teachers’ explanation of a new concept or skill to students, get them test their understanding by practicing under teacher direction (controlled practice), and encourages them to keep practice under teacher guidance (guide practice). In addition, Arends (2012, p. 296) defines that direct instruction as a conventional model in teaching that helps students to learn basic skill and acquire information in a relatively short period of time. It was especially designed to promote students learning of procedural knowledge that is well structured and can be taught in a step by step fashion.

Joyce et al. (2011, p. 368) states that direct instruction has two major goals; to maximize student learning time and to develop independence in seeking educational goals. It does not assume that students will develop ideas on their own. Instead, it takes learners through the steps of learning systematically, helping them to see both the purpose and the result of each step. When teachers explain exactly what students are expected to learn and demonstrate the steps needed to accomplish a particular academic task, students are likely to learn and use their time more effectively.

2) Direct Instruction Phases

Operationally direct instruction consists of five phases of activity; orientation, presentation, structured practice, guided practice, and independent practice (Joyce et al., 2011, pp. 371—372; Arends, 2012, p. 304). However, the use of this model should be preceded by effective diagnosis of students’ knowledge or skills to be sure that they have the prerequisite knowledge or skills to achieve high levels of accuracy in the different practice conditions.

Phase one is orientation in which a framework for the lesson is established. During this phase the teacher’s expectations are communicated, the learning task is clarified, and student accountability is established. In other words, teacher should gain students’ attention and ensures that they are ready to learn by going over goals for the lesson, giving background information and explaining why the lesson is important. Therefore, there are three steps which are particularly important in carrying out the intent of this phase: (1) the teacher provides the objective of the lessons and the level of performance; (2) the teacher describes the content of the lesson and its relationship to the prior of knowledge and/or experience; (3) the teacher discusses the procedures of the
lessons, that is different parts of the lesson and students’ responsibilities during those activities.

Phase two is the presentation which is doing by explaining of the new concept or skill and providing demonstrations and examples. If the material is a new concept, it is important that the teacher discuss the characteristics (or attributes) of the concept, the rule definition, and several examples. If the material is a new skill, it is important to identify the steps of the skill with examples of each step. In either case, it is helpful to convey this information both orally and visually so that students will have the visual representation as a reference in the early stages of learning. Another task is to check that students have understood the new information before they apply in the practice phase. Briefly, in this phase teacher demonstrates the skill correctly or presents step by step information.

Phase three is structured practice when the teacher leads students through practice examples where they are working through each step. Usually the students practice as a group; offer to write answer, practice on a transparency so that all students can see the generation of each step. The teacher’s role in this phase is to give feedback on students’ responses, to reinforce accurate responses, and to correct errors and point out the objective. By referring to it while working the practice example, the teacher is ensuring that students understand it so that they can use it as a resource during their semi-independent practice phase. To conclude, phase three is the stage when the teacher has students apply in exercise.

Phase four is guided practice which gives students the opportunity to practice on their own with support. Guided practice enables the teacher to make an assessment of the students’ abilities to perform the learning task by assessing the amount and types of errors the students are making. The teacher’s role in this phase is to monitor students’ work, check their understanding and provide proper corrective feedback.

Phase five is independent practice which aims to reinforce the new learning to ensure retention as well as to develop fluency. In independent practice, teacher sets conditions for extended practice with attention to transfer to more complex and real life situations. Meanwhile, students practice their own without assistance and with delayed feedback. The independent practice work is reviewed soon after completion to assess whether the students’ accuracy level has remained stable and to provide corrective feedback for those who need it. An independent-practice activity can be short in length of time or number of practice items; however, it should not be a one-time venture.

3) **Advantages and Disadvantages of Direct Instruction**

Killen (2009, p. 118) explains when used effectively, direct instruction has the following important features:

a. The learning outcomes and success criteria are made clear to the students.

b. The teacher controls the time for various instructional activities.
c. The teacher organizes and controls the sequencing of lesson activities.
d. There is an emphasis on academic achievement.
e. The teacher carefully monitors students’ activities and learning.
f. The teacher provides frequent clear feedback to students.

However, direct instruction is not always the most effective way to help students learn. Killen (2009, p. 121) explains some limitations of direct instruction. The teacher center roles make the success learning depends heavily on the teacher’s projects. If the teacher is not well prepared, knowledgeable, confident, enthusiastic and well organized, the students will get bored or distracted and their learning will be hindered. Moreover, teacher control may have a negative impact on students’ problem solving activities, independence and curiosity because students have limited opportunities to develop their social, interpersonal and communicative skills. If used too frequently, direct instruction can lead students to believe that it is the teachers’ job to tell them all they need to know. Thus, they may not be encouraged to take responsibility for their own learning. Furthermore, direct instruction (particularly in the form of lectures and demonstration) involves a lot of one-way communication, so there may be limited opportunities to gain feedback about students understanding. However, the teacher may not be aware that some students have developed some misconceptions.

b. Process-Oriented Approach

Unlike the previous approach which focuses on the final product, this approach concerns more on the process of how the students develop ideas and formulate them into effective writing works. Steele defines the process approach as focusing more on the varied classroom activities which promote the development of language use; brainstorming, group discussion, re-writing (Sun and Feng, 2009). The focal point of this process is the writer and the writing process. Students are seen as the language creators who are given chances to experience the process of writing, try to organize and express their ideas clearly. Meanwhile, teacher plays a role as facilitator who monitors the activities in various stages (Palpanadan et al., 2012).

The activities of process approach are intentionally designed to facilitate the students to be the language creators. Brown (2004, p. 335) mentions some typical writing activities in the process approach such as:
1) focus on the process of writing that leads to the final written products,
2) help student to understand their own composing process,
3) help students to build repertoires of strategies for pre-writing, drafting, and rewriting,
4) give students time to write and rewrite,
5) let students discover what they want to say as they write,
6) give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention,
7) include individual conferences between teacher and student during the process of composition.

The nature of the process-approach which involves varied activities in the classroom such as group discussion, brainstorming, and rewriting effectively contributes to the development of language skills (Palpanadan et al., 2012). Thus, students can see their individual mistakes as they obtain immediate response from peers or teacher and more importantly, all the comment reach out to students themselves and not just their writing. As a result, students find what need to be rectified as teacher’s comments facilitate revision and improvement.

Moreover, producing several drafts before the final draft helps students in many ways (Palpanadan et al., 2012). Because the writing begins in the first draft, students have the opportunity to promote the writing principle as the draft develops further. Next, the students look at the development of writing critically and analytically as they are held responsibility for what it is being written. Eventually, students and teachers become more motivated and interested readers and not just evaluators who focus on the content development. It caused less worry and fear of making mistakes that could impede students’ creativity in writing among students, where they could get engage in the writing activities and enjoy writing while learning takes place naturally. Also teachers expect fewer errors in the final product.

However, process-approach is time consuming (Palpanadan et al., 2012). It can be happened because process approach involves several drafts before students produce the final draft. Therefore, many teachers are unable to finish the activities in one or two lessons which were usually allocated to teach writing per week. In addition, teachers need more time to read and mark all the drafts prepared by the students which is added on to their workload. As a result, many teachers overlook to finish the syllabus on time.

Furthermore, because in process approach many errors are tolerated, there is a felt fear among the learners that mistakes will become fossilized. Language teachers are sometimes assumed get confuse over the features of the approach but actually they focus on the structure and content. Therefore, they stress on the grammatical errors which are the main characteristic of the product approach.

Talking about writing activities in process approach, as a complex activity, there are some stages where the writer goes through in order to produce something in its final written form. Actually, everyone writes in different way and whatever works is the best way (Fulwiler, 2002, p. 15). However, the process of writing commonly consists of four basic stages namely pre-writing, drafting, revising, and editing (Fulwiler, 2002, p. 16; Harmer, 2004, p. 11; Dietsch, 2006, p. 11). Linse (2005, p. 102) adds a stage namely publishing to this process. Various learning activities are suggested for each stage to support the learning of specific skills. The planned writing experiences for the students can be described as follows.
1) **Pre-writing**

Pre-writing is a process which is aimed to encourage and stimulate the students to write. Therefore, this stage focuses on seeking ideas. Sometimes it is called in different names such as planning, exploring, inventing, or discovering.

There are three issues that have to be thought by the writers in this stage (Harmer, 2004, pp. 4—5; Heasley and Lyons, 2006, p. 23). First, they have to consider the purpose of their writing since this will influence not only the type of the text but also language they use, and the information they choose to include. Secondly, writers need to identify their audience. It must be clear who the readers will be. Thirdly, writers have to consider the content structure of the piece; how best to sequence the facts, ideas, or arguments which they have decided to include. When students are planning, the teacher encourages them not only to think about the content they want to write but also what the purpose of their writing and who the audience is they are writing for.

As many people have experienced, the students may have trouble getting started with writing. They may not be able to think of an interesting topic or thesis. Or they may have trouble coming up with relevant details to support a possible thesis. Therefore, teacher should pay attention on pre-writing stage to help the students solve these problems. Experiencing the preceding stages of writing will make the students write clearer and better.

Some pre-writing techniques that help learners think about a topic and get words on paper are freewriting, questioning, making a list, diagramming, and preparing a scratch outline (Langan, 2001, p. 24; Dietch, 2006, pp. 39—41). Among those techniques, mind map is a diagram which is especially useful to new academic writers in helping them to learn to organize ideas.

a) **The Concept of Mind Mapping**

Buzan, the developer of mind map (2006, p. 138) defines this graphic as a networked method of storing, organizing and prioritizing information which is usually implemented on paper by using key or trigger words and images where each indicates specific memories and encourage new thoughts and ideas. In addition, Eppler (2006) defines a mind map as a multicoloured, image-centred, and radial diagram that represents semantic or other connections between portions of learned material hierarchically. In other words, mind map is a diagram used to outline information represented by keywords, pictures and colors. Mind map is used as a thinking tool which can be applied in numerous daily human activities including writing.

According to Eppler (2006), the main function of mind map is to show sub-topics of a domain in a creative and seamless manner. However, Davies (2010) says that the use of mind mapping is not only to create an association of ideas but also as memory retention for it is generally easier to remember a diagram in form of pictures, photograph or drawing than to remember a description such as words or sentences. Furthermore, mind mapping also can be used for brainstorming, problem-solving, planning, researching and
consolidating information from multiple sources, presenting information, gaining insight on complex subject, etcetera (Adodo, 2013). Mind maps allow individual to group the concepts, re-group again and compare the concepts. The movement of the concepts and the synthesizing of it together in new clusters often reveal new ideas. Mind map is directed especially for teaching and learning purposes such as note taking, essays, examinations and group study (Buzan, 2006, pp. 177—185).

A good mind map shows the "shape" of the subject, the relative importance of individual points, and the way in which facts relate each another. Buzan (2006, pp. 162—165) explains some steps of making mind map as follow.

1. Identifying the goals of making mind map clearly which is focused on the core question and the precise topic.
2. Turning the first sheet of paper sideways in landscape-style and starting to create mind map in the center of the page. This allows students’ freedom expression without being restricted by the narrow measure of the page.
3. Drawing an image in the center of the blank sheet of paper to represent the goal. It is very important to use an image as the starting point for mind map because an image will jump-start the thinking by activating students’ imagination. However, it does not matter if the students cannot draw well.
4. Using color from the outset to emphasis structure, texture, creativity in order to stimulate visual flow and reinforce the image in students’ mind. Make them to use at least three colors overall, and create their own color coding system. Color can be used hierarchically or thematically, or it can be used to emphasize certain points.
5. Drawing a series of thick lines, radiating out from the center of the image. These are the primary branches of mind map and will support their idea like the sturdy branches of a tree. Make sure students connect these primary branches firmly to the central image.
6. Curving the lines because they are more interesting to the eyes and more memorable to the brain than straight ones.
7. Writing one keyword on each branch that associate the topic. These are the main thoughts. Remember that only using one keyword per line allows students to define every essence of the issue they are exploring, whilst also helping them to make the association which is stored in their brain.
8. Creating second- and third-level branches for the associated and secondary thoughts. The secondary level connects to the primary branches, the third level to the secondary branches, and so on. The words that students choose for each of their branches might include themes that ask questions; who, what, where, why, how of the subject or situation.

b) Advantages and Disadvantages of Mind Mapping

One of the most important aspects of the mind map is the ability for students to display critical thinking skills in order to complete their maps (Long and Carlson, 2011). Mind maps allow students to feel more connected to the
material as it forces them to map out their thought process on paper which leads to an increase in connections between content and experience. Mind maps explore students’ ability to connect prior information to the content that is currently being studied. The teacher can see how the students link ideas and concepts. Unlike graphic organizers that generally involve only surface level facts, mind maps invite students to demonstrate their thought process on paper instead of in their minds. Mind mapping thus very useful to promote creative thinking and encourage brainstorming.

In addition, mind mapping technique utilizes both halves of the brain which makes it easier to remember (Hofland, 2007). Obviously, memory has important role in learning and acquiring foreign language. Mind map can be a memory tool which use personal association to remember new information easily and to visualize the thinking process. That is why mind map can be applied for teaching/learning grammar, vocabulary and even receptive skills as listening and reading as well as productive skills as speaking and writing. Besides, making mind map is fun and not boring since it is a creative process and natural way to organize thoughts which makes most students like it (Hofland, 2007). It encourages students to use not only words, but also pictures, symbols, colors, and other properties which help to express their ideas clearly and effectively.

Another benefit of mind map is time saving (Hofland, 2007). At first, a teacher has to invest some time in teaching students the technique and practicing it in class. However, when they have mastered the technique, the students will save a lot of time because they only use key words and do not have to write a lot. Besides, students will memorize the subject material much faster so it will take less time to teach it.

Moreover, mind maps are easier and faster to revise (Eppler, 2006; Adodo, 2013). It only takes a glance to see what the main theme is, to grasp the structure and to realize what is most important. The branches immediately give insight in what is related. A mind map make possible to look over and think over the different relations between key topics. This very useful when writing an essay or developing out an idea. It is easy to add new information which is needed to the mind map by just adding a new branch which is not allowed in written notes. Furthermore, a mind map has free-form and unconstrained structure (Davies, 2010). There are no limits on the ideas and links that can be made, and there is no necessity to retain an ideal structure or format. It helps students to make associations easily, and generate new ideas (Adodo, 2013). If students find out more information after they have drawn a mind map, then they can easily integrate it with little disruption. More than this, mind mapping helps to create a number of small ideas from the main idea, to connect different ideas together and to plan an action (Ariana and Mirabela, 2012) without getting overwhelmed and without forgetting something important (Adodo, 2013).

However, as Hofland (2007) says before, mind mapping can be quite time-consuming in the beginning. Certainly, it needs much practice to master this
technique. Besides, mind map is very personal note taking and reviewing (Eppler, 2006; Hofland, 2007; Davies, 2010). Therefore, a mind map made by someone else will probably not work at all to someone else.

c) Teaching Writing Analytical Exposition Text by Using Mind Mapping Technique

According to Hofland (2007), a good way of organizing the writing assignment by using mind mapping is by using the wh-questions as a starter, another option would be first draw three main branches for introduction, content and conclusion. It is important to use symbols, pictures, and colors to let the imagination run wildly. The next level of branches can be used to fill in the details of the essay, story or other writing assignment. Adding more details will make the story become alive and clear in students’ minds.

Adapting the Buzan steps of making mind map (2006) and Hofland’s suggestion (2007) above, teaching analytical exposition text by using mind map in pre-writing stage can be managed as follows.

Firstly, it should be begun by determining the goals and objective of learning which is continued by choosing the topic that will be discussed. Then students are asked to draw a central image which represents their main topic which will be explored in the essay or write it by using large and capital letter in order to be easy to recognize. For the example of analytical exposition text above, the topic is organic farming which can be represented by a picture of a farm or a phrase/word which is written in capital letter.

A mind map of analytical exposition text may consist of four branches or more which shows the possible number of paragraphs which will be developed in the essay. Each branch has specific topic for each paragraph. The first branch states the thesis in the introduction paragraph, while the second, the third, and the branch state the arguments. The last branch stands for the conclusion paragraph or reiteration. Analytical exposition text which has three arguments may be planned by five-branches-mind-map.

The text entitled “Organic Farming A Solution for Harmless Food” above has five paragraphs which can be represented by a-five-branch-mind-map. The first branch is the topic of the first paragraph which states the thesis. The second branch is the first sub-topic which will be developed as the first argument; farmers’ needs, the third branch is for the second topic; reduce pesticide risk, and the fourth branch is the third topic; organic diet. The last branch is the reiteration.

Wh-questions can be used for sub-branches. This helps the students to plan the content or details for each paragraph. For instance, what are they talking about, where or when will it take place, etcetera. Further branches can be added to work out new ideas or more details. The last branch can be used to round off the topic and is called “ending”. This branch should be the last to be drawn because students can look at everything they have come up with on mind map to sum up and use it as an ending.
Actually there is no limitation of how many branches or ideas which can be added to a mind map. Students may attach as much as possible ideas which come to their mind. They can choose the best ideas latter and leave the improper by crossing them. It can be happened because mind map works radiantly.

If students’ have their complete mind map which consisted of the main topic, sub-topics and detail with their relation which was represented by the branches, students can move to next writing stage. Students should not worry of making mistakes because they can revise their mind map whenever they want. If it is necessary, students also can add new ideas which come to their mind map without reorganize their other ideas.

2) Drafting
Drafting is the writing stage when the writers focus on the fluency of writing and write without having much attention to the accuracy of their works. When students write their first draft, they must be prepared to put in additional thoughts and details that did not emerge during pre-writing (Langan, 2001, p. 32). Therefore, teacher should tell them to not worry if they hit a snag and let them to leave a blank space or add a comment such as “do later”. Students also
should not worry yet about grammar, punctuation, or spelling. Instead, they should be able state their thesis clearly and develop the content of their paper with plenty of specific details. In other words, during the process of drafting, the students must focus on the content and the meaning of the writing.

When students work in their first draft, they can see their mind map as the outline of the ideas which must be developed and their organization. Sometimes, a writer is stuck in writing a topic and cannot move to the next. By seeing their mind map as the guideline, students can jump to the next topic and continue to write as much as possible. It avoids wasting time.

3) Revising

The next stage of writing is revising when the writers review and reexamine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simply activity of checking language errors but it is done to improve global content and organization of the ideas so the writer’s intention is clearer for the reader. This process may happen two or more times. 

Langan (2001, pp. 35—36) explains three stage of revising process; revising content, revising sentences, and editing. In revising the content of the essay, the learners check whether their papers have been unified or not. It can be seen by ensuring that the thesis has clearly stated or implied in the introductory paragraph. Learners also should make sure that all supporting paragraphs truly support and back up the thesis. It also needs to know if their papers have supported by having three separate supporting points for the thesis, having specific evidence for each of the three supporting points, and having plenty of specific evidence for each supporting point. In addition, the learners are supposed to ensuring their papers have well-organized by having an interesting introduction, a solid conclusion, and an accurate title, having a clear method of organization, using transitions and other connecting words. In revising sentences, students verify whether they have consistent point of view or not and whether they use specific words or not.

In the revising stage, mind map works as the reference and control which avoid students to talk about unnecessary or irrelevant ideas. It also controls whether there is any idea missed or not. Students can make sure that sub-topics have been developed entirely and all details in sub-branches have been involved to support the main topic.

4) Editing

The last stage of writing process is editing when the writers focus on tidying up their works as they prepare the final draft. The main activity of this stage is editing mistakes on grammar, spelling, punctuation, sentences, diction and etcetera (Allan et al., 2009, p. 25). Writers edit texts so their pieces conform to established customs (conventions) in that way helping any audience read it easily. As is the case with revising, some writers edit as they produce drafts; others may ignore errors until they have finished their drafts.
All writing stages cannot be separated because it works like a wheel. Bailey (2003, p. 49) and Harmer (2004, p. 5) state that the process of writing is not linear but rather recursive. It means that writers plan, draft, and edit but then often re-plan, re-draft, and re-edit, even when they think on their final draft they may find themselves changing their mind. Each stage in the writing process works in line to help the writers in composing the text.

Based on the discussion above it can be concluded some differences between both approaches. Product approach emphasizes mostly on students’ final products of writing which requires students to do particular efforts to avoid errors in the text composition, for example by focusing more on the correctness of the grammar and do all activities under teachers’ control. Direct instruction is a technique under teacher-centered roles in which the teacher delivers academic content in a highly structure format that direct the activities of learners and maintain a focus on academic achievement. In contrast, the process approach focuses on the steps involved in creating a piece of work, so process writing allows for the fact that no text can be perfect but a writer will get closer to perfection by producing, reflecting on, discussing and reworking successive drafts of a text. Mind mapping is a pre-writing technique which does not only work in pre-writing stage itself but also in other stages of writing process.

Finally, after discussing both product and process approach of teaching writing, it was assumed that the process of teaching writing must focus on both approaches. This is supported by Linse (2005, p. 101) who says that a teacher of writing must be able to keep the balance of both approaches. They cannot, for example neglecting the final products of writing or vice versa. Focusing on the end product alone will marginalize the process of writing and the real purpose of writing will not be achieved. Good products depend on good process (Sun and Feng, 2009). It was also confirmed by the finding of study which indicated that the combination of product and process outperformed the presentation of the learners (Hasan and Akhand, 2010). They found corroborating evidence to support the view that the blend of both approaches tends to facilitate the learners to undertake a writing task to be developed. Thus, designing activities by blending the process and product approach will be more effective rather than selecting one approach.

2. The Roles of Teacher in Writing

During a lesson the teacher needs to manage the activities and the learners in the classroom. It means a teacher needs to behave in different ways at different stages of the lesson. These different kinds of behavior are called “teacher roles” (Spratt et al., 2005, p. 145). Every teacher change different roles during a lesson which should be appropriate to the type of lesson, activities, lessons’ aims and the level and age of the learners.

Teachers are expected to realize their importance roles towards students’ development in learning, particularly in writing. Teachers are required to have various strategies and great interest when they are teaching. Moreover, the
success of the students in learning writing is also determined by the teachers’ performance in helping them to learn writing. It means that in the process of writing, the teachers has to help the students to understand and learn how to write effectively, give clear explanations and instructions and guide the students in each step of the writing process.

Related to the teacher’s roles in the process of writing, Harmer (2004, p. 41) proposes some tasks that the teachers must perform before, during, and after the process. Those tasks are demonstrating, motivating and provoking, supporting, responding, and evaluating. The first teacher task is demonstrating. It is a need for the students to be able to understanding the writing conventions and genre constraints of particular types of writing. As a result, the teacher has to be able to draw the two features to their attention. However, it is difficult for some of the students to write in English. Besides, they sometimes have no idea to write. This is the situation where teacher can help them by provoking them to get the ideas and then persuading them to work on their writings. Teacher becomes the main supporter for the students when they are writing in classroom, especially when students face difficulties. Teachers must be available and well-prepared to help students solve their problems. Thus, the students will be motivated in doing their writings. Then, the teacher task is responding to the students’ writing works and gives feedbacks or suggestions for the students’ improvement in writing. After that, teacher evaluates the students’ writing works and then grades them. This should be done to see the students’ improvement on writing. This enables the students to be better writers, especially when they are hesitant to express the ideas.

To support his previous idea, Harmer (2007, pp. 261—262) also mentions some additional information about teacher’s roles in the teaching and learning process of writing. First, when the students work on the writing tasks, teacher is a motivator who creates a nice learning atmosphere, persuades students on usefulness of the activity, and encourages them to create as much as efforts to achieve the optimal result. Second, a teacher is a resource who must be ready to supply information and language needed by the students. The teacher must ensure the students that he/she will be there to give them advice and suggestions in a constructive and tactful way. For example, in the process approach, the teacher facilitates the students’ writing by providing input or stimulus. Being a feedback provider, a teacher should respond positively to the content of what the students have written. The feedback given to the students must be based on what they need at their level of studies.

In brief, teachers hold significance roles towards the students’ success in learning writing so they have to be responsible in guiding and facilitating the students’ writing by being good motivators, supporter, evaluator, feedback provider and resource.
C. Linguistic Intelligence

1. The Definition of Linguistic Intelligence

Linguistic intelligence (LI) is one of the multiple intelligences that were introduced by Howard Gardner. Multiple intelligences were proposed by Gardner as a revolution of intelligence concept that provides evidences on the existence of more than one intelligence. This theory then becomes famous as the basic learners’ diversity that should be considered when conducting teaching learning process. Gardner believes each student has different intelligences which exist in different level and unique way that affect their learning.

According to Amstrong (2009, p. 6), initially Gardner identified seven relatively autonomous capacities namely verbal-linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence. Later, he added an eight intelligence (naturalist intelligence), and worked for a possible ninth intelligence (existential intelligence). None of these intelligences is considered superior to the others. All of them have their own contribution on the successful of language learning in different way (Muthusami, 2013). However, among the different domains of multiple intelligences, linguistic intelligence is assumed to be the most relevant to language learning.

Gardner (2011, pp. 64—65) defines intelligence as biological and psychological potential to process information that can be activated in a cultural setting to solve problems or to create valuable products in a culture. Specifically, linguistic intelligence is defined as the capacity to use words effectively, whether orally or written which includes the ability to manipulate the syntax or structure of language, the phonology or sound of language, the semantics or meaning of language, and the pragmatics dimensions or practical uses of language (Gardner, 2011, pp. 80—81; Amstrong, 2009, p. 6). Some of these uses include rhetoric (using language to convince others to take specific course of action), mnemonics (using language to remember information), explanation (using language to inform), and metalinguistic (using language to talk about itself) (Gardner, 2011, pp. 82—83).

First sensitivity of linguistic intelligence is phonology which relates to the study of the sound features used in a language to communicate meaning (Spratt et al. 2005, p. 13). Gardner defines phonology as the sounds of words and their musical interactions upon one another. Those features include phonemes, word stress, sentence stress and intonation.

The second area of LI is syntax which studies the relationship between linguistics forms, how they are arranged in sequence, and which sequences are well-formed (Yule, 2000, p. 4). In other words, syntax is the part of linguistics that studies sentence structure such as word order, subject verb agreement, and etcetera.

The third and fourth areas of linguistic intelligence are semantic and pragmatic which both concern to the meaning of language. However, semantic
studies the meaning of words, phrases and sentences (Yule, 2008, p. 100). In semantic analysis, there is always an attempt to focus on what the words conventionally mean, rather than on what individual speaker might want them to mean on a particular occasion. In other hand, pragmatics studies intended meaning. Yule (2008, p. 3) stated four areas that pragmatics is concerned. First, pragmatics studies the speakers' meaning, which means focusing not on the phonetic or grammatical form of an utterance, but instead on what are the speakers' intentions and beliefs. The second, pragmatics studies the meaning in its context, and the influence that a given context can have on the message. It requires knowledge of the speakers' identities, and the place and time of the utterance. The third, pragmatics studies the things that are communicated even though they are not explicitly expressed, for example implicatures and speech act. The last concern of pragmatics is the relative distance, both social and physical, between speakers in order to understand what determines the choice of what is said and what is not said.

In conclusion, verbal-linguistic intelligence is sensitivity of sound, structure, meaning and function of words and language. All of these sensitivities are combined to support an individual’s ability to listen, read, speak, and write. All of them cannot be separated and must support each other. In other words, people with high linguistic intelligence have a deep understanding and appreciation of the rules and functions of language.

2. The Existence of Linguistic Intelligence

Everybody has linguistic intelligence. It is proven by the fact that people have ability of listening, speaking, reading and writing in varying degree (Gardner, 2011, p. 82; Lunenberg and Lunenberg, 2014). This related to the first point of MI which states that each person has all eight intelligences to some degree and displays them uniquely (Amstrong, 2009, p. 15). In other words, each person has a unique combination of these eight intelligences that trigger the individual difference (Gardner, 2011, p. xv). However, everyone also has different way of using linguistic intelligence. No individuals perform similarly, not even identical twins (Gardner, 2011, p. xv); they may deal with some subject matter or with the same topic in different ways.

People with high linguistic intelligence usually easy to recognized. Lughlin (1999) in Abdallah (2008) says that people with well developed linguistic intelligence usually have some characteristic as follow.
1) Listens and responds to the sound, rhythm, variety of spoken word.
2) Learns through listening, reading, writing, and discussing.
3) Listen effectively, comprehends, paraphrase, interprets, and remembers what has been said.
4) Reads and speaks effectively, comprehends, summarizes, interprets or explains, and remembers what has been read.
5) Exhibits ability to learn other languages and uses listening, speaking, writing, and reading to communicate, discuss, explain and persuade.
Linguistic intelligence can be developed to an adequate level of competency as well as the other types of intelligence (Amstrong, 2009, p. 15). There are three main factors which influence the growth of intelligence; biological endowment, personal life history, and cultural and historical background (Amstrong, 2009, p. 27). The first factor is biological endowment which includes heredity or genetic factors and insult or injuries to the brain before, during, and after birth. It cannot be denied that there are some people born with special gift. However there are some studies which find that intelligence is developed through practice and stimulus. The second factor which contributes in intelligence development is personal life history; including experiences with parents, teachers, peers, friends, and others who awaken intelligence, keep them from developing, or actively repress them. In other words, society and environment affect much on intelligence improvement. Therefore, a child should interact with people who support his competence and motivate him to learn continuously. The third factor is cultural and historical background including the time and place in which someone was born and raised, and the nature and the state of cultural or historical developments in different domains. Social environment also donates much on intelligence development. A society which perceives smart children are those who have good achievement in math and science, but consider playing any music instrument is an unimportant skill, will motivates children in developing math and science more than developing music intelligence.

In addition, from the definition of intelligence which is proposed by Gardner above, it can be seen that Gardner emphasizes the impact of cultural forces on human intellect. In other words, there are some factors which play great role in shaping any intelligence such as the environment in which the individual lives, the culture which he acquires, and the surrounding people with whom he interacts. This is the reason why some intelligences are growth while others are not in the same person. People can change and grow the multiple intelligences in response to their biological and environmental experiences. Therefore, some people have high level in some intelligences and low for others.

Although everyone is born with linguistic intelligence gift, others may need more effort to develop it through some activities related to linguistic intelligence. According to Amstrong (2009, pp. 73—76), linguistic intelligence is the easiest intelligence to develop strategies for. Furthermore, he suggests some teaching strategies to improve students’ linguistic intelligence such as storytelling, brainstorming, tape recording, journal writing and publishing.

In line with this, Bratcher (2012) in Lunenberg and Lunenberg (2014) mentions some extend traditional ways of teaching through linguistic intelligence as follows.

1. Doing oral activities before writing—storytelling, discussing, interviewing
2. Reading to get ideas for writing
3. Connecting literature study and writing
4. Completing crossword puzzles with vocabulary words
5. Playing games like Scrabble or Boggle
6. Using digital resources such as electronic libraries, desktop publishing, and word processing.

A verbal-linguistic intelligence test helps individual to determine how much this intelligence they have. However there is no test can accurately determine the nature or quality of a person’s intelligences. Amstrong (2009, p. 21) says that the best way to assess our own multiple intelligences is through a realistic appraisal of our performance in the many kinds of tasks, activities, and experiences associated to each intelligence. Then, Amstrong suggests several excellent ways to get assessment information about students’ multiple intelligences, they are observation, collect documents, look at school records, talk with parent and other teachers, ask the student, and set up special activities (Amstrong, 2009, p. 34—42). Furthermore, he mentions some test which can be constructed in order to measure the intelligences. A number of other tests may point toward specific intelligences. Teacher can use reading test, language test, the verbal sections of intelligence, and achievement tests to measure students’ linguistic intelligence (Amstrong, 2009, p. 40).

Linguistic intelligence usually interacts with the other intelligence in complex ways (Amstrong, 2009, p. 16). In line with this, Gardner (2011, p. xii) believed that no intelligence exists in isolation from other intelligences in life. People develop some of the intelligences in a complicated way simultaneously when stimulated by multi-sensory activities. For instance, in cooking someone may use linguistic intelligence to read a recipe, logical/mathematical intelligence to divide the recipe in half, interpersonal intelligence to develop a menu to meet the needs of his or her family, and intrapersonal intelligence to placate one’s own appetite as well.

Classroom activities often activate more than one of the multiple intelligences. Educational Broadcasting Corporation (2004) as cited in Lunenberg and Lunenberg (2014) gives some examples of classroom activities which combine some intelligence.

1. Writing a report or essay activates linguistic intelligence
2. Composing a song promotes musical and linguistic intelligences
3. Group discussion activates linguistic and interpersonal intelligences
4. Journal writing enhances intrapersonal and linguistic intelligences
5. Making a video stimulates logical-mathematical, musical, linguistic, interpersonal, and spatial intelligences
6. Choreography integrates musical, linguistic, and interpersonal intelligences
7. Composing a song serves musical and linguistic intelligences
8. Communicating with experts online engages linguistic and interpersonal intelligences
9. Making graphs activates logical-mathematical and spatial intelligences
10. Putting on a play enhances musical, linguistic, interpersonal, and spatial intelligences
11. Designing posters integrates linguistic and spatial intelligences
12. Constructing timelines promotes logical-mathematical and spatial intelligences.

13. Hands-on experimentation nurtures kinesthetic and logical-mathematical intelligences.

Related to teaching and language learning especially English as a foreign language, the role of all intelligences may work differently for each student. However, it cannot be doubt that linguistic intelligence plays a significant role in learning language especially in writing activities. Rahimi et al. (2011) found that high linguistic intelligence students perform better than those with low linguistic intelligence in reading comprehension. Hemmati and Sadhegi (2015) found that verbal-linguistic intelligence was a factor which influenced students’ achievement on English learning.

There are a number of ways to be intelligent within each category (Amstrong, 2009, p. 16). There is no fix trait to determine how intelligence a person in a particular field. People show their talents within and between intelligences in a variety ways. For instance, a person with a stronger linguistic intelligence may read a book but cannot tell a story well.

In conclusion, verbal-linguistic intelligence is the capability of using words to communicate well in written and orally with four areas of sensitivity; semantics, phonology, syntax, and pragmatic which are combined to support an individual’s ability to speak, write, and understand words. Everyone displays this capacity uniquely in different level to communicate to other people both orally or written. The capacity can be developed well by getting adequate encouragement, enrichment, as well as instruction.

D. Previous Related Studies

There were some studies providing overwhelming evidences verifying the effectiveness of mind mapping technique and linguistic intelligence on students’ writing. The studies are discussed as follows.

The first was a study by Chan Wai Ling (2004) entitled “The Effectiveness of Using Mind Mapping Skills in Enhancing Secondary One and Secondary Four Students’ Writing in a CMI School”. The result revealed that most students found mind mapping to have considerable value as a pre-writing planning strategy. They believed that it enabled them to plan more organized and systematic points, generate more ideas, order these ideas much easier, improve the clarity of ideas, decide the number and structure of paragraphs to be included and write faster by following the framework of the mind map. Altogether 10 out of 12 students attributed their improvement in writing to the use of Mind Maps.

Al-Jarf (2009) investigated the impact of using mind mapping software on EFL freshman students’ acquisition of English writing skills. The findings revealed that the written work produced by students using mind mapping included more relevant detail and better organized and connected ideas than the work of the control group. Mind mapping raised the performance of students at
all levels of ability as they became more efficient in generating and organizing ideas for their writing. The students also displayed a positive attitude towards using mind mapping as a pre-writing activity.

Next previous related study was conducted by Riswanto and Putra (2012) entitled “The Use of Mind Mapping Strategy in the Teaching of Writing at SMAN 3 Bengkulu, Indonesia”. The result of the study showed a significant difference on students writing achievement which were taught by mind mapping technique. The findings were confirmed by Supriyanto (2013) who conducted a research under title “The Effect of Mind Mapping Strategies on the Students’ Writing Ability”. The research tried to figure out the effect of using mind mapping strategy on the second-semester students’ ability in writing recount text by using quasi-experimental non-randomized pre-test and post-test design. The result showed that students who were taught by using mind mapping got better score than those who were taught by using conventional teaching. Moreover, it was reported that during the application of the treatment, the students were excited and more creative. Some of them presented their mind maps with very interesting pictures and orders.

Research investigating the effectiveness of mind mapping on writing was also conducted by Nemati et al. (2014) which attempted to enhance writing ability of Iranian learners. The study entitled “The Effect of Mind Mapping Technique on Enhancement of Advanced Iranian EFL Learners’ Essay Writing Ability through Organizing Information and Thoughts”. The findings showed improvement in essay writing ability of the experimental group where mind mapping was instructed as pre-writing technique. Consequently the technique was found effective.

Some previous related studies above showed significant effects of mind mapping technique on improving students’ writing skill. The distinction from this study was they worked only on one independent variable. They involved no attribute variable in figuring out the effect of mind mapping technique. So, this research was not only supposed to support the findings of previous studies but also attempted to investigate the main and interaction effect of two independent variables on writing analytical exposition text as the dependent variable.

E. Conceptual Framework

Writing analytical exposition text is a kind of writing work which encourages students to express their ideas in written text which persuade the reader to be agreed with their statement by providing proper arguments. To produce an acceptable analytical exposition text student must be able to argue the idea in a good-organization text which consists of thesis, argument and reiteration by using appropriate vocabularies, connectives, relational processes in form of simple present tense and using accurate punctuation and spelling. Being able to write in this text is important yet challenging for it is a kind of text that involves students’ critical thinking. Students are required to be able to
explore their prior knowledge and search new information to be developed into readable text.

However, writing is not an easy task especially for new and younger academic learners. Most students face some difficulties in writing this kind of text. Those difficulties happen mainly in term of content and organization. But it also could not be denied, the problem in the term of language use and vocabulary is also a big barrier in the process of learning to write. The complex problems cause students get less motivation in the process of writing. Certainly, the problem should be solved in order to achieve the teaching learning goals.

There are some importance stages in writing process which are started by pre-writing. All writing stages have their own function but are related each other. Pre-writing is an importance stage which has a significant role. As many people have experienced, the students may have trouble getting started with writing. They may not be able to think of an interesting topic or thesis. Or they may have trouble coming up with relevant details to support a possible thesis. Therefore, teacher should pay attention on pre-writing stage to help the students solve these problems. Experiencing the preceding stages of writing will make the students write clearer and better.

Among some techniques which can be used in pre-writing stage, mind mapping technique was recommended as a solution to solve those problems. Mind mapping was chosen as one of the effective technique of brainstorming used to deal with the students’ writing problems because it has many benefits in the teaching and learning process of writing.

First, mind mapping helped the students to improve their writing in the aspect of content. In writing process, the students firstly need to have clear ideas which would be developed into readable analytical exposition text. Not only clear idea for the main topic of text, but also some supported ideas for each paragraph. In this case, mind mapping enabled the students to do it by stimulating their thinking and creativity. Mind mapping operated as a graphic or visual media which encourage students to think freely since there was no limitation for students to add as many as possible new ideas which come to their mind. Moreover, if the ideas came lately, students still could add them into their own mind map because it worked radiantly, so it could be revised easier than note taking. In addition, mind mapping helped students to remember information better than note taking. Because mind map used not only words but also picture, symbols, colors and so on which encourages students’ brain works more comprehensively than only seeing words.

Then, mind mapping assisted the students’ writing in the aspect of organization. By looking at the mind map they have made in pre-writing, students would be able to arrange their ideas in well-organization. In this case, mind mapping worked as a guidance or framework. Students can see the relation of each idea by looking at the branches which linked them. The branches also showed the position of ideas from the most important to the lesser. Students also can delete or ignore unimportant ideas. The central image/word worked as the
main topic for whole essay/text while some keywords which were placed in the branches then worked as the topic for each paragraph. Meanwhile, sub-branches acted for details.

Furthermore, mind mapping improved students’ motivation when they are asked to write. The use of picture and symbols attracted and stimulated them to participate actively in the process of teaching and learning writing. It happened for they are encouraged to work not only with words, but also to use pictures, symbols, sign and colors. It allowed them to work independently and creatively in expressing themselves.

Lastly, mind mapping benefits students when they have been expert in making mind map, they would save more time than ever. Mind map encouraged them to see each relation of concepts simply and revised them faster. A simple glance made students easier to go to the need concepts. They could add any ideas whatever and whenever they need. Besides, mind map use only keywords which help much better than note taking.

However, in writing process, students need not only effective technique to organize their ideas well but also a good capacity of using language to complete certain goals which they want to achieve in their writing. Especially in writing analytical exposition text in English, students not only must be able to remember any prior information which is appropriate to the topic but also deliver it to the readers by using proper language in order to convince the readers to believe their statements. It also must be supported by the capacity of learning English as a foreign language. Those capacities refer to linguistic intelligence which is defined specifically as the capacity to use language effectively in oral and written form which includes the ability of manipulating the sound, structure, meaning and function of language.

Linguistic intelligence plays significant role in the success of language learning especially in developing writing skill. Linguistic intelligence is a capacity of using language effectively which will contribute much in expressing thought and feeling in oral and written form. Students with high linguistic intelligence would be able to convey their ideas better than those who have low LI because they have good understanding in using language components such as language sound system, structure, meaning and function. There is no doubt that this capacity also helped students in learning new language including English as a foreign language.

Mind mapping technique is suitable to each student from different level of linguistic intelligence in writing analytical exposition text. High LI students are better to use mind mapping technique than direct instruction as well as the average and low LI students. High LI students have good capacity on remember information and using language. In making mind map, students are required to connect their prior knowledge with the topic and then write it by using keywords and then elaborate them in the next writing process by using their ability to deliver information. Average and low level LI students might be not suitable with direct instruction which limited their opportunity. Direct instruction is a
teacher-centered method which focuses on the final product. The concern on the areas such as grammar accuracy, spelling, and language use forced students who have less sensitivity in phonology, syntax, semantic and pragmatic to give more attention to those language components but less attention to the content and organization of their writing. Moreover, teacher-centered makes them depend heavily on teacher projects. Average and low LI students should be assisted to improve their language skill with experiencing activities that stimulate their creativity such as mind mapping technique. Mind mapping encourages students to experience proper process in seeking ideas and make them became independent learners. Students are required to connect the material with their prior knowledge and to search new information which is related to the material in order to complete their mind map. Students then will be more aware of their readers. In other words, students are required to be creative learners and critical thinkers. This process improves their understanding of the content being learned. Furthermore, mind map is not only useful in pre-writing stage when the students seek and organize ideas, but also in the process of drafting, revising and editing. In other words, mind map helps students in all of writing process.

F. Hypotheses
Based on the conceptual framework, the hypotheses were formulated as follows,

1. There was a significant difference on writing analytical exposition text between students who were taught by using mind mapping technique and those who were taught by using direct instruction.

2. There was a significant difference on writing analytical exposition text between students who had high linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction.

3. There was a significant difference on writing analytical exposition text between students who had average linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction.

4. There was a significant difference on writing analytical exposition text between students who had low linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction.

5. There was any interaction between teaching technique and students’ linguistic intelligence on students’ writing analytical exposition text.
CHAPTER III
RESEARCH METHODOLOGY

This chapter was meant to discuss methodology of research such as research design, place and time of research, population and sample, technique of data collection, instruments, and technique of data analysis.

A. Research Method

The objectives of this research was to find out a significant difference in writing analytical exposition text between students who were taught by using mind mapping and those who were taught by using conventional teaching. In this research, the technique which was used in conventional teaching was direct instruction. The difference was seen in a whole group and by level of students’ linguistic intelligence (LI) not only on students’ writing achievement but also on their improvement after receiving the treatment. Moreover it was also supposed to find out the interaction between teaching technique and students’ linguistic intelligence on their writing analytical exposition text.

Based on the explanation above, it could be seen that this research had one dependent variable and two independent variables. According to Creswell (2012, p. 115) the dependent variable is an attribute or characteristic that is influenced by the independent variable. It means that dependent variable was the products which were produced by the students. So, the dependent variable of this research was writing analytical exposition text. On the other hand, as Fraenkel et al. (2012, p. 80) have defined, independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. Here, the two independent variables were teaching techniques and students’ linguistic intelligence (LI).

To achieve the objectives, this research was conducted in quasi-experimental research, where the researcher looked at the effects of the independent variable on the dependent variable (Fraenkel, et al., 2012, p. 265). It provides treatment on experimental group and maintains control over all factors that may affect the result of the experiment except for the independent variables (Creswell, 2012, p. 295). In other words, this research tried to investigate the significant effect of mind mapping technique and students’ linguistic intelligence on writing analytical exposition text.

This experimental research involved two groups or classes. The first was the experimental class which was taught by using mind mapping technique, and the second was the controlled class which was taught by using direct instruction. Students of each class were divided into three levels of linguistic intelligence; high, average, and low.

This research was done by applying factorial design. Fraenkel et al. (2012, p. 277) explains that factorial design is a modification of the pre-test post-test controlled group design. In line with this, Vogt (2005) in Creswell (2012. p. 311) explains that factorial design represents a modification of between-group design in which the researcher studies two or more independent variables which
are examined at two or more levels. This design studies not only the main but also the simultaneous effect (interaction) of two or more independent variables on the outcome.

Since there were two classes and three levels for each class, the form of this research was the factorial design 2x3 which can be seen in the table below.

**Table 3.1**  
Research Design: Factorial Design 2 x 3

<table>
<thead>
<tr>
<th>Linguistic Intelligence Level</th>
<th>Teaching Technique</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experimental Class (Mind Mapping)</td>
</tr>
<tr>
<td></td>
<td>(A₁)</td>
</tr>
<tr>
<td>High (B₁)</td>
<td>A₁B₁</td>
</tr>
<tr>
<td>Average (B₂)</td>
<td>A₁B₂</td>
</tr>
<tr>
<td>Low (B₃)</td>
<td>A₁B₃</td>
</tr>
</tbody>
</table>

Note:

- A₁ = Students who were taught by using mind mapping
- A₂ = Students who were taught by using direct instruction
- B₁ = Students who had high linguistic intelligence
- B₂ = Students who had average linguistic intelligence
- B₃ = Students who had low linguistic intelligence
- A₁B₁ = High LI students who were taught by using mind mapping
- A₁B₂ = Average LI students who were taught by using mind mapping
- A₁B₃ = Low LI students who were taught by using mind mapping
- A₂B₁ = High LI students who were taught by using direct instruction
- A₂B₂ = Average LI students who were taught by using direct instruction
- A₂B₃ = Low LI students who were taught by using direct instruction

The two classes received material of writing analytical exposition text between pre-test and post-test with the same time allocation. The material provided in accordance with that specified in the curriculum. There were 10 meetings for each class. Two meetings were for pre-test and post-test, while the other eight meetings were for teaching and learning. The pre-test was done to know the students' writing analytical exposition text before achieving the treatment, while post-test was done to know their achievement and improvement.

The procedure of research was described in the table below.
Table 3.2
Procedure of Research

<table>
<thead>
<tr>
<th>Group</th>
<th>Categorize</th>
<th>Pre-test</th>
<th>Treatment</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>R Experimental (A₁)</td>
<td>B₁</td>
<td>O</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td></td>
<td>B₂</td>
<td>O</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td></td>
<td>B₃</td>
<td>O</td>
<td>X</td>
<td>O</td>
</tr>
<tr>
<td>R Controlled (A₂)</td>
<td>B₁</td>
<td>O</td>
<td></td>
<td>O</td>
</tr>
<tr>
<td></td>
<td>B₂</td>
<td>O</td>
<td></td>
<td>O</td>
</tr>
<tr>
<td></td>
<td>B₃</td>
<td>O</td>
<td></td>
<td>O</td>
</tr>
</tbody>
</table>

Note:
R : Random Sampling  B₁ : High LI
O : Outcome  B₂ : Average LI
X : Treatment  B₃ : Low LI

B. The Time and Place of Research
The research was carried out at SMAN 2 Muara Teweh, North Barito, Central Kalimantan. This senior high school is located on Jalan Negara km. 7 Muara Teweh. The research was conducted in the first educational semester in academic year 2015/2016, particularly in October to November 2015.

C. The Population and Sample
The population of this research was the eleventh grade students of SMAN 2 Muara Teweh. They were not the new-comers in the school. However, they had problems in writing. Because they were not in preparation of National Examination, they still had a lot of time to reduce their problems. This research expected to help them in improving their English writing skill. Based on the population which was grouped into classes, the sample of this research was class. In this case, class was considered as a cluster or group.

There were five classes of the eleventh grade students at SMAN 2 Muara Teweh. The data of the population can be seen in the table below.

Table 3.3
Data of the Eleventh Grade Students of SMAN 2 Muara Teweh Academic Year 2015/2016

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Number of Students</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>XI A</td>
<td>21</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>2.</td>
<td>XI B</td>
<td>22</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>3.</td>
<td>XI C</td>
<td>21</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>4.</td>
<td>XI D</td>
<td>24</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>5.</td>
<td>XI E</td>
<td>23</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>111</td>
<td>40</td>
<td>71</td>
</tr>
</tbody>
</table>

Source: Adminitration Staff Document of SMAN 2 Muara Teweh 2015-2016
The sample of the research was selected by using simple random sampling technique. The researcher took two classes randomly as the sample of the research. Then, to determine the experimental and controlled class, the researcher used random assignment technique. Both of classes had equal change to be selected as the experimental or the controlled class. This technique was used because of some reasons as follows.

1. The students learn English subject based on the same curriculum (School-Based Curriculum 2006) and syllabus.
2. The students who became the sample studied in the same grade.
3. The classification was not based on rank.

After doing the selection, the researcher got XI B as the experimental class and class XI A as the controlled one. In order to get sample in equal number, a student from XI B must be eliminated also by using random selection. Therefore, both group experimental and controlled consisted 21 students.

D. The Instruments of Research

There were two instruments that were used to obtain the data in this research. The first was linguistic intelligence test and another one was writing test.

1. Linguistic Intelligent
   a. Conceptual Definition

   Linguistic intelligence refers to the capacity to understand and use language effectively in oral and written form. This capacity includes sensitivity of phonology, syntax, semantic and pragmatic and language skills namely listening, speaking, reading and writing.

   b. Operational Definition

   Operationally, linguistic intelligence was the capacity of the students or respondent to understand and use language effectively which was represented by the score obtained based on the test covered two aspects; (1) language sensitivity includes: (a) manipulating the sound of language (phonology), (b) manipulating word formation (morphology), (c) manipulating the structure of language (syntax), (d) manipulating the meaning of language (semantic), and (e) manipulating pragmatic dimension; (2) language skills include (a) reading comprehension and (b) writing. The linguistic intelligence test was developed in form of multiple choices. Each item has five options (A, B, C, D, and E). It meant one correct answer, while the others were the distracters. The correct answer was graded 1, and the wrong answer was graded 0. Total items of the instrument were 70 items. It brings consequence that the lowest score will be 0, while the highest score will be 70.

   c. Blue Print

   The blue print of linguistic intelligence test can be clearly seen in the following table.
<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Indicators</th>
<th>Number of Questions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Language Sensitivity</td>
<td>Phonology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying phoneme deletion</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying homonym</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying sentence intonation</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Morphology</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Identifying meaning of word and affix</td>
<td>4, 5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying structure of word and affix</td>
<td>6, 9, 10, 12</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying function of word and affix</td>
<td>7, 8, 11</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Syntax</td>
<td>Using appropriate word in sentence</td>
<td>13, 20</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying phrase/sentence structure</td>
<td>14, 17</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying phrase/sentence meaning</td>
<td>15, 18</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying phrase/sentence function</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying word order</td>
<td>19</td>
<td>1</td>
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<tr>
<td></td>
<td>Semantic</td>
<td>Identifying word/phrase/sentence meaning</td>
<td>21, 23, 24, 27</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying synonym/antonym</td>
<td>22, 25</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using appropriate word in sentence</td>
<td>26, 28</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Pragmatics</td>
<td>Identifying speakers’ meaning</td>
<td>33, 34, 37</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using appropriate utterance according to the context</td>
<td>29, 32, 36</td>
<td>3</td>
</tr>
<tr>
<td>No.</td>
<td>Aspects</td>
<td>Indicators</td>
<td>Number of Questions</td>
<td>Total</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Language sensitivity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pragmatics</td>
<td>Identifying presupposition according to the context</td>
<td>30</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying conclusion based on the conversation</td>
<td>31, 35</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Language Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading comprehension</td>
<td>Identifying main idea/sentence of a text</td>
<td>38, 50</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying topic of a text</td>
<td>40, 48</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying unsuitable supporting sentence</td>
<td>43, 53</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answering questions based on the text</td>
<td>41, 49</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying the meaning of a specific word from the text</td>
<td>42, 52</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying the fact from a text</td>
<td>44, 51</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying opinion from a text</td>
<td>47, 56</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying problem/objective/ and writer’s side from editorial text</td>
<td>46, 55, 57</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying conclusion of a text</td>
<td>39, 45, 54, 58</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Writing Ability</td>
<td>Completing paragraph using suitable sentence</td>
<td>60, 69</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arranging sentences to be a good paragraph</td>
<td>62, 70</td>
<td>2</td>
</tr>
<tr>
<td>No.</td>
<td>Aspects</td>
<td>Indicators</td>
<td>Number of Questions</td>
<td>Total</td>
</tr>
<tr>
<td>-----</td>
<td>------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>Language Skills</td>
<td>Writing Ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completing paragraph by using appropriate word/phrase</td>
<td>59, 61, 63</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Correcting inappropriate sentence in job application</td>
<td>64, 65</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identifying appropriate background/objective of writing/problem formulation of academic writing</td>
<td>66, 67, 68</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>70</strong></td>
</tr>
</tbody>
</table>

2. **Writing Analytical Exposition Test**

**a. Conceptual Definition**

Writing analytical exposition text is expressing ideas which persuade the readers to be agreed with the writer’s position or statement by providing proper argument and examples. To produce an acceptable analytical exposition text, the idea must be presented in a good-organization which consists of thesis, elaboration/argument and reiteration by using appropriate vocabularies, connectives, relational processes in form of simple present tense and using punctuation and spelling accurately.

**b. Operational Definition**

Writing analytical exposition was scores of the eleventh grade students of SMAN 2 Muara Teweh which were obtained through writing test to measure their writing ability by using five indicators; (1) developing ideas (content), (2) organizing paragraph, (3) using correct vocabulary, (4) using accepted grammar and (5) using appropriate mechanics. The writing test was designed based on the basic competence and indicators of the first semester syllabus of English subject for the eleventh grade students which was adapted with the aspects of writing scoring rubric of Jacob et al.
c. Blue Print
There was 1 item of writing test which was constructed in form of essay. The competencies that were measured and their indicators are elaborated in the following table.

Table 3.5
The Blue Print of Writing Test

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 6. 2 Expressing meaning and rhetorical steps within essays using written language accurately, fluently, and acceptable in daily life context in the form of report, narrative, and analytical exposition | 1. Content
Students are able to:
a. State main idea (statement or position for specific issue) clearly
b. Elaborate supporting ideas by providing arguments, explaining facts and examples.

2. Organization
Students are able to write analytical exposition text by using rhetorical steps and acceptable structure (thesis statement, argument, and reiteration)

3. Vocabulary
Students are able to use varies and appropriate vocabularies

4. Language use
Students are able to:
a. Write a text in form of present tense.
b. Use connectives and relational process

5. Mechanics
Students are able to write the text by using correct punctuation, capitalization, and other mechanics of writing.

Adapted from the syllabus of English subject for XI grade semester 1 (KTSP, 2006) of SMAN 2 Muara Teweh

Students’ work of analytical exposition text then were scored by using scoring rubric of writing test that was developed by Jacob et al. where each paper was rated on five aspects of writing; content, organization, vocabulary, language use, and mechanics. The five aspects have different weights according to their emphasis; content (30 points), language use (25 points), organization (20 points), vocabulary (20 points), and mechanics (5 points) (Weigle, 2002, p. 118). Thus, possible maximum score was 100 and minimum score was 30.
The scoring rubric of the writing test can be seen in the table below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td><strong>Excellent</strong> &lt;br&gt;(27—30)</td>
<td>Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic</td>
</tr>
<tr>
<td></td>
<td><strong>Good</strong> &lt;br&gt;(22—26)</td>
<td>Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail</td>
</tr>
<tr>
<td></td>
<td><strong>Fair</strong> &lt;br&gt;(17—21)</td>
<td>Limited knowledge of the subject, little substance, inadequate development of topic</td>
</tr>
<tr>
<td></td>
<td><strong>Poor</strong> &lt;br&gt;(13—16)</td>
<td>Does not show knowledge of subject, non substantive, not pertinent or not enough to evaluate</td>
</tr>
<tr>
<td>Organization</td>
<td><strong>Excellent</strong> &lt;br&gt;(18—20)</td>
<td>Fluent expression, ideas clearly stated/ supported, succinct, well organized, logically sequencing, cohesive</td>
</tr>
<tr>
<td></td>
<td><strong>Good</strong> &lt;br&gt;(14—17)</td>
<td>Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
</tr>
<tr>
<td></td>
<td><strong>Fair</strong> &lt;br&gt;(10—13)</td>
<td>Non-fluent, ideas confused or disconnected, lacks logical sequencing and development</td>
</tr>
<tr>
<td></td>
<td><strong>Poor</strong> &lt;br&gt;(7—9)</td>
<td>Does not communicate, no organization, or not enough to evaluate</td>
</tr>
<tr>
<td>Vocabulary</td>
<td><strong>Excellent</strong> &lt;br&gt;(18—20)</td>
<td>Sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register</td>
</tr>
<tr>
<td></td>
<td><strong>Good</strong> &lt;br&gt;(14—17)</td>
<td>Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured</td>
</tr>
<tr>
<td></td>
<td><strong>Fair</strong> &lt;br&gt;(10—13)</td>
<td>Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td><strong>Poor</strong> &lt;br&gt;(7—9)</td>
<td>Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate</td>
</tr>
<tr>
<td>Language Use</td>
<td><strong>Excellent</strong> &lt;br&gt;(22—25)</td>
<td>Effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.</td>
</tr>
<tr>
<td></td>
<td><strong>Good</strong> &lt;br&gt;(18—21)</td>
<td>Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, pronouns, prepositions, but meaning seldom obscured</td>
</tr>
<tr>
<td>Component</td>
<td>Level</td>
<td>Criteria</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Language Use</td>
<td><strong>Fair</strong></td>
<td>Major problems is simple / complex constructions, frequent errors of negation, agreement, tense, number, word order/ or function, articles, pronouns, preposition and / or fragments, deletions, meaning confused or obscured.</td>
</tr>
<tr>
<td></td>
<td>(11—17)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Poor</strong></td>
<td>Virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.</td>
</tr>
<tr>
<td></td>
<td>(5—10)</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td><strong>Excellent</strong></td>
<td>Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.</td>
</tr>
<tr>
<td></td>
<td>(5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Good</strong></td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.</td>
</tr>
<tr>
<td></td>
<td>(4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Fair</strong></td>
<td>Frequent errors or spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused and obscured.</td>
</tr>
<tr>
<td></td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Poor</strong></td>
<td>No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible OR not enough to evaluate.</td>
</tr>
<tr>
<td></td>
<td>(1—2)</td>
<td></td>
</tr>
</tbody>
</table>

Adopted from Weigle (2002, p. 118)

3. **Research Instruments Validation**

The two essential requirements of a good test are validity and reliability. Validity is the degree to which a test measures what it is supposed to measure (Fraenkel et al., 2012, p. 112). It involves the degree in which the content domain associated with the construct. In this case validity test is used to measure the instrument whether it is valid or invalid. Meanwhile, according to Creswell (2012, p. 159) reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. Thus, reliability test is conducted to determine the consistency of the interval among the variables and instrument. If the test is reliable, the student will get the same score regardless of when he/she completed the test, when the response was scored, and who scored the response.

Before the instruments applying in the real test, those were checked and evaluated by the thesis supervisors and English teacher of the eleventh grade of SMAN 2 Muara Teweh. Then, there was a try out on the instruments. The aim of conducting the try-out test was to get information dealing with validity and reliability which meant to determine the quality of the instruments since the quality of the instruments is very important for the conclusions that will be drawn are based on the information gathered through the instruments (Fraenkel, et al., 2012, p. 149). Based on some consideration, the try-out was conducted on the XII IA 2 students of SMAN 2 Muara Teweh.
a. The Validation of Linguistic Intelligence Test

The validity of linguistic intelligence test could be achieved by using Pearson Product Moment formula to calculate the validity and Alpha Cronbach technique in calculating its reliability. Those analyses were done by assistance of SPSS version 22 for windows in significant level ($\alpha$) was 0.05. To judge the validity of each item could be seen from the column corrected item-total correlation ($r_{\text{observed}}$) compared with $r_{\text{table}}$. Each item of instrument is valid if $r_{\text{count}} > r_{\text{table}}$. In other hand, the instrument is considered reliable if $r_{\text{observed}} < 0.05$.

b. The Validation of Writing Test

The validity of analytical exposition writing test was measured based on the content validity and construct validity. The content validity in this case is the validity focusing on the conceptual definition that has been designed and developed. Fraenkel et al. (2012, p. 148) say that a test can be said has content validity if the content format consistent with the definition of the variable and the sample of subjects to be measured. The indicators of the test have to measure the specific purposes suitable with the material that has been given to participants. It means that, the test that was given to the participants should be fixed with the objectives of the test, materials that had been given to them, and based on the curriculum and syllabus that was used by the teacher in their school. In this case, before the writing test was given to students, it had discussed with the English teacher of the eleventh grade of SMAN 2 Muara Teweh related to the suitability between the test and syllabus which is used in SMAN 2 Muara Teweh.

Construct validity is capability of measuring certain specific characteristics in accordance with a theory of a language behavior and learning. For construct validity, the researcher scored the essays based on Jacobs et al. scale. In Jacobs et al. scale each paper is rated on five aspects of writing; content, organization, vocabulary, language use, and mechanics (Weigle, 2002, p. 118). Therefore, the test should cover all five components.

On the estimate of reliability for analytical exposition writing test, the researcher used Test-Retest technique. Testing reliability of instrument by using Test-Retest is done by trying out the instrument to the same respondents twice in different time (Creswell, 2012, p. 160; Siregar, 2013, p. 60). The reliability is measured from the coefficient of correlation between the first and the second try out. The correlation technique that was used was Product Moment technique.

Based on Siregar (2013, p. 60), the reliability test by using Test-Retest was done as follows.

1) Creating Hypothesis

The hypotheses were:

$H_0$ : First measurement (X) and second measurement (Y) was not consistent (not reliable)

$H_a$ : First measurement (X) and second measurement (Y) was consistent (reliable)
2) Identifying Significant Error
   The significant error was 5% or $\alpha = 0.05$

3) Calculating $r_{\text{observe}}$ and $r_{\text{table}}$ by using the following formulas.

   a) $r_{\text{count}} = \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{n(\Sigma X^2) - (\Sigma X)^2}[n(\Sigma Y^2) - (\Sigma Y)^2]}$

   b) $r_{\text{table}} = \alpha (n - 2)$

Note:

$X =$ First measurement score  
$Y =$ Second measurement score  
$n =$ Number of respondent  
$\alpha =$ significant error (0.05)

4) Comparing $r_{\text{observed}}$ and $r_{\text{table}}$

5) Deciding to accept or refuse $H_0$ by using the criteria as below.

   $H_0$ is accepted if $r_{\text{observed}} \leq r_{\text{table}}$
   $H_0$ is rejected if $r_{\text{observed}} > r_{\text{table}}$

After doing the test and retest and then calculated the result, it could be found that $r_{\text{observed}}$ was 0.760 while $r_{\text{table}}$ was 0.482 (Siregar, 2013, p. 515). From the result, it could be seen that $r_{\text{observed}} (0.760) > r_{\text{table}} (0.482)$. It means that the writing test instrument was reliable. The students’ writing score of try out can be seen in the appendix 5, p. 191.

E. The Techniques of Data Collection

There were two requisite data in this research; the scores of students’ linguistic intelligence (LI) and the scores of students’ writing. Both of data were obtained by using tests. The scores of students’ LI were taken from the result of an LI test that was administered before pre-test. The students were asked to complete the test in the class within 120 minutes. Based on their scores, the students from both of groups were classified into three levels of LI; high, average and low. In other hand, the scores of students’ writing analytical exposition text were obtained from the result of writing test. The writing test was conducted twice; pre-test and post-test. Pre-test was conducted to know the students’ ability before the treatment, while post-test was done to know the students’ achievement and improvement. In writing test, each student was asked to choose one of some available topics that should be developed to be an essay in form of analytical exposition text in 60 minutes.

F. Technique of Data Analysis

According to Creswell (2012, p. 175), there are several interrelated steps used in the process of analyzing quantitative data. The first step is to prepare the data and analyze it. Typically it is conducted by using a descriptive analysis of the data reporting measures of central tendency and variation. Then it is
continued by using more sophisticated inferential analysis to test hypotheses and examining confidence intervals and effect sizes. Next, the data analysis result is reported by using tables, figures, and a discussion. The final step is interpreting the results of the data analysis which consists of summarizing the results, comparing the results with past literature and theories, advancing the limitations of the study, and ending with suggestions for future research.

Based on the explanation above, the data then were analyzed in some steps as follows.

1. Arranging the writing scores and then classifying them into some categories.
   a. Classifying writing scores of pre-test and post-test (achievement) both of groups.

   Table 3.7
   Classification of Writing Score

<table>
<thead>
<tr>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Students who were taught by using mind mapping (A₁)</td>
<td>1) Students who were taught by using mind mapping (A₁)</td>
</tr>
<tr>
<td>2) High LI students who were taught by using mind mapping (A₁B₁)</td>
<td>2) Students were taught by using mind mapping (A₁B₁)</td>
</tr>
<tr>
<td>3) Average LI students who were taught by using mind mapping (A₁B₂)</td>
<td>3) Average LI students who were taught by using mind mapping (A₁B₂)</td>
</tr>
<tr>
<td>4) Low LI students who were taught by using mind mapping (A₁B₃)</td>
<td>4) Low LI students were taught by using mind mapping (A₁B₃)</td>
</tr>
<tr>
<td>5) Students who were taught by using direct instruction (A₂)</td>
<td>5) Students who were taught by using direct instruction (A₂)</td>
</tr>
<tr>
<td>6) High LI students who were taught by using direct instruction (A₂B₁)</td>
<td>6) High LI students who were taught by using direct instruction (A₂B₁)</td>
</tr>
<tr>
<td>7) Average LI students who were taught by using direct instruction (A₂B₂)</td>
<td>7) Average LI students who were taught by using direct instruction (A₂B₂)</td>
</tr>
<tr>
<td>8) Low LI students who were taught by using direct instruction (A₂B₃).</td>
<td>8) Low LI students who were taught by using direct instruction (A₂B₃).</td>
</tr>
</tbody>
</table>

   b. Based on the writing scores above, then determining the improvement (gain score) both of groups.

2. Presenting the data by using descriptive analysis. Descriptive analysis meant to get a general overview of the study result. The data obtained were presented in the amount of descriptive statistics such as the average (mean), the (median), the highest frequency (mode), standard deviation (standard deviation).
3. Checking the normality and homogeneity of the sample distribution.
   a. Normality Test
      In this study, the normality test used Kolmogorov-Smirnov method in significance level $\alpha = 0.05$ as the rule to accept or reject the normal test. The normality test was done to both experimental and control group by using statistical hypotheses as follows:
      $H_0 = $ sample data is distributed normally
      $H_1 = $ sample is not distributed normally
      The computation was performed with the assistance of SPSS version 22 for windows. Based on the criteria of this program, the data was normal if $p$ value $> 0.05$ which means $H_0$ was accepted and on the contrary $H_1$ was rejected (data is distributed normally). $P$ value was the number on the sig column from the table of normality test outcome by using SPSS program.
   b. Homogeneity test
      The purpose of homogeneity test was to find out whether the designed groups were homogenous or not. The homogeneity test for the data of writing analytical exposition text was performed by using Levene’s test in the significant level of 5%.
      The hypotheses for homogeneity test were set as follows:
      $H_0$: Data comes from homogenous population
      $H_1$: Data comes from non-homogenous population
      $P$ value $> 0.05$ means that $H_0$ is accepted and $H_1$ is automatically rejected. On the contrary, $p$ value $\leq 0.05$ implied that $H_1$ was accepted and $H_0$ was automatically rejected.

4. Testing the hypotheses
   There were five hypotheses that must be tested:
   a. There was a significant difference in writing analytical exposition text between students who were taught by using mind mapping technique and those who were taught by using direct instruction.
      $H_{01}: \mu_{11} = \mu_{21}$
      $H_{a1}: \mu_{11} \neq \mu_{21}$
   b. There was a significant difference in writing analytical exposition text between students who had high linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction.
      $H_{02}: \mu_{12} = \mu_{22}$
      $H_{a2}: \mu_{12} \neq \mu_{22}$
c. There was a significant difference in writing analytical exposition text between students who had average linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction.
   \[ H_{03} : \mu_{13} = \mu_{23} \]
   \[ H_{a3} : \mu_{13} \neq \mu_{23} \]

d. There was a significant difference in writing analytical exposition text between students who had low linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction.
   \[ H_{04} : \mu_{14} = \mu_{24} \]
   \[ H_{a4} : \mu_{14} \neq \mu_{24} \]

e. There was any interaction between teaching technique and students’ linguistic intelligence on students’ writing analytical exposition text.
   \[ H_{05} : \text{Int. } A*B = 0 \]
   \[ H_{a5} : \text{Int. } A*B \neq 0 \]

If the data distributed normally and homogeny, the data would be analyzed by using two-way ANOVA and Paired-Sample Test with assistance of SPSS 22. ANOVA is used when the researcher desires to find out whether there are significant differences between the means of two groups or more (Fraenkel et al., 2012, p. 236). In other words, it is a used when more than one independent variable is investigated, as in factorial design. Another useful thing that can be done in ANOVA is to look at interaction effect (Muijs, 2004, p. 197). However, if the data did not distribute normally and homogeny, the data would be analyzed by using statistic non-parametric such as Mann-Whitney test or Kruskal-Wallis test (Siregar, 2013, p. 368).

Then the hypotheses were tested by applying two ways of hypothesis testing criteria.
1) By using p value
   - P value ≤ 0.05 meant Ho was rejected.
   - P value > 0.05 meant Ho was accepted.
2) By comparing coefficient \( F_{\text{observed}} \) with \( F_{\text{table}} \):
   - \( F_{\text{observed}} > F_{\text{table}} \) meant Ho was rejected.
   - \( F_{\text{observed}} \leq F_{\text{table}} \) meant Ho was accepted.
5. Finally, interpreting the results from the data analysis. This consisted of summarizing the results, comparing the results with past literature and theories, advancing the limitations of the study, and ending with suggestions for future research.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter presented the findings of the study which was concerned to answer the research questions. In this case, it discussed the way of investigating the effect of mind mapping technique and linguistic intelligence (LI) on students’ writing analytical exposition text at the eleventh grade students of SMAN 2 Muara Teweh in academic year 2015/2016. The first sub-heading was research finding which covered the data descriptions, the prerequisite tests for data analysis, and the hypotheses testing. It then was continued by the discussion of research findings.

A. Research Finding
1. The Data Description

The description of writing score was presented into three sections; the pre-test data, post-test data and N gain score. In order to answer the research question, the data of each section then were classified into eight categories; A₁, A₂, A₁B₁, A₁B₂, A₁B₃, A₂B₁, A₂B₂, and A₂B₃. The following descriptive statistic of the data was performed to determine the range of the data, average, median, mode, and standard deviation. All of statistical description and calculation of tests were performed through SPSS 22.00.

a. Data Description of Pre-test Score

The data of pre-test score was presented in the table below.

<table>
<thead>
<tr>
<th></th>
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<td>Mean</td>
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<td>53.52</td>
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<td>50.57</td>
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<td>58.43</td>
<td>48.00</td>
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<td>59.57</td>
<td>53.14</td>
<td>57.86</td>
</tr>
<tr>
<td>Median</td>
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<td>55.50</td>
<td>47.00</td>
<td>46.00</td>
<td>57.00</td>
<td>46.00</td>
<td>44.00</td>
<td>52.00</td>
<td>53.00</td>
<td>50.00</td>
</tr>
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<td>Mode</td>
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<td>52⁺</td>
<td>45</td>
<td>40⁺</td>
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<td>Std. Deviation</td>
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<td>6.19</td>
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<td>4.83</td>
<td>14.46</td>
<td>11.84</td>
<td>9.84</td>
</tr>
<tr>
<td>Variance</td>
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<td>81.96</td>
<td>58.34</td>
<td>38.29</td>
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<td>.505</td>
<td>.117</td>
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<td>.501</td>
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<td>.597</td>
<td>.597</td>
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<td>.794</td>
<td>.794</td>
<td>.794</td>
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<td>.794</td>
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<td>-.098</td>
<td>-.831</td>
<td>-.119</td>
<td>4.493</td>
<td>-.998</td>
<td>-.203</td>
<td>-.17</td>
<td>-.211</td>
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<td>30</td>
<td>24</td>
</tr>
<tr>
<td>Minimum</td>
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<td>45</td>
<td>38</td>
<td>36</td>
<td>52</td>
<td>45</td>
<td>37</td>
<td>45</td>
<td>38</td>
<td>36</td>
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<td>60</td>
</tr>
<tr>
<td>Sum</td>
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<td>708</td>
<td>647</td>
<td>409</td>
<td>336</td>
<td>312</td>
<td>417</td>
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<td>335</td>
</tr>
</tbody>
</table>

a. Multiple modes exist. The smallest value is shown
Note:
A₁ = The scores of students who were taught by using mind mapping technique
A₂ = The scores of students who were taught by using direct instruction technique
B₁ = The scores of high LI students
B₂ = The scores of average LI students
B₃ = The scores of low LI students
A₁B₁ = The scores of high LI students who were taught by using mind mapping
A₁B₂ = The scores of average LI students who were taught by using mind mapping
A₁B₃ = The scores of low LI students who were taught by using mind mapping
A₂B₁ = The scores of high LI students who were taught by using direct instruction
A₂B₂ = The scores of average LI students who were taught by using direct instruction
A₂B₃ = The scores of low LI students who were taught by using direct instruction

Here are the data descriptions of pre test score of each group.

1. The Pre-test Scores of Writing Analytical Exposition Text for Students who were Taught by Using Mind Mapping Technique (A₁)

The respondents of experimental class were 21 students who were taught by using mind mapping technique (A₁). The empiric scores of pre-test showed that the highest score was 68 and the lowest score was 37. Furthermore, the mean was 50.33, the median was 49.00, the mode was 45, the standard of deviation was 7.84, and the variance was 61.53. To make it clear, it can be seen in the display of histogram below.

Figure 4.1
The Graph of Writing Pre-test Scores for A₁
2. The Pre-test Scores of Writing Analytical Exposition Text for High LI Students who were Taught by Using Mind Mapping Technique (A₁B₁)

The respondents of experimental class were 21 students where 7 of them were posed as high linguistic intelligence students (A₁B₁). The empiric scores of pre-test stated that the highest score of high LI students who were taught by using mind mapping was 68 and the lowest score was 52. Furthermore, the mean was 58.43, the median 57.00, the mode was 52, the standard of deviation was 6.188, and the variance 38.27. To make it clear, we can see the display of the histogram which presented below.

![Figure 4.2](image)

3. The Pre-test Scores of Writing Analytical Exposition Text for Average LI Students who were Taught by Using Mind Mapping Technique (A₁B₂)

The respondents of experimental group were 21 students where 7 of them were classified as average LI students (A₁B₂). The empiric scores of pre-test showed that the highest score of average LI students who were taught by using mind mapping was 58 and the lowest was 45. Furthermore, the mean was 47.14, the median was 46.00, the mode was 45, the standard of deviation was 4.69, and the variance 22.00. To make it clear, we can see the display of the histogram which is presented below.
4. The Pre-test Scores of Writing Analytical Exposition Text for Low LI Students who were Taught by Using Mind Mapping Technique (A₁B₃)

The respondents of experimental class were 21 students where 7 of them were classified as low LI students (A₁B₃). The empiric scores of pre-test showed that the highest score of low LI students who were taught by using mind mapping was 50 and the lowest score was 37. Furthermore, the mean was 44.57, the median was 44.00, the mode was 44, the standard of deviation was 4.83 and the variance was 23.29. To make it clear, it can be seen in the display of histogram which is presented below.
5. The Pre-test Scores of Writing Analytical Exposition Text for Students who were Taught by Using Direct Instruction Technique (A2)

The respondents of controlled class were 21 students who were taught by using direct instruction (A2). The empiric scores of pre-test showed that the highest score was 78 and the lowest score was 36. Furthermore, the mean was 53.52, the median was 52.00, the mode was 38, the standard of deviation was 12.57 and the variance was 157.86. To make it clear, it can be seen in the display of histogram which is presented below.

![Figure 4.5](image)

6. The Pre-test Scores of Writing Analytical Exposition Text for High LI Students who were Taught by Using Direct Instruction Technique (A2B1)

The respondents of controlled class were 21 students where 7 of them were categorized as high LI students (A2B1). The empiric scores of pre-test showed that the highest score of high LI students who were taught by using direct instruction was 78 and the lowest score was 45. Furthermore, the mean was 59.57, the median was 46.00, the mode was 45, the standard of deviation was 14.455 and the variance was 22.00. To make it clear, it can be seen in the display of histogram which is presented below.
The respondents of controlled class were 21 students where 7 of them were categorized as average LI students (A₂B₂). The empiric scores of pre-test showed that the highest score of average LI students who were taught by using direct instruction was 68 and the lowest score was 38. Furthermore, the mean was 53.14, the median was 53.00, the mode was 38, the standard of deviation was 11.87 and the variance was 140.143. To make it clear, it can be seen in the display of histogram which is presented below.
8. The Pre-test Scores of Writing Analytical Exposition Text for Low LI Students who were Taught by Using Direct Instruction Technique (A₂B₃)

The respondents of controlled class were 21 students where 7 of them were classified as low LI students (A₂B₃). The empiric scores of pre-test showed that the highest score of low LI students who were taught by using direct instruction was 60 and the lowest score was 36. Furthermore, the mean was 47.86, the median was 50.00, the mode was 36, the standard of deviation was 9.84 and the variance was 96.81. To make it clear, it can be seen in the display of histogram below.

Figure 4.8
The Graph of Writing Pre-test Scores for A₂B₃
b. **The Data Description of Post-test Result**

The result of post-test will be described in the table below.

<table>
<thead>
<tr>
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<td>14</td>
</tr>
<tr>
<td>Mean</td>
<td>64.81</td>
<td>60.29</td>
<td>73.50</td>
<td>60.71</td>
<td>54.00</td>
<td>74.14</td>
<td>64.71</td>
<td>56.71</td>
<td>72.86</td>
<td>56.71</td>
<td>51.29</td>
</tr>
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<td>1.660</td>
<td>2.128</td>
<td>2.029</td>
<td>2.201</td>
<td>1.981</td>
<td>2.198</td>
<td>2.773</td>
<td>3.198</td>
<td>2.634</td>
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<tr>
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<td>72.00</td>
<td>62.00</td>
<td>54.00</td>
<td>72.00</td>
<td>64.00</td>
<td>55.00</td>
<td>72.00</td>
<td>55.00</td>
<td>53.00</td>
</tr>
<tr>
<td>Mode</td>
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<td>45 a</td>
<td>70 a</td>
<td>47 a</td>
<td>45 a</td>
<td>70 a</td>
<td>57 a</td>
<td>47 a</td>
<td>64 a</td>
<td>47 a</td>
<td>45 a</td>
</tr>
<tr>
<td>Variance</td>
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<td>140.3</td>
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<td>65.91</td>
<td>63.39</td>
<td>28.81</td>
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<td>71.57</td>
<td>53.81</td>
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</tr>
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<td>-.410</td>
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<td>.297</td>
<td>.005</td>
<td>.102</td>
<td>.230</td>
<td>.102</td>
<td>.065</td>
</tr>
<tr>
<td>Std. Error of Skewness</td>
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<td>397</td>
<td>510</td>
<td>397</td>
<td>359</td>
</tr>
</tbody>
</table>

Note:

- **A1** = The scores of students who were taught by using mind mapping technique
- **A2** = The scores of students who were taught by using direct instruction technique
- **B1** = The scores of high LI students
- **B2** = The scores of average LI students
- **B3** = The scores of low LI students
- **A1B1** = The scores of high LI students who were taught by using mind mapping
- **A1B2** = The scores of average LI students who were taught by using mind mapping
- **A1B3** = The scores of low LI students who were taught by using mind mapping
- **A2B1** = The scores of high LI students who were taught by using direct instruction
- **A2B2** = The scores of average LI students who were taught by using direct instruction
- **A2B3** = The scores of low LI students who were taught by using direct instruction

Here are the data descriptions of post test score of each group.
1. The Post-test Scores of Writing Analytical Exposition Text for Students Who were Taught by Using Mind Mapping Technique (A₁)

The respondents of experimental class were 21 students who were taught by using mind mapping technique (A₁). The empiric scores of post-test stated that the highest score was 81 and the lowest score was 47. Furthermore, the mean was 64.81, the median was 64.00, the mode was 52, the standard of deviation was 9.49, and the variance was 90.16. To make it clear, it can be seen in the display of histogram below.

![Histogram for A₁](image)

Figure 4.9
The Graph of Writing Post-test Scores for A₁

2. The Post-test Scores of Writing Analytical Exposition Text for High LI Students who were Taught by Using Mind Mapping Technique (A₁B₁)

The respondents of experimental class were 21 students where 7 of them were posed as high linguistic intelligence students (A₁B₁). The empiric scores of post-test stated that the highest score of high LI students who were taught by using mind mapping was 81 and the lowest score was 68. Furthermore, the mean was 74.14, the median 72.00, the mode was 70, the standard of deviation was 5.37, and the variance 28.81. To make it clear, we can see the display of the histogram below.
3. The Post-test Scores of Writing Analytical Exposition Text for Average LI Students who were Taught by Using Mind Mapping Technique (A₁B₂)

The respondents of experimental class were 21 students where 7 of them were posed as average linguistic intelligence students (A₁B₂). The empiric score of post-test stated that the highest score of average LI students who were taught by using mind mapping was 72 and the lowest score was 57. Furthermore, the mean was 64.71, the median 64.00, the mode was 57, the standard of deviation was 5.82, and the variance 33.91. It can see the display of the histogram below.
4. The Post-test Scores of Writing Analytical Exposition Text for Low LI Students who were Taught by Using Mind Mapping Technique (A₁B₃)

The respondents of experimental class were 21 students where 7 of them were categorized as low linguistic intelligence students (A₁B₃). The empiric scores of post-test stated that the highest score of low LI students who were taught by using mind mapping was 68 and the lowest score was 47. Furthermore, the mean was 56.71, the median 55.00, the mode was 47, the standard of deviation was 8.46, and the variance 71.57. To make it clear, we can see the display of the histogram below.

![Histogram of Writing Post-test Scores for A₁B₃](image)

Figure 4.12
The Graph of Writing Post-test Scores for A₁B₃

5. The Post-test Scores of Writing Analytical Exposition Text for Students who were Taught by Using Direct Instruction Technique (A₂)

The respondents of controlled class were 21 students who were taught by using direct instruction (A₂). The empiric scores of post-test stated that the highest score was 83 and the lowest score was 43. Furthermore, the mean was 60.29, the median 61.00, the mode was 45, the standard of deviation was 11.84, and the variance 140.31. To make it clear, we can see the display of the histogram which is presented below.
6. The Post-test Scores of Writing Analytical Exposition Text for High LI Students who were Taught by Using Direct Instruction Technique (A₂B₁)

The respondents of controlled class were 21 students where 7 of them were classified as high linguistic intelligence students (A₂B₁). The empiric scores of post-test stated that the highest score of high LI students who were taught by using direct instruction was 83 and the lowest score was 64. Furthermore, the mean was 72.86, the median 72.00, the mode was 64, the standard of deviation was 7.33, and the variance 53.81. To make it clear, we can see the display of the histogram below.
7. The Post-test Scores of Writing Analytical Exposition Text for Average LI Students who were Taught by Using Direct Instruction Technique (A\textsubscript{2}B\textsubscript{2})

The respondents of controlled class were 21 students where 7 of them were grouped as average linguistic intelligence students (A\textsubscript{2}B\textsubscript{2}). The empiric scores of post-test stated that the highest score of average LI students who were taught by using direct instruction was 68 and the lowest score was 47. Furthermore, the mean was 56.71, the median 55.00, the mode was 47, the standard of deviation was 8.46, and the variance 71.57. To make it clear, we can see the display of the histogram below.

![Figure 4.15](image)

The Graph of Writing Post-test Scores for A\textsubscript{2}B\textsubscript{2}

8. The Post-test Scores of Writing Analytical Exposition Text for Low LI Students who were Taught by Using Direct Instruction Technique (A\textsubscript{2}B\textsubscript{3})

The respondents of controlled class were 21 students where 7 of them were classified as low linguistic intelligence students (A\textsubscript{2}B\textsubscript{3}). The empiric scores of post-test stated that the highest score of low LI students who were taught by using direct instruction was 61 and the lowest score was 43. Furthermore, the mean was 51.29, the median 53.00, the mode was 45, the standard of deviation was 6.97, and the variance 48.57. To make it clear, we can see the display of the histogram below.
**c. The Data Description of N Gain**

The N gain data was obtained by using the following formula.

\[
\text{N Gain} = \frac{\text{Post-test} - \text{Pre-test}}{\text{Possible maximum score} - \text{Pretest}}
\]

(Meltzer, 2002)

The result of post-test will be described in the table below.

**Table 4.3 - Descriptive Statistic of N Gain Score**

<table>
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<td>14</td>
</tr>
<tr>
<td>Mean</td>
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<td>6.76</td>
<td>14.50</td>
<td>10.14</td>
<td>7.21</td>
<td>15.71</td>
<td>16.71</td>
<td>11.00</td>
<td>13.29</td>
<td>3.57</td>
<td>3.43</td>
</tr>
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<td>1.533</td>
<td>2.075</td>
<td>1.314</td>
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<td>1.000</td>
<td>2.876</td>
<td>1.510</td>
<td>1.307</td>
</tr>
<tr>
<td>Median</td>
<td>14.00</td>
<td>5.00</td>
<td>15.50</td>
<td>10.50</td>
<td>7.50</td>
<td>15.00</td>
<td>17.00</td>
<td>10.00</td>
<td>18.00</td>
<td>4.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Mode</td>
<td>12</td>
<td>3*</td>
<td>20</td>
<td>14</td>
<td>13</td>
<td>14</td>
<td>10</td>
<td>20</td>
<td>-3*</td>
<td>3*</td>
<td></td>
</tr>
<tr>
<td>Variance</td>
<td>15.76</td>
<td>48.09</td>
<td>32.89</td>
<td>60.29</td>
<td>24.18</td>
<td>9.905</td>
<td>13.91</td>
<td>7.000</td>
<td>57.91</td>
<td>15.95</td>
<td>11.95</td>
</tr>
<tr>
<td>Skewness</td>
<td>.393</td>
<td>.902</td>
<td>-.885</td>
<td>-.043</td>
<td>-.318</td>
<td>.727</td>
<td>.530</td>
<td>1.134</td>
<td>-.481</td>
<td>-.371</td>
<td>-.981</td>
</tr>
<tr>
<td>Std. Error of Skewness</td>
<td>.501</td>
<td>.501</td>
<td>.597</td>
<td>.597</td>
<td>.597</td>
<td>.794</td>
<td>.794</td>
<td>.794</td>
<td>.794</td>
<td>.794</td>
<td>.794</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>-.422</td>
<td>.020</td>
<td>-.258</td>
<td>-1.033</td>
<td>.223</td>
<td>-1.415</td>
<td>-1.05</td>
<td>1.514</td>
<td>-2.295</td>
<td>-0.305</td>
<td>1.276</td>
</tr>
<tr>
<td>Range</td>
<td>15</td>
<td>23</td>
<td>17</td>
<td>26</td>
<td>19</td>
<td>7</td>
<td>11</td>
<td>8</td>
<td>17</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Minimum</td>
<td>8</td>
<td>-3</td>
<td>3</td>
<td>-3</td>
<td>-3</td>
<td>13</td>
<td>12</td>
<td>8</td>
<td>3</td>
<td>-3</td>
<td>-3</td>
</tr>
<tr>
<td>Maximum</td>
<td>23</td>
<td>20</td>
<td>20</td>
<td>23</td>
<td>16</td>
<td>20</td>
<td>23</td>
<td>16</td>
<td>20</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Sum</td>
<td>304</td>
<td>142</td>
<td>203</td>
<td>142</td>
<td>101</td>
<td>110</td>
<td>117</td>
<td>77</td>
<td>93</td>
<td>25</td>
<td>24</td>
</tr>
</tbody>
</table>
Note:
\[ A_1 = \] The scores of students who were taught by using mind mapping technique
\[ A_2 = \] The scores of students who were taught by using direct instruction technique
\[ B_1 = \] The scores of high LI students
\[ B_2 = \] The scores of average LI students
\[ B_3 = \] The scores of low LI students
\[ A_1B_1 = \] The scores of high LI students who were taught by using mind mapping
\[ A_1B_2 = \] The scores of average LI students who were taught by using mind mapping
\[ A_1B_3 = \] The scores of low LI students who were taught by using mind mapping
\[ A_2B_1 = \] The scores of high LI students who were taught by using direct instruction
\[ A_2B_2 = \] The scores of average LI students who were taught by using direct instruction
\[ A_2B_3 = \] The scores of low LI students who were taught by using direct instruction

Here are the data descriptions of post test score of each group.

1. The \textbf{N Gain Scores of Writing Analytical Exposition Text for Students Who were Taught by Using Mind Mapping Technique (A}_1\text{)}

The respondents of experimental class were 21 students who were taught by using mind mapping technique (A\textsubscript{1}). The empiric scores of N gain stated that the highest score was 23 and the lowest score was 8. Furthermore, the mean was 14.48, the median was 14.00, the mode was 12, the standard of deviation was 3.97, and the variance was 15.76. It can be seen clearly in the display of histogram below.

![Figure 4.17](#)  
\textbf{The Graph of Writing N gain Scores for A}_1\text{)}
2. The N gain Scores of Writing Analytical Exposition Text for High LI Students who were Taught by Using Mind Mapping Technique (A₁B₁)

The respondents of experimental class were 21 students where 7 of them were posed as high linguistic intelligence students (A₁B₁). The empiric scores of N gain stated that the highest score of high LI students who were taught by using mind mapping was 30 and the lowest score was 12. Furthermore, the mean was 15.71, the median 15.00, the mode was 13, the standard of deviation was 3.147, and the variance 9.905. To make it clear, we can see the display of the histogram below.

![Figure 4.18](image)

The Graph of Writing N gain Scores for A₁B₁

3. The N gain Scores of Writing Analytical Exposition Text for Average LI Students who were Taught by Using Mind Mapping Technique (A₁B₂)

The respondents of experimental class were 21 students where 7 of them were posed as average linguistic intelligence students (A₁B₂). The empiric score of N gain stated that the highest score of average LI students who were taught by using mind mapping was 23 and the lowest score was 12. Furthermore, the mean was 16.71, the median 17.00, the mode was 14, the standard of deviation was 3.729, and the variance 13.91. It can be seen clearly in the display of the histogram below.
4. The N gain Scores of Writing Analytical Exposition Text for Low LI Students who were Taught by Using Mind Mapping Technique ($A_1B_3$)

The respondents of experimental class were 21 students where 7 of them were categorized as low linguistic intelligence students ($A_1B_3$). The empiric scores of N gain stated that the highest score of low LI students who were taught by using mind mapping was 18 and the lowest score was 8. Furthermore, the mean was 11, the median 10.00, the mode was 10, the standard of deviation was 2.646, and the variance 7.00. To make it clear, we can see the display of the histogram below.

Figure 4.19
The Graph of Writing N gain Scores for $A_1B_2$

Figure 4.20
The Graph of Writing N gain Scores for $A_1B_3$
5. The N gain Scores of Writing Analytical Exposition Text for Students who were Taught by Using Direct Instruction Technique (A₂)

The respondents of controlled class were 21 students who were taught by using direct instruction (A₂). The empiric scores of N gain stated that the highest score was 20 and the lowest score was -3. Furthermore, the mean was 6.76, the median 5.00, the mode was 3, the standard of deviation was 6.935, and the variance 48.09. To make it clear, we can see the display of the histogram which is presented below.

![Histogram of N gain Scores for A₂](image)

**Figure 4.21**
The Graph of Writing N gain Scores for A₂

6. The N gain Scores of Writing Analytical Exposition Text for High LI Students who were Taught by Using Direct Instruction Technique (A₂B₁)

The respondents of controlled class were 21 students where 7 of them were classified as high linguistic intelligence students (A₂B₁). The empiric scores of N gain stated that the highest score of high LI students who were taught by using direct instruction was 20 and the lowest score was 3. Furthermore, the mean was 13.29, the median 2.876, the mode was 20, the standard of deviation was 7.61, and the variance 57.91. It can be seen clearly in the display of the histogram below.
7. The N gain Scores of Writing Analytical Exposition Text for Average LI Students who were Taught by Using Direct Instruction Technique (A₂B₂)

The respondents of controlled class were 21 students where 7 of them were grouped as average linguistic intelligence students (A₂B₂). The empiric scores of N gain stated that the highest score of average LI students who were taught by using direct instruction was 9 and the lowest score was -3. Furthermore, the mean was 13.29, the median 18.00, the mode was 20, the standard of deviation was 7.61, and the variance 57.91. It can be seen clearly in the display of the histogram below.
8. The N gain Scores of Writing Analytical Exposition Text for Low LI Students who were Taught by Using Direct Instruction Technique (A₂B₃)

The respondents of controlled class were 21 students where 7 of them were classified as low linguistic intelligence students (A₂B₃). The empiric scores of N gain stated that the highest score of low LI students who were taught by using direct instruction was 7 and the lowest score was -3. Furthermore, the mean was 3.43, the median 3.00, the mode was 3, the standard of deviation was 3.45, and the variance 11.95. To make it clear, we can see the display of the histogram below.

2. The Prerequisite Tests for Data Analysis

Before testing the hypotheses, there were two prerequisite tests for data analysis. Normality test and the homogeneity must be done first before the ANOVA test conducted. The normality test was applied to know whether the data distributed normally or not. Meanwhile, the homogeneity test was used to test the variance homogeneity between Y variable score which was categorized based on the similarity of X score.

a. Normality Test

In this study, the normality test used Kolmogorov-Smirnov method in significance level 5%. The normality test was done to the experimental and control class by using statistical hypotheses formula stated as follows:

H₀ = sample data was distributed normally
H₁ = sample was not distributed normally
The data was considered normal if p value > 0.05 which meant that $H_0$ was accepted and on the contrary $H_1$ was rejected. P value was the number on the sig column from table of normality test outcome.

1) Normality of Pre-test Data

The result of normality test computation for pre-test data can be seen in the table below.

```
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>21</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Normal Parameters ab</td>
<td>Mean</td>
<td>50.33</td>
<td>53.52</td>
<td>58.43</td>
<td>48.00</td>
<td>44.57</td>
<td>59.57</td>
<td>53.14</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td>Absolute</td>
<td>.139</td>
<td>.136</td>
<td>.191</td>
<td>.273</td>
<td>.190</td>
<td>.271</td>
<td>.165</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
<td>.139</td>
<td>.136</td>
<td>.191</td>
<td>.273</td>
<td>.130</td>
<td>.271</td>
<td>.155</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
<td>-.114</td>
<td>-.096</td>
<td>-.149</td>
<td>-.261</td>
<td>-.190</td>
<td>-.185</td>
<td>-.165</td>
</tr>
<tr>
<td>Test Statistic</td>
<td></td>
<td>.139</td>
<td>.136</td>
<td>.191</td>
<td>.273</td>
<td>.190</td>
<td>.271</td>
<td>.165</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td></td>
<td>.200</td>
<td>.200</td>
<td>.200</td>
<td>.125</td>
<td>.200</td>
<td>.129</td>
<td>.200</td>
</tr>
</tbody>
</table>
```

Table 4.4 above showed that the scores on Sig column by using Kolmogorov-Smirnov method for each group were mentioned consecutively: 0.139, 0.136, 0.191, 0.273, 0.190, 0.271, 0.165, and 0.216. All of the p values for each group were bigger than 0.05. Consequently, $H_0$ was accepted. In other words, the data of pre-test from the sample of this research have been distributed normally.

2) Normality of Post-test Data

The result of normality test computation for N gain data was performed in the following table.

```
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>21</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Normal Parameters ab</td>
<td>Mean</td>
<td>64.81</td>
<td>60.29</td>
<td>74.14</td>
<td>64.71</td>
<td>56.71</td>
<td>51.29</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>9.495</td>
<td>11.85</td>
<td>5.367</td>
<td>5.823</td>
<td>8.460</td>
<td>6.969</td>
<td></td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td>Absolute</td>
<td>.108</td>
<td>.107</td>
<td>.227</td>
<td>.146</td>
<td>.163</td>
<td>.152</td>
<td>.163</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
<td>.082</td>
<td>.107</td>
<td>.227</td>
<td>.123</td>
<td>.160</td>
<td>.144</td>
<td>.160</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
<td>-.108</td>
<td>-.072</td>
<td>-.192</td>
<td>-.146</td>
<td>-.163</td>
<td>-.152</td>
<td>-.163</td>
</tr>
<tr>
<td>Test Statistic</td>
<td></td>
<td>.108</td>
<td>.107</td>
<td>.227</td>
<td>.146</td>
<td>.163</td>
<td>.152</td>
<td>.163</td>
</tr>
</tbody>
</table>
```
According to Table 4.5 above, the scores on Sig column by using Kolmogorov-Smirnov method for each group were mentioned consecutively: 0.108, 0.107, 0.227, 0.146, 0.163, 0.152, 0.163 and 0.245. Since all of the p values score for each group were bigger than 0.05, then $H_0$ was accepted. It could be concluded that the data of post-test have been distributed normally.

3) Normality of N Gain Data

The normality test result for N gain data was showed in the following table.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>21</td>
<td>21</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Mean</td>
<td>.305</td>
<td>.143</td>
<td>.391</td>
<td>.321</td>
<td>.201</td>
<td>.303</td>
<td>.063</td>
<td>.064</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>.104</td>
<td>.142</td>
<td>.075</td>
<td>.073</td>
<td>.057</td>
<td>.102</td>
<td>.084</td>
<td>.072</td>
</tr>
<tr>
<td>Absolute</td>
<td>.101</td>
<td>.167</td>
<td>.137</td>
<td>.168</td>
<td>.224</td>
<td>.213</td>
<td>.204</td>
<td>.230</td>
</tr>
<tr>
<td>Positive</td>
<td>.082</td>
<td>.167</td>
<td>.137</td>
<td>.168</td>
<td>.224</td>
<td>.160</td>
<td>.150</td>
<td>.125</td>
</tr>
<tr>
<td>Negative</td>
<td>-.10</td>
<td>-.11</td>
<td>-.137</td>
<td>-.152</td>
<td>-.142</td>
<td>-.213</td>
<td>-.204</td>
<td>-.230</td>
</tr>
<tr>
<td>Test Statistic</td>
<td>.101</td>
<td>.167</td>
<td>.137</td>
<td>.168</td>
<td>.224</td>
<td>.213</td>
<td>.204</td>
<td>.230</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.200</td>
<td>.129</td>
<td>.200</td>
<td>.200</td>
<td>.200</td>
<td>.200</td>
<td>.200</td>
<td>.200</td>
</tr>
</tbody>
</table>

Refer to the Table 4.6 above, it could be seen that the p value for each groups were 0.101, 0.167, 0.137, 0.168, 0.224, 0.213, 0.204, and 0.230. All of p values were higher than 0.05. It could be concluded that all of the data of N gain were normal.

b. Homogeneity Test

The homogeneity test for the data of writing analytical exposition text in this research was conducted by using Levene’s test in the significant level of 5%. The hypotheses for homogeneity test were set as follows:

$H_0$: Data came from homogenous population

$H_1$: Data came from non-homogenous population

The data was considered homogeneity if the p value > 0.05 which meant that $H_0$ was accepted and $H_1$ was automatically rejected.

1) Homogeneity of Pre-test

The result of Levene’s Test computation to testing homogeneity of pre-test data was presented in the following table.
Refer to Table 4.7 above, it can be seen that the p value was 0.00 < 0.05. It meant that $H_0$ was rejected and $H_1$ was automatically accepted, which implied that the data of pre-test was not homogeneity.

2) **Homogeneity of Post Test**

The computation result which was processed by using Levene’s Test to testing homogeneity of post-test data was presented in the following table.

Table 4.8

<table>
<thead>
<tr>
<th>Levene’s Test of Equality of Error Variances$^a$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent Variable: Writing Analytical Exposition Text</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>0.689</td>
</tr>
</tbody>
</table>

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + A + B + A * B

Table 4.8 showed that the p value was 0.635 > 0.05. Therefore, $H_0$ which stated that the post test data came from homogenous population was accepted and $H_1$ was automatically rejected.

3) **Homogeneity of N Gain Data**

The homogeneity test of N gain data was performed in the following table.

Table 4.9

<table>
<thead>
<tr>
<th>Levene’s Test of Equality of Error Variances$^a$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent Variable: Gain score of writing analytical exposition text</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>0.841</td>
</tr>
</tbody>
</table>

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + A + B + A * B
Table 4.9 above presented that p value was 0.530. Since it was higher than 0.05, so it could be concluded that the data of N gain was homogeneity.

3. The Hypothesis Testing

The hypothesis testing was done in some sections. The first was hypothesis testing for pre-test which was done to know whether the students of both groups had equal ability or not before the treatment was given. The second was the hypothesis testing for post-test which was done to know the students’ writing achievement after getting the treatment which supposed to answer the research questions. The last was hypothesis testing for N gain test which was done to know students’ writing improvement.

There were two criteria of hypothesis testing which can be used such follow.

1. By using p value
   - P value ≤ 0.05 meant H₀ was rejected and H₁ was accepted.
   - P value > 0.05 meant H₀ was accepted and H₁ was rejected.

2. By comparing coefficient T_{observed} with T_{table}.
   - T_{observed} > T_{table} meant H₀ was rejected and H₁ was accepted.
   - T_{observed} ≤ T_{table} meant H₀ was accepted and H₁ was rejected.

a. Hypothesis Testing for Pre Test

Because the data of pre-test distributed normally but was not homogeneity, it could not be analyzed by using ANOVA. Therefore, it was done by conducting Kruskal-Wallis Test. The result of computation can be seen in the following table.

<table>
<thead>
<tr>
<th>Writing Analytical Exposition Text (Y)</th>
<th>Test Statistics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>.552</td>
<td></td>
</tr>
<tr>
<td>Df</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.457</td>
<td></td>
</tr>
</tbody>
</table>

```
a. Kruskal Wallis Test
b. Grouping Variable: A (Teaching Technique)
```

Then, the process of computation was continued by conducting Paired-Sample Test. The outcome can be seen in the following table.
Table 4.11
Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Paired Differences</th>
<th>Paired Differences</th>
<th>Paired Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Mean</td>
<td>Std. Error</td>
</tr>
</tbody>
</table>

To make it easy in interpreting the result, the sig column of the Table 4.10 and Table 4.11 above were summed up in the following table.

Table 4.12
Summary of Data Analysis Result for Pre Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Hypothesis</th>
<th>p value</th>
<th>Judgment</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teaching Technique (A)</td>
<td>0.457</td>
<td>&gt; 0.05</td>
<td>No significant difference</td>
</tr>
<tr>
<td>2.</td>
<td>Mind mapping high LI – direct instruction high LI</td>
<td>0.836/2</td>
<td>&gt; 0.05</td>
<td>No significant difference</td>
</tr>
<tr>
<td>3.</td>
<td>Mind mapping average LI – direct instruction average LI</td>
<td>0.285/2</td>
<td>&gt; 0.05</td>
<td>No significant difference</td>
</tr>
<tr>
<td>4.</td>
<td>Mind mapping low LI – direct instruction low LI</td>
<td>0.437/2</td>
<td>&gt; 0.05</td>
<td>No significant difference</td>
</tr>
</tbody>
</table>

The result of data analysis showed that all of the p value was higher than (> ) 0.05. In other words, there was no significant difference on writing analytical exposition text between students of controlled and experimental class. The finding showed that the sample of research from controlled and experimental class had equal writing ability before getting the treatment.

b. Hypothesis Testing for Post Test

Because the data was considered normal and homogeny, the analysis of post-test could be done by using two-way ANOVA with assistance of SPSS 22 which was continued by using Paired-Sample test. The outcome of data analysis by using two-way ANOVA test which was used to test the first and the fifth hypothesis can be seen on the table below.
Table 4.13
Tests of Between-Subjects Effects

Dependent Variable: Writing Analytical Exposition Text

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>3184.690²</td>
<td>5</td>
<td>636.938</td>
<td>13.984</td>
<td>.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>164312.595</td>
<td>1</td>
<td>164312.595</td>
<td>3607.490</td>
<td>.000</td>
</tr>
<tr>
<td>A</td>
<td>214.881</td>
<td>1</td>
<td>214.881</td>
<td>4.718</td>
<td>.037</td>
</tr>
<tr>
<td>B</td>
<td>2890.619</td>
<td>2</td>
<td>1445.310</td>
<td>31.732</td>
<td>.000</td>
</tr>
<tr>
<td>A * B</td>
<td>79.190</td>
<td>2</td>
<td>39.595</td>
<td>.869</td>
<td>.428</td>
</tr>
<tr>
<td>Error</td>
<td>1639.714</td>
<td>36</td>
<td>45.548</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>169137.000</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>4824.405</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. R Squared = .660 (Adjusted R Squared = .613)

Further, the outcome of paired-sample t-test which was used to test the second, the third, and the fourth hypotheses can be seen in the following table.

Table 4.14
Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>95% Confidence Interval of the Difference</th>
<th>Lower</th>
<th>Upper</th>
<th>t</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>1.28571</td>
<td>5.76525</td>
<td>2.179</td>
<td>-4.0463</td>
<td>6.6177</td>
<td>.590</td>
<td>6</td>
<td>.577</td>
</tr>
<tr>
<td>Mind Mapping High - Direct Instruction High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pair 2</td>
<td>8.00000</td>
<td>8.14453</td>
<td>3.078</td>
<td>.4676</td>
<td>15.532</td>
<td>2.599</td>
<td>6</td>
<td>.041</td>
</tr>
<tr>
<td>Mind Mapping Average - Direct Instruction Average</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mind Mapping Low - Direct Instruction Low</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To make it easy in testing the hypotheses, the sig column of Table 4.13 and Table 4.14 above were summed up in the table below.
Table 4.15  
Summary of Data Analysis Result for Post Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Hypothesis</th>
<th>p value</th>
<th>Judgment</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teaching technique (A)</td>
<td>0.037</td>
<td>&lt; 0.05</td>
<td>Significant difference</td>
</tr>
<tr>
<td>2.</td>
<td>Mind mapping high LI – direct instruction high LI</td>
<td>0.577/2</td>
<td>&gt; 0.05</td>
<td>No significant difference</td>
</tr>
<tr>
<td>3.</td>
<td>Mind mapping average LI – direct instruction average LI</td>
<td>0.041/2</td>
<td>&lt; 0.05</td>
<td>Significant difference</td>
</tr>
<tr>
<td>4.</td>
<td>Mind mapping low LI – direct instruction low LI</td>
<td>0.271/2</td>
<td>&gt;0.05</td>
<td>No significant difference</td>
</tr>
<tr>
<td>5.</td>
<td>Interaction (A*B)</td>
<td>0.428</td>
<td>&gt; 0.05</td>
<td>No significant difference</td>
</tr>
</tbody>
</table>

1) Testing the First Hypothesis

H$_{01}$: There was no significant difference on writing analytical exposition text between the students who were taught by using mind mapping technique and those who were taught by using direct instruction.

H$_{11}$: There was a significant difference on writing analytical exposition text between the students who were taught by using mind mapping technique and those who were taught by using direct instruction.

According to the outcome of two-way ANOVA computation that was presented in the Table 4.13 above, for teaching technique (A) it was found that p value (0.037) < 0.05. So, H$_{01}$ was rejected and H$_{11}$ was automatically accepted. It could be concluded that there was a significant difference on writing analytical exposition text between the students who were taught by using mind mapping technique (A$_1$) and those who were taught by using direct instruction (A$_2$).

2) Testing the Second Hypothesis

H$_{02}$: There was no significant difference on writing analytical exposition text between the students who had high linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction.

H$_{12}$: There was a significant difference on writing analytical exposition text between the students who had high linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction.

Table 4.14 showed that p value of pair 1 (mind mapping high LI - direct instruction high LI) was 0.577/2 = 0.29 > 0.05, meanwhile $T_{observed}$ (0.590) < $T_{table}$ (2.019), therefore, H$_{02}$ was accepted and H$_{12}$ was automatically rejected. In other words, there was no significant difference in writing analytical exposition text...
between the students who had high linguistic intelligence that were taught by using mind mapping technique \((A_1B_1)\) and those who were taught by using direct instruction \((A_2B_1)\).

3) Testing the Third Hypothesis

\(H_{03}\) : There was no significant difference on writing analytical exposition text between the students who had average linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction.

\(H_{13}\) : There was a significant difference on writing analytical exposition text between the students who had average linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction.

Because \(p\) value of pair 2 (mind mapping average LI – direct instruction average LI) was 0.041/2 0.0205 < 0.05, and \(T_{\text{observed}} (2.599) > T_{\text{table}} (2.019)\), thus, \(H_{13}\) which stated that there was a significant difference in writing analytical exposition text between the students who had average linguistic intelligence that were taught by using mind mapping technique \((A_1B_2)\) and those who were taught by using direct instruction \((A_2B_2)\) was accepted.

4) Testing the Fourth Hypothesis

\(H_{04}\) : There was no significant difference on writing analytical exposition text between the students who had low linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction.

\(H_{14}\) : There was a significant difference on writing analytical exposition text between the students who had low linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction.

For the fourth hypothesis, because \(p\) value of pair 3 (mind mapping low LI – direct instruction low) was 0.271/2 = 0.1355 > 0.05, and \(T_{\text{observed}} (1.212) < T_{\text{table}} (2.019)\). Consequently, \(H_{04}\) was accepted and \(H_{14}\) was automatically rejected. It meant there was no significant difference in writing analytical exposition text between the students who had low linguistic intelligence that were taught by using mind mapping technique \((A_1B_3)\) and those who were taught by using direct instruction \((A_2B_3)\) was accepted.

5) Testing the Fifth Hypothesis

\(H_{05}\) : There was no interaction between teaching technique and students’ linguistic intelligence on students’ writing analytical exposition text.
Ha5: There was any interaction between teaching technique and students’ linguistic intelligence on students’ writing analytical exposition text.

For the last hypothesis, Table 4.26 showed that p value for interaction between teaching technique and linguistic intelligence (A*B) was 0.428 > 0.05. Therefore, H05 was accepted and Hα5 was rejected. It could be concluded that **there was no interaction** between teaching technique and students’ linguistic intelligence on students’ writing analytical exposition text. In other words, the effect of teaching technique on students’ writing did not depend on students’ linguistic intelligence.

In conclusion, there was a significant difference on writing analytical exposition text between the students who were taught by using mind mapping technique (A1) and students who were taught by using direct instruction (A2). However, the significant difference happened only in a whole group and for students who had average linguistic intelligence (B2). On the other hand, there was no significant difference on writing between the students who had high (B1) and low LI (B3) who were taught by using mind mapping and those who were taught by using direct instruction. It also found that there was no interaction between teaching technique and students’ linguistic intelligence on writing analytical exposition text.

c. **N Gain Test**

The next analysis process was N gain test which was done to know the improvement of students from both groups. N gain test was done if there was found no significant difference on students’ achievement as happened to the students who had high and low LI. In addition, N gain was also analyzed because there was found no interaction between teaching technique and students’ linguistic intelligence on writing analytical exposition text.

The N gain data was analyzed also by using similar steps. Therefore, it should be proceed in normality and homogeneity test before. If the data distributed normally and came from homogenous population, it must be proceed by using ANOVA. On the other hand, if the data was not normal and homogeneity, it would be analyzed by using non-parametric analysis namely Kruskal-Wallis Test (Siregar, 2013, p. 368).

Because the data was distributed normally and came from homogenous population, it could be analyzed by using ANOVA test. The result was performed in the following table.
Table 4.16
ANOVA 2x3
Tests of Between-Subjects Effects

Dependent Variable: Gain Score of Writing Analytical Exposition Text

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>.671a</td>
<td>5</td>
<td>.134</td>
<td>21.745</td>
<td>.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>2.107</td>
<td>1</td>
<td>2.107</td>
<td>341.374</td>
<td>.000</td>
</tr>
<tr>
<td>A</td>
<td>.274</td>
<td>1</td>
<td>.274</td>
<td>44.411</td>
<td>.000</td>
</tr>
<tr>
<td>B</td>
<td>.344</td>
<td>2</td>
<td>.172</td>
<td>27.835</td>
<td>.000</td>
</tr>
<tr>
<td>A * B</td>
<td>.053</td>
<td>2</td>
<td>.027</td>
<td>4.323</td>
<td>.021</td>
</tr>
<tr>
<td>Error</td>
<td>.222</td>
<td>36</td>
<td>.006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3.000</td>
<td>42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>.893</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. R Squared = .751 (Adjusted R Squared = .717)

Then, the process was continued by using Paired-Sample T-Test. The outcome was presented in the table below.

Table 4.17
Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>Mean Difference</th>
<th>Lower 95% Confidence Interval</th>
<th>Upper 95% Confidence Interval</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Mind Mapping High - Direct Instruction High</td>
<td>.08857</td>
<td>.1624</td>
<td>.0614</td>
<td>-.06164</td>
<td>.23879</td>
<td>.4003</td>
<td>1.44</td>
<td>6</td>
<td>.199</td>
</tr>
<tr>
<td>Pair 2 Mind Mapping Average - Direct Instruction Average</td>
<td>.25829</td>
<td>.1393</td>
<td>.0526</td>
<td>-.12949</td>
<td>.38708</td>
<td>.5148</td>
<td>4.91</td>
<td>6</td>
<td>.003</td>
</tr>
<tr>
<td>Pair 3 Mind Mapping Low - Direct Instruction Low</td>
<td>.13786</td>
<td>.0905</td>
<td>.0342</td>
<td>.05420</td>
<td>.22151</td>
<td>.4057</td>
<td>4.03</td>
<td>6</td>
<td>.007</td>
</tr>
</tbody>
</table>

The analysis result of two tables above was summed up in the following table.
Table 4.18
Summary of Data Analysis Result for N Gain

<table>
<thead>
<tr>
<th>No.</th>
<th>Hypothesis</th>
<th>p value</th>
<th>Judgment</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teaching Technique (A)</td>
<td>0.00</td>
<td>&lt; 0.05</td>
<td>Significant different</td>
</tr>
<tr>
<td>2.</td>
<td>Mind mapping high LI – direct instruction high LI</td>
<td>0.199/2</td>
<td>&gt; 0.05</td>
<td>No significant different</td>
</tr>
<tr>
<td>3.</td>
<td>Mind mapping average LI – direct instruction average LI</td>
<td>0.003/2</td>
<td>&lt; 0.05</td>
<td>Significant different</td>
</tr>
<tr>
<td>4.</td>
<td>Mind mapping low LI – direct instruction low LI</td>
<td>0.007/2</td>
<td>&lt; 0.05</td>
<td>Significant different</td>
</tr>
<tr>
<td>5.</td>
<td>Interaction (A*B)</td>
<td>0.021</td>
<td>&lt; 0.05</td>
<td>Significant different</td>
</tr>
</tbody>
</table>

For the first hypothesis, p value of teaching technique (A) was 0.00 < 0.05. So, H₀₁ was rejected and H₁₁ was automatically accepted. It could be concluded that there was a significant difference on the improvement of writing analytical exposition text between students who were taught by using mind mapping technique (A₁) and those who were taught by using direct instruction (A₂). In other words, students who were taught by using mind mapping (A₁) improve better than those who were taught by using direct instruction (A₂).

For pair 1 (mind mapping high LI - direct instruction high LI), it could be seen that p value was 0.199/2 = 0.0995 > 0.05, as the result, H₀₂ which stated that there was no significant difference in improvement of writing analytical exposition text between students who had high linguistic intelligence that were taught by using mind mapping technique (A₁B₁) and those who were taught by using direct instruction (A₂B₁) was accepted and H₁₂ was automatically rejected.

For the third hypothesis, because p value of pair 2 (mind mapping average LI – direct instruction average LI) was 0.003/2 = 0.0015 < 0.05, thus, H₁₃ that state there was significant difference in improvement of writing analytical exposition text between students who had average linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction was accepted and H₀ was rejected. In other words, average LI students who were taught by using mind mapping (A₁B₂) improve better than those who were taught by using direct instruction (A₂B₂).

For the fourth hypothesis, the pair 3 (mind mapping low LI – direct instruction low LI) showed that p value was 0.007/2 = 0.0035 < 0.05. Thus, H₀₄ was rejected and H₁₄ was accepted. In could be concluded that there was significant difference in improvement of writing analytical exposition text between students who had low linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction. In other words, low LI students who were taught by using mind mapping (A₁B₃) improve better than those who were taught by using direct instruction (A₂B₃).

For the last hypothesis, it could be seen that p value for (A*B) was (0.021) < 0.05. Therefore, H₀₅ was rejected and H₁₅ was accepted. It could be concluded that
there was an interaction between teaching technique and students’ linguistic intelligence on improvement of students’ writing analytical exposition text. In other words, the effects of teaching technique on the improvement of students’ writing depend on the level of linguistic intelligence. The higher LI level of students who were taught by using mind mapping, the higher their writings.

To conclude, when the difference was seen from the students’ improvement, there was a significant difference on writing analytical exposition text between students who were taught by using mind mapping technique (A₁) and students who were taught by using direct instruction (A₂). The significant difference was happened in a whole group, for students who had average LI (B₂), and for students who had low LI (B₃), not for high LI (B₃). Furthermore, it was found that there was an interaction between teaching technique and students LI on writing analytical exposition (A*B). In other words, four hypotheses were accepted and one hypothesis was rejected.

B. Discussion

According to Jacobs et al.’s scale, there are at least five general components of a good writing (Weigle, 2002, p. 118). The first is content, the substance of the writing which shows how the ideas are expressed. The second is the organization of the content. The next component is vocabulary, which relates to the choice of style and lexical items to give a particular to or flavor to the writing. The fourth, writing requires skill in language use which includes the employment of grammatical forms and syntactic patterns. The last is mechanic, the use of the graphic conventions of the language.

Started from the requirements above, it is clear that writing is a complex process that involves many skills. Therefore, writing can be very challenging especially when it should be done by new and young academic learners in a foreign language. A writer not only has to state a clear idea but also organize them in logical order. Moreover, the writer also has to be able to use language appropriately to help the reader get the message. In other words, a writer has to think critically to be able to present a qualified writing. In order to be able to write well, the students need to be equipped with early and continued writing experiences.

However, being able to express any idea in written form is one of the aims of teaching writing. Writing is like a chance for students to show off their idea freely without any direct disturbance. Teachers are expected to make effective and more interesting teaching learning process through the medium used. Based on the objectives which had settled in the start, this study was an effort to find out the way to solve writing problems by investigating the effect of mind mapping technique.

The result of the pre-test showed that the students faced many difficulties in writing analytical exposition text. Their writings were commonly less of fluency. The points were not clearly stated in thesis statements and the sentences were not well organized. Therefore, their ideas were difficult to understand. Besides, they often forgot using the inventory (the first, the second, firstly, secondly, etcetera) to pointing their argument. Moreover, problems with vocabulary, sentence structure,
and writing convention were some of the challenges the students have to face during the writing process.

Those problems happened because of some reasons. First, they had not learnt the material before, so it had not familiar yet. Second, they did not know what and how to write. They could not state what on their mind and how to organize it simply because they did not know the technique which solved those problems.

This research had five hypotheses which were formulated to figure out the effect of mind mapping technique and students’ linguistic intelligence on writing analytical exposition text. Based on the data analysis, there were found some results which were discussed as follow.

The first hypothesis testing found a significant difference on writing analytical exposition text between the students who were taught by using mind mapping technique (A1) and those who were taught by using direct instruction (A2). In other words, the students' writing analytical exposition text was influenced by the use of teaching technique. The data indicated that the use of mind mapping technique was effective to teach students writing analytical exposition texts than direct instruction. This was proven by the mean of post-test (64.81) which was higher than the mean of pre-test (50.33). Besides, the students who were taught by using mind mapping (A1) also had higher mean of post-test than those who were taught by using direct instruction (A2). Mean post-test of A1 was 64.81, while mean post-test of A2 was 60.29. Furthermore, analysis of N gain scores showed a significant difference between A1 and A2. It meant that the students who were taught by using mind mapping improve more than those who were taught by using direct instruction.

This finding was in line with result of some previous related studies which were conducted by Riswanto and Putra (2012), Supriyanto (2013), and Nemati et al. (2014) who found significant difference between students who were taught by using mind mapping in the experimental group and those from control group. Their findings showed an improvement in EFL learners essay writing among the members of the experimental group who were instructed how to use mind mapping technique as a pre-writing activity.

Mind mapping was a pre-writing technique which could be applied to enhance students’ writing analytical exposition texts. This technique assisted students writing especially in the aspect of content and organization. One of the major problems of writing was the difficulty in generating and organizing the ideas comprehensibly. In applying this technique, the teacher guided the students to make mind maps before they start to write their draft to stimulate students’ mind in searching some ideas in form of visual graphic. So, the students could see their mind maps as the framework in the process of writing. Mind mapping was created around a single word or text which was placed in the center to which associated ideas, then followed by adding words and concepts (Buzan, 2006, pp. 162—165). Therefore, mind map did not only help the students to determine main idea clearly but also to find some supporting ideas for each paragraph. The branches worked
well as visual design that enabled the students to see relationship between the ideas, and encouraged them to group certain ideas together as they proceed.

Furthermore, mind mapping increased the students’ motivation in processes of learning writing. For many students, writing assignment raised more anxieties than any other academic tasks. However, applying mind mapping technique in the pre-writing stage avoided this problem. The students perceived writing process not only as a challenging but also fixed activity. It happened because in making their mind maps, students worked independently without any limitation. The teacher allowed them to express every inspiration which came into their mind freely. The students were also free from feeling anxiety of making mistakes. Rather, they could explore their creativity. Besides, mind mapping did not only work with words but also involve pictures, signs, symbols, and colors which made it being more interesting. Those improved the students’ confidence, motivation, activity and creativity.

On the other hand, teaching writing using direct instruction tended to lead students to be dependent learners. Direct instruction often lacked of attention to the student characteristic, need, condition, and proficiency. The technique presented was like teacher-centered, so the teacher was the source of information and knowledge. The students tend to receive what teacher has given previously (Arends, 2012, p. 296). The role of teacher as the source of information leads students to be passive, irresponsible, and uncritical learners. Furthermore, teacher-centered made students uninterested to the lesson because there was no challenge. This condition made the students bored and lazy then finally give up easily. As a result, the students perform unsuccessfully.

The next hypotheses not only investigate the effect of teaching technique but also involved students’ linguistic intelligence. The hypotheses were developed based on the assumption that a good writing in any languages involves not only knowledge the convention of written but also the ability to choose the appropriate words that conveys acceptable and interesting message. In other words, writing not only needs the skill of organizing ideas but also the ability of using words and language to be able to deliver the message in comprehensible and acceptable way to reach certain goals. The capacity of using words and language was referred as linguistic intelligence.

Verbal-linguistic intelligence is the ability to use words to communicate well written and orally (Amstrong, 2009, p. 6). People who had high linguistic intelligence can communicate easily. They are able to express their thought and understanding other people. Lughlin (1999) in Abdallah (2008) explains that people with well developed linguistic intelligence commonly good in and learn by reading, writing, listening and discussing.

However, the second hypothesis testing found no significant difference in writing analytical exposition text between the students who had high linguistic intelligence that were taught by using mind mapping technique \((A_{1}B_{1})\) and those who were taught by using direct instruction \((A_{2}B_{1})\). This happened not only in students’ writing achievement but also in students’ writing improvement. Actually,
the findings showed the high LI students who were taught by using mind mapping (A₁B₁) had higher mean of post-test than those who were taught by using direct instruction (A₂B₁). Mean post-test of A₁B₁ was 74.14, while mean post-test of A₂B₁ was 72.86. However, the difference was not significant enough. Therefore, the hypothesis testing concluded that there was no significant difference between A₁B₁ and A₂B₁.

The finding above was confirmed by the research related to the effect of verbal ability on writing that was conducted by Abiodun and Folaranmi (2007). They found that students with high verbal ability performed better in English essay writing than those students in low verbal ability group. These results implied that verbal ability plays important role which influenced students’ achievement in English writing. In this study, the researchers did not involve teaching technique. They only worked on the effect of verbal ability or linguistic intelligence on writing. However, the result then could be the explanation why the first hypothesis in the present study was rejected. The high LI students could perform well whatever teaching technique used to teach them. They had good capability in using words and language to express their idea into written form. They comfortably and easily manipulated words and language to express their thought creatively, and used language as a mean to remember information. The high LI students had sensitivity to the sound and meaning of words which help them in writing activities. In other words, the high LI students were not influenced by the teaching technique.

In addition, commonly high LI students had good attitude and motivation on learning language. Unlike most of students who thought that writing was difficult, the high LI students perceived it was challenging. Moreover, if the activity was done by using new technique or strategy, they became more excited. However, if they could complete the task well and should continue the same way, some of them got bored. Finally, they underestimated the lesson and demanded new innovation.

The third hypothesis testing found a significant difference in writing analytical exposition text between the students who had average linguistic intelligence that were taught by using mind mapping technique (A₁B₂) and those who were taught by using direct instruction (A₂B₂). Mind mapping technique was proven effective to improve students’ writing especially for the average LI students. It could be seen from the findings which showed average LI students that were taught by using mind mapping (A₁B₂) had higher mean of post-test than those that were taught by using direct instruction (A₂B₂). Mean post-test of A₁B₂ was 64.71, while mean post-test of A₂B₂ was 56.71. The difference was significant enough. This result was also supported by the N gain test which found that A₁B₂ had better improvement than A₂B₂. In other words, mind mapping was effective for average LI students both in writing achievement and improvement.

The capacity of average LI students in learning language was not as good as high LI students. Their achievement was influenced by the teaching technique. An effective technique encouraged them to perform well, but ineffective technique
may let them fail. Therefore, they need an assistance to explore and develop their capacity to be better.

Although both of groups had same problem related to the grammar, vocabulary and language features of analytical exposition text, students of experimental class who were taught by using mind mapping technique in pre-writing stage were better in term of content and organization than those who were taught by using direct instruction in controlled class. Their mind map showed the relation between an idea and other. They could break up the general idea into some specific details. Then, they could arrange the topic from the most important to the lesser. By using their mind map as the guideline and framework, they can write analytical exposition in better organization. In contrast, most average LI students who were taught by using direct instruction got difficulties in arranging the topics. Some of them only had some topics without any details because they could not divide the topics into specific information. Sometimes, the more important idea came lately after the lesser one.

The fourth hypothesis testing result showed no significant difference in writing analytical exposition text between low LI students who were taught by using mind mapping technique (A1B3) and those who were taught by using direct instruction (A2B3). Actually, the findings indicated that A1B3 had higher mean of post-test than A2B3. Mean post-test of A1B3 was 56.71, while mean post-test of A2B3 was 51.29. However, the difference was not significant enough. In summary, for the students’ achievement, the fourth hypothesis was rejected.

Unlike high LI students, the low LI students got difficulties in using words and language to express their idea. They were not capable to memorize words which cause them lack of vocabulary. Some of them had many things to say but could not deliver it to other people. In learning process, they required more teacher attention and guidance. For writing activities, the low LI students must be directed step by step to complete the task. Furthermore, some of the low LI students had low motivation on learning language especially for foreign language. Meanwhile, writing was a complex process which required much effort and attention. The low LI students had negative perceptions toward writing activity and then give up easily. Therefore, the use of teaching technique did not make significant effect on their writing analytical exposition text.

Although this study failed to establish the difference between low LI students from both of classes, the use of mind mapping should be continued. The analysis of N gain test found a significant difference improvement on writing analytical exposition text between low LI students who were taught by using mind mapping (A1B3) and those who were taught by using direct instruction (A2B3). The data indicated that the mean gain score of A1B3 was higher than A2B3. It meant, A1B3 improved better than A2B3. It could be happened because low LI students who were taught by using mind mapping had better motivation in writing process than those who were taught by using direct instruction.

Low LI students were difficult to get direct effect of mind mapping because of some reasons. Mind mapping technique has been considered time consuming in
the first time. It was relevant to the finding of Hoffland (2007). The students needed a long time to make a mind map, especially for students who had difficulties to draw. The students usually focused more only to make a good mind map with good picture and harmonized colors without estimated time to make a good writing product. Moreover, the students needed more time because they still have to open the dictionary to make a list of keywords and sometimes confused to determine the categorization in every branch. It happened because this technique was quite new for the students. However, if they keep practice this technique before writing activities, they will familiar and expert in doing this pre-writing technique.

The last hypothesis testing result implied no interaction between teaching technique and students’ linguistic intelligence on students’ writing analytical exposition text. In other words, the effect of teaching technique on writing analytical exposition text did not depend on students’ linguistic intelligence level. In a whole group, there was a significant difference on writing between students who were taught by using mind mapping and students who were taught by using direct instruction (hypothesis 1). But the difference happened without considering LI level. The high LI students performed well both in mind mapping group and direct instruction as well (hypothesis 2). Low LI students of both group also presented no difference (hypothesis 4). The significant difference only happened in average LI level (hypothesis 3). Thus the effect of mind mapping did not depend on the students’ LI level.

Meanwhile, by level of linguistic intelligence, there was significant difference on writing between the students who has high (B₁), average (B₂) and low LI (B₃). It could be explained by their mean post-test. Mean post-test of B₁ were 73.50, mean post-test of B₂ were 60.71, and mean post-test of B₃ were 54.00. It could be seen that high LI students obtained the highest achievement, following by average LI students, and low LI students obtained the lowest. However, the difference happened not only in mind mapping but also in direct instruction. To sum up, there was no interaction effect between teaching technique and students LI on writing analytical exposition text achievement. Each of them happened independently. In contrast, N gain test found a significant interaction between teaching technique and students’ linguistic intelligence. It meant, the effect of mind mapping technique on the improvement of writing depend on the level of students’ LI. The higher students’ LI level, the higher students’ improvement on writing in the group mind mapping.

Overall, mind mapping technique was effective on improving students’ writing analytical exposition text than direct instruction. However, the effect was significant only in achievement of a whole group (A) and for students who had average linguistic intelligence (B₂). On the other hand, the writing achievement of students who had high (B₁) and low LI (B₃) were not influenced by the teaching technique. But low LI students who were taught by using mind mapping (A₁B₃) indicated significant difference on improvement than low LI students who were taught by using direct instruction (A₂B₃). The last the study found no interaction
between teaching technique and students’ linguistic intelligence on writing analytical exposition text achievement. The interaction only happened on writing improvement.

Another essential finding of the present study was the important role of linguistic intelligence in learning language especially writing. Students with high linguistic intelligence performed better in writing analytical exposition text than students with average linguistic intelligence, while students in the average linguistic intelligence groups performed better in writing analytical exposition text than those in low linguistic intelligence groups. The finding of the study confirms Gardners’ (1983) description of those people who use their verbal intelligence as having sensitivity to spoken and written language and the ability to use language to accomplish goals, as well as the ability to learn new languages better. Not all students certainly have linguistic intelligence as their prime intelligence. However, it is an important tool to have in the acquisition, processing and understanding of knowledge. Therefore, teachers should be able to design learning activities which improve this capacity in the classroom.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter was aimed to conclude the overall findings of the research. It drew the conclusion of the previous discussion of the effect of mind mapping technique and students’ linguistic intelligence on writing analytical exposition text. Further, there are some suggestions which should be considered for the next research.

A. Conclusion

Based on the result of hypothesis testing and data analysis in chapter four, the conclusion can be drawn up as follows.

The first, there was significant difference on writing analytical exposition text between students who were taught by using mind mapping technique and those who were taught by using direct instruction. In other words, the students’ ability writing analytical exposition text was influenced by the use of teaching technique. In this research, mind mapping technique was more effective than direct instruction.

The second, there was no significant difference on writing analytical exposition text between students who had high linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction.

The third, there was significant difference on writing analytical exposition text between students who had average linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction. It can be concluded that mind mapping technique was more effective than direct instruction primarily for students with average linguistic intelligence.

The fourth, there was no significant difference on writing analytical exposition text between students who had low linguistic intelligence that were taught by using mind mapping technique and those who were taught by using direct instruction.

The last, there was no interaction between teaching technique and students’ linguistic intelligence on students’ writing analytical exposition text. In other words, the influence of teaching technique on students’ ability on writing analytical exposition text did not depend on the level of students’ linguistic intelligence.

B. Suggestion

Based on the conclusion of the study, it can be delivered some suggestions as follows.

Firstly, since mind mapping was proven as an effective technique which can be applied in the eleventh grade students of senior high school as a pre-writing technique, English teachers should multiply the theoretical knowledge and practice of mind mapping in teaching learning activities in order to help students
write the text effectively. Moreover, teachers need to optimize the capability of providing appropriate material/lesson by using this kind of technique.

Second, teachers should pay more attention on teaching writing in the classroom. Although writing assignments raise students’ anxieties more than other academic task, writing is an essential and complex skill which requires long process to be learnt yet it must be built as soon as possible. Therefore, teacher should keep motivating students to love writing activities and providing much practice which is designed creatively by using various materials, interesting media and effective techniques.

Third, teacher must be aware of students LI intelligence in teaching learning process and creative in designing writing activities in the classroom. For high LI students who like challenges more than others, there must be a collection of new ideas. Teacher should be sensitive in understanding their span, avoiding monotonous lesson which cause them bored. Mind mapping technique was effective to teach writing to high LI students but it cannot implement continuously. It is better if the teacher serve them new innovation. For average LI students, the teacher must be careful in choosing material and applying teaching technique. Effective technique may help them perform better or otherwise. Mind mapping technique can be a reference to teach writing especially to average LI student for it was proven as a useful technique on teaching analytical exposition text. The last, teacher must pay more attention to low LI students especially in learning writing which requires them some complex skills. Implementing mind mapping technique on teaching writing to low LI students requires teacher to provide them with prior knowledge about the topic and related vocabularies. Do not let the problems such as lack of vocabularies and structure inhibits them to practice writing activities.

Fourth, for students, it is essential to improve linguistic intelligence by practicing more activities related to learning language such as reading, writing, discussing, listening to relevant sources, public speaking, drama, puzzle, composing poetry, etc. for this capability plays important role and contributes much to their life and future careers.

Lastly for institution, debriefing the theories, concepts and aspects that an educator should posses which associated to English learning, developing and improving the facilities which support students’ creativity for instance by adding English books collection in the library.
REFERENCES


### SILABUS PEMBELAJARAN

**Nama Sekolah:** SMA Negeri 2 Muara Teweh  
**Mata Pelajaran:** Bahasa Inggris  
**Kelas/Semester:** XI/1

### Standar Kompetensi

**Mendengarkan**
1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari  
2. Memahami makna teks fungsional pendek dan monolog berbentuk reports, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari.

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<th>Kompetensi Dasar</th>
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| 1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur; menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas | • Mengungkapkan pendapat Misalnya:  
A: I think this is great  
B: I think so  
• Meminta pendapat Misalnya:  
A: What do you think about it?  
B: I think it’s a good idea  
• Menyatakan puas Misalnya:  
A: I can’t think of anything better  
B: Thank you for your compliment, Sir  
• Menyatakan tidak puas Misalnya:  
A: I’m not happy about it  
B: Please give me a second chance, Sir | Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab | • Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan pendapat/raja puas dan tidak puas beserta responnya.  
• Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal  
• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menasehati/memperingatkan/meluluskan permintaan dan menyatakan perasaan beserta responnya secara kelompok. | • Mengidentifikasi kata yang didengar  
• Mengidentifikasi makna kata  
• Mengidentifikasi hubungan antar pembicara  
• Mengidentifikasi makna tindak tutur menyampaikan pendapat  
• Menyampaikan tindak tutur menasehati/memperingatkan/meluluskan permintaan  
• Mengidentifikasi makna tindak tutur menyampaikan pendapat  
• Mengidentifikasi makna tindak tutur menyatakan puas | Tertulis (PG dan Uraian)  
Quiz  
Tugas | 14 x 45 | Buku Bahasa Inggris SMA XI  
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Kamus  
Kaset/CD  
Player  
OHP/LCD  
Foto/Poster  
Gambar  
Koran berbahasa Inggris  
Majalah |
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<td>1.2 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutu: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan relief, pain, dan pleasure</td>
<td>• Menasehati Misalnya: A: You’d better to do it B: I will • Memperingatkan Misalnya: A: Don’t forget to bring the food with you. B: I won’t • Meluluskan permintaan Misalnya: A: You may go B: You’re the best, Dad • Menyatakan perasaan Relief Misalnya: A: I feel I so lived B: I can see that Pain Misalnya: A: Ouch! It hurts so much B: Oh, you poor thing Pleasure Misalnya: A: I’m so pleased B: I’m glad you like it</td>
<td>• Mendengarkan percakapan transaksional/interpersonal melalui tape secara klasikal • Mendengarkan undangan rapat yang disampaikan secara lisan melalui tape secara klasikal. • Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok • Mendiskusikan sebuah cerita/laporan/exposisi secara klasikal. • Mendiskusikan isi teks yang didengar secara berpasangan. • Mendiskusikan bentuk bahasa lisan berdasarkan teks yang didengar secara kelompok. • Melakukan case building berdasarkan kelompok pro dan kontra</td>
<td>• Merespon tindak tutur menyatakan puas • Mengidentifikasi makna tindak tutur menyatakan tidak puas • Merespon tindak tutur menyatakan tidak puas • Mengidentifikasi konteks situasi • Mengidentifikasi makna tindak tutur menasehati • Merespon tindak tutur menasehati • Mengidentifikasi makna tindak tutur memperingatkan • Merespon tindak tutur memperingatkan • Mengidentifikasi makna tindak tutur meluluskan permintaan • Merespon tindak tutur meluluskan permintaan</td>
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<td>2.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition</td>
<td>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</td>
<td>✷ Mengidentifikasi makna tindak tutur menyatakan perasaan ✷ Merespon tindak tutur menyatakan perasaan ✷ Mengidentifikasi topik sebuah teks fungsional pendek yang didengar ✷ Mengidentifikasi informasi tertentu dari teks fungsional pendek yang didengar ✷ Mengidentifikasi tujuan komunikasi teks fungsional pendek yang didengar. ✷ Mengidentifikasi main idea dari teks report yang didengar ✷ Mengidentifikasi tokoh dari cerita yang didengar</td>
<td>Tertulis (PG dan Uraian) Quiz Tugas</td>
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<td>Religi us, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</td>
<td>Mengidentifikasi kejadian dalam teks yang didengar</td>
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### Standar Kompetensi
**Berbicara**
3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (*sustained*) dalam konteks kehidupan sehari-hari
4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari

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| 3.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan berlanjut (*sustained*) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas dan menyatakan tidak puas | • Mengungkapkan pendapat Misalnya: A: I think this is great B: I think so
• Meminta pendapat Misalnya: A: What do you think about it? B: I think it’s a good idea
• Menyatakan puas Misalnya: A: I can’t think of anything better B: Thank you for your compliment, Sir
• Menyatakan tidak puas Misalnya: A: I’m not happy about it B: Please give me a second chance, Sir
• Menasehati Misalnya: A: You’d better to do it B: I will | • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab | • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok
• Bermain peran secara kelompok
• Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok
• Menyampaikan undangan lisan secara individu di depan kelas
• Melakukan debat secara berkelompok dengan tema permasalahan daerah setempat.
• Mendongeng cerita rakyat setempat | • Menggunakan tindak tutur menasehati
• Merespon tindak tutur menasehati
• Mendiskusikan tindak tutur menasehati
• Menggunakan tindak tutur memperingatkan
• Merespon tindak tutur memperingatkan
• Menggunakan tindak tutur meluluskan permintaan
• Merespon tindak tutur meluluskan permintaan
• Menggunakan tindak tutur menyatakan perasaan
• Merespon tindak tutur menyatakan perasaan | Tugas Performans | 14 x 45 | Buku Bahasa Inggris, SMA XI, Tape, Kamus, Kaset/CD Player, OHP/LCD Foto/Poster, Gambar, Koran berbahasa Inggris, Majalah, Internet |
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<td>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</td>
<td>• Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek • Menggunakan kalimat simple present dalam menyampaikan report • Melakukan monolog berbentuk narrative • Melakukan monolog berbentuk analytical exposition • Melakukan debat</td>
<td>Tugas Performans</td>
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<td>Buku Bahasa Inggris SMA XI Tape Kamus Kaset/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet</td>
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<tr>
<td>4.1 Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari</td>
<td>• Teks fungsional pendek • Teks lisan berbentuk narrative • Teks lisan berbentuk report • Teks lisan berebentuk analytical exposition</td>
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### Standar Kompetensi

**Membaca**

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

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| 5.1 Merespon makna dalam teks fungsional pendek (misalnya phamplet dll) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari | • Banner, poster, phamplet  
• *Noun phrase*  
• *Adjective clause*  
• Teks tulis berbentuk *narrative*  
• Teks tulis berbentuk *report*  
• Teks tulis berbentuk *analytical exposition* | • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab | • Membaca nyaring bermakna teks *narrative/report/analytical exposition* secara individu  
• Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok  
• Berlatih menggunakan kalimat simple present untuk menanyakan fakta dan kalimat pasif untuk menyatakan inti berita | • Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar  
• Mengidentifikasi topic teks yang dibaca  
• Mengidentifikasi informasi tertentu dari teks fungsional pendek  
• Mengidentifikasi makna kata dalam teks yang dibaca  
• Mengidentifikasi komplikasi dalam sebuah cerita narasi  
• Mengidentifikasi kejadian dalam teks yang dibaca | Quiz Tes tertulis Tugas | 14 x 45 | Buku Bahasa Inggris SMA XI  
Tape Kamus  
Kaset/CD Player  
OHP/LCD Foto/Poster  
Gambar Koran berbahasa Inggris  
Majalah Internet |
<p>| 5.2 Memahami makna teks fungsional pendek dan esai sederhana berbentuk: <em>report, narrative, dan analytical exposition</em> dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan | | | | | | | |</p>
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
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<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
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<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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<tr>
<td></td>
<td></td>
<td>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</td>
<td></td>
<td>- Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan&lt;br&gt;- Mengidentifikasi kasus yang dibahas dalam teks&lt;br&gt;- Mengidentifikasi argument yang diberikan&lt;br&gt;- Mengidentifikasi langkah-langkah retorika dari teks&lt;br&gt;- Mengidentifikasi tujuan komunikasi</td>
<td>Quiz Tes tertulis Tugas</td>
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<td>Buku Bahasa Inggris SMA XI Tape Kamus Kaset/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet</td>
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<td>Standar Kompetensi Menulis</td>
<td>6. Mengungkapkan makna dalam teks esei berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari</td>
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<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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<tbody>
<tr>
<td>6.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya phamplet, banner, poster, dll) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</td>
<td>• Banner, poster, phamplet &lt;br&gt; • Noun phrase &lt;br&gt; • Adjective clause &lt;br&gt; • Teks tulis berbentuk narrative &lt;br&gt; • Teks tulis berbentuk analytical exposition</td>
<td>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gema membaca, peduli lingkungan, peduli sosial, tanggung jawab</td>
<td>• Membuat draf berupa banner, poster, phamplet dengan melakukan chain writing &lt;br&gt; • Melakukan koreksi oleh teman sejawat untuk menyempurnakan draf &lt;br&gt; • Menyempurnakan draf berdasarkan koreksi teman &lt;br&gt; • Berlatih menggunakan kalimat simple present untuk menyatakan fakta dan kalimat kompleks yang menggunakan modal untuk menyatakan opini. &lt;br&gt; • Membuat draf teks narrative, report, dan analytical exposition dengan melakukan chain writing</td>
<td>• Menggunakan tata bahasa, kosakata, tanda baca, ejaan, dan tata tulis dengan akurat &lt;br&gt; • Menulis gagasan utama &lt;br&gt; • Mengelaborasi gagsan utama &lt;br&gt; • Membuat draft, merevisi, menyunting</td>
<td>Tugas Portofolio</td>
<td>14 x 45</td>
<td>Buku Bahasa Inggris &lt;br&gt; SMA XI &lt;br&gt; Tape Kamus &lt;br&gt; Kaset/CD Player &lt;br&gt; OHP/LCD &lt;br&gt; Foto/ Poster &lt;br&gt; Gambar Koran berbahasa Inggris &lt;br&gt; Majalah Internet</td>
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<td>6.2 Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition</td>
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<td>• Menghasilkan teks berbentuk analytical exposition</td>
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</table>

Mengetahui,
Kepala Sekolah

Heri Jhon Setiawan
NIP.

Muara Teweh, Agustus 2015
Guru Mata Pelajaran

Lisda Riwayat
NIP.
Appendix 2a
Conventional Lesson Plan

Rencana Pelaksanaan Pengajaran

Satuan Pendidikan : SMAN 2 Muara Teweh
Mata Pelajaran/Skill : Bahasa Inggris/Writing
Kelas / Semester : XI / I
Alokasi waktu : 2 x 45 menit (1 Pertemuan)
Standar Kompetensi : Mengungkapkan makna dalam teks esai berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari.
Kompetensi dasar : Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition.
Indikator : Siswa mampu menulis berbagai jenis teks terutama dalam bentuk analytical exposition dengan menggunakan langkah-langkah retorika dan struktur yang berterima didukung oleh keterampilan dasar menggunakan tata bahasa, kosakata, tanda baca, ejaan, dan tata tulis dengan akurat, menulis dan mengelaborasi ide utama.
Tujuan Pembelajaran : Pada akhir pembelajaran siswa mampu menulis berbagai jenis teks terutama dalam bentuk analytical exposition dengan menggunakan langkah-langkah retorika dan struktur yang berterima didukung oleh keterampilan dasar menggunakan tata bahasa, kosakata, tanda baca, ejaan, dan tata tulis dengan akurat, menulis dan mengelaborasi ide utama.
Materi Pembelajaran : Analytical exposition
Simple present, Connectives, Relational process
Teknik : Ceramah
Diskusi
Inkuiri
Tanya jawab
Simulasi
LANGKAH-LANGKAH KEGIATAN PEMBELAJARAAN

A. Kegiatan Pendahuluan
- Guru mengucapkan salam dan melakukan tegur sapa
- Guru mengabsen siswa.
- Guru memberi apersepsi dan motivasi kepada siswa serta mengarahkan ke situasi belajar yang kondusif.
- Guru memberikan pre-tes berkaitan dengan materi yang akan dipelajari.
- Guru memberikan pengantar tentang materi yang akan dibahas.

B. Kegiatan Inti
1. Eksplorasi
   - Guru menjelaskan paragraf yang berbentuk *analytical exposition*.
   - Guru menjelaskan langkah-langkah retorika pembuatan teks berbentuk *analytical exposition*.
2. Elaborasi
   - Siswa mendengarkan sebuah teks monolog.
   - Siswa melengkapi kalimat rumpang berdasarkan teks monolog yang didengarnya.
   - Siswa menjawab beberapa pertanyaan terkait dengan isi monolog teks yang didengaranya.
   - Siswa menyusun beberapa kalimat yang masih acak menjadi sebuah teks *analytical exposition* (individu).
   - Siswa membuat sebuah teks *analytical exposition* berdasarkan ilustrasi yang telah diberikan secara berkelompok.
   - Siswa membacakan teks *analytical exposition* yang telah mereka buat di depan kelas.
3. Konfirmasi
   - Guru mengevaluasi semua kegiatan siswa pada pertemuan kali ini.

C. Kegiatan Akhir (10’)
1. Guru memberikan penegasan tentang materi yang diberikan.
2. Guru memberikan post-tes untuk mengetahui pencapaian siswa terhadap materi yang baru saja diberikan.
Media pembelajaran:
  a. Buku Bahasa Inggris SMA kelas XI
  b. Referensi lain yang relevan
  c. LKS

Penilaian Hasil Belajar

1. Mengisi paragraf rumpang  

   Listen to the following dialogue from the tape and then fill up the missing words!

Teks yang diperdengarkan lewat kaset

The Effect of being Fat

Being too fat is commonly known as overweight or obesity. It is simply defined as too much body fat inside. Overweight potentially leads high risk of health problem.

Being too fat is recognized as a major factor for heart disease. Due to overweight, the heart will work harder. It can lead to the heart attack. Furthermore, obesity potentially raises blood cholesterol and blood pressure. In addition, being too fat can change the amount of sugar in the blood. This will cause diabetes and other serious disease.

Beside all of that, being too fat is often avoided by many young women. They said that becoming too fat will bother their physical beauty appearance.

More serious studies are necessary to see the effect of obesity. However it is clear enough that overweight is not good enough for healthy life.

LKS

The Effect of being Fat

Being too fat is commonly known as overweight or obesity. It is simply defined as ______________ (1). Overweight potentially leads high risk of health problem.

Being too fat is recognized as a major factor for ______________ (2). Due to overweight, the heart will work harder. It can lead to the heart attack. Furthermore, obesity potentially raises ____________________________ (3). In addition, being too fat can change ___________________ (4) in the blood. This will cause diabetes and other serious disease.

Beside all of that, being too fat is often avoided by many young women. They said that becoming too fat will bother their  _____________________ (5).

More serious studies are necessary to see the effect of obesity. However it is clear enough that overweight is not good enough for healthy life.
2. Essay
a. Put the following sentences into the correct order to get good paragraphs.

The Importance of Education

[....] So, Indonesian can life better in this modern and sophisticated era. By the existence of education in our country, we will be able to reach the degree of knowledge or science. Besides, the Indonesian human resources will be equal with people in all around the world.

[....] I personally think that education is very important for us as Indonesian teenager who will take over values, good morals, culture and knowledge. We also bring the future of Indonesian nation in the middle of world global civilization.

[....] In short, it is obvious that as young Indonesian generation, education is very important.

[....] The condition of education in Indonesia is terrible. Why do I say that? As we all know, a prosperous country must have a good basic education, because by having good education, people will get job easily, good life. Due to this reason, it makes the country prosperous.

[....] To improve education system in Indonesia, the government has tried to provide education evenly to all part of Indonesian and to apply suitable education system that can make people clever and civilized.

[....] In fact, there are many regions that have not been reached by good education. If the condition is going like this, I am sure that it is difficult for Indonesia to be a prosperous country. How can it be?

The answer

The Importance of Education

I personally think that education is very important for us as Indonesian teenager who will take over values, good morals, culture and knowledge. We also bring the future of Indonesian nation in the middle of world global civilization.

The condition of education in Indonesia is terrible. Why do I say that? In fact, there are many regions that have not been reached by good education. If the condition is going like this, I am sure that it is difficult for Indonesia to be a prosperous country. How can it be? As we all know, a prosperous country must have a good basic education, because by having good education, people will get job easily, good life. Due to this reason, it makes the country prosperous.
To improve education system in Indonesia, the government has tried to provide education evenly to all part of Indonesian and to apply suitable education system that can make people clever and civilized. So, Indonesian can life better in this modern and sophisticated era. By the existence of education in our country, we will be able to reach the degree of knowledge or science. Besides, the Indonesian human resources will be equal with people in all around the world.

In short, it is obvious that as young Indonesian generation, education is very important.

b. Make an analytical exposition text by using the following illustration in group and then read it in front of the class!

Three reasons why reading a good hobby
1. Reading gives us many information we need
2. Reading gives an amusement
3. Reading provide news which are happening in our world

Muara Teweh, Agustus 2015
Guru Mata Pelajaran

Lisda Riwatay, S.Pd
NIP.
RENCANA PELAKSANAAN PEMBELAJARAN (RPP 01)

A. Identitas
Satuan Pendidikan: SMAN 2 Muara Teweh
Mata Pelajaran: Bahasa Inggris
Kelas/Semester: XI/Ganjil
Aspek/Skill: Writing (Menulis)
Alokasi Waktu: 2 X 45 menit
Jenis Teks: Analytical exposition
Tahun Pelajaran: 2015/2016

B. Standar Kompetensi
Menulis
Mengungkapkan makna dalam teks esai berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari.

C. Kompetensi Dasar
Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition.

D. Indikator
1. Menggunakan tata bahasa, tanda baca, ejaan, dan tata tulis dengan akurat
2. Menulis gagasan utama
3. Mengelaborasi gagasan utama
4. Membuat draf, merevisi, menyunting
5. Menghasilkan teks analytical exposition

E. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
1. Membuat mind map untuk teks analytical exposition
2. Menggunakan tata bahasa, tanda baca, ejaan, dan tata tulis dengan akurat dalam teks analytical exposition
3. Menulis topik utama (thesis statement)
4. Mengelaborasi topik utama (argument)
5. Membuat draf, merevisi, menyunting
6. Menghasilkan teks analytical exposition
7. Berpartisipasi aktif selama proses pembelajaran

F. Materi Ajar

*Analytical exposition text*
- *Social function*
- *Generic structures (thesis, argument, reiteration)*
  - Writing focus: topic and the order of supporting topics
- *Language features (present tense, relational process, connectives)*

G. Teknik Pembelajaran
Mind mapping

H. Alat dan Sumber Belajar
2. Lembar Kerja Siswa
3. Kertas, pulpen atau spidol warna

I. Langkah-Langkah Kegiatan
1. Kegiatan pendahuluan
   - Guru mengucapkan salam dan tegur sapa
   - Guru melakukan tanya jawab berbagai hal terkait kondisi siswa.
   - Guru mengabsen siswa.
   - Guru memberi motivasi kepada siswa.
   - Guru menjelaskan materi yang akan dibahas.
2. Kegiatan inti.
   a. Pre-writing
      - Siswa mempelajari sebuah teks *analytical exposition* berjudul *Learning English* kemudian menjawab beberapa pertanyaan yang berkaitan dengan teks tersebut. (LKS 1 Activity 1)
      - Guru dan siswa membahas ciri-ciri teks *analytical exposition*.
      - Siswa mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan di dalam teks.
• Guru memberikan penguatan tentang fungsi teks, struktur teks, dan unsur kebahasaan yang sedang dipelajari.
• Siswa mempelajari sebuah mind map berkaitan dengan isi teks *Learning English* (LKS 1 Activity 2).

*b. Drafting*

• Guru membimbing siswa membuat sebuah mind map bersama-sama untuk sebuah topik yang baru *Student Needs Laptop* (LKS 1 Activity 3).
• Siswa membuat mind map dengan langkah-langkah sebagai berikut.
  1) Siswa menyiapkan selembar kertas dan beberapa spidol/pena warna.
  2) Siswa membuat sebuah gambar di tengah kertas dan guru menjelaskan fungsi dari gambar tersebut sebagai topik utama. Siswa dapat membuat gambar computer, laptop dan sebagainya.
  4) Siswa membuat sub-cabang yang berfungsi sebagai penjelasan detail dari sub-topik.
  5) Siswa menulis sebanyak mungkin ide yang muncul dibenak mereka tanpa khawatir benar atau salah.
  6) Siswa menulis kata kunci, simbol, gambar dan sebagainya pada cabang-cabang kecil untuk mewakili setiap ide yang muncul dipikiran mereka.
  7) Siswa dapat menggunakan *wh*-questions untuk mengembangkan idenya.
  8) Setelah selesai, siswa menyilang ide yang tidak sesuai dengan topik atau tidak diperlukan.
• Siswa bekerja dalam kelompok yang terdiri dari 4—5 orang. Setiap kelompok menyusun beberapa kalimat acak menjadi
paragraf yang kemudian dibangun menjadi sebuah teks berdasarkan mind map yang telah dibuat (LKS 1 Activity 4).

- Siswa mengidentifikasi kata kerja dan ciri-ciri lain dari teks analytical exposition (LKS 1 activity 5).
- Siswa menuliskan hasil diskusi mereka.

c. Revising

- Setiap kelompok melaporkan hasil kerja mereka didepan guru dan teman-teman.
- Guru menunjukkan urutan kalimat dan paragraf yang benar berdasarkan mind map (LKS 1 Activity 6).
- Siswa membandingkan hasil pekerjaan mereka.
- Guru memberikan kesempatan pada siswa untuk bertanya dan memberikan direct-feedback sesuai dengan pertanyaan yang diajukan.

d. Editing

- Siswa menulis teks analytical exposition dengan langkah retorika yang benar (individual work) berdasarkan mind map (LKS 1 Activity 7).

3. Kegiatan penutup

- Guru dan siswa menyimpulkan materi pembelajaran.
- Guru menanyakan kesulitan siswa selama KBM
- Guru memberi tugas pada siswa yang berkaitan dengan materi.

J. Penilaian

Teknik : Tes Tulis
Bentuk tes : Esai
Instrumen Soal:

- Work in groups and rearrange the sentences into proper paragraphs to build an analytical exposition text based on the mind map.
- Write an analytical exposition above in good structure and organization.

Pedoman penilaian:

- Isi (30%)
- Organisasi (20%)
- Kosakata (20%)
- Unsur kebahasaan (25%)
- Mekanis (5%)

Total skor maksimum: 100
Rubrik penilaian:

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP 02)

A. Identitas
   Satuan Pendidikan : SMAN 2 Muara Teweh
   Mata Pelajaran : Bahasa Inggris
   Kelas/Semester : XI /Ganjil
   Aspek/Skill : Writing (Menulis)
   Alokasi Waktu : 2 X 45 menit
   Jenis Teks : Analytical exposition
   Tahun Pelajaran : 2015/2016

B. Standar Kompetensi
   Menulis
   Mengungkapkan makna dalam teks esai berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari

C. Kompetensi Dasar
   Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition.

D. Indikator
   1. Menggunakan tata bahasa, tanda baca, ejaan, dan tata tulis dengan akurat
   2. Menulis gagasan utama
   3. Mengelaborasi gagasan utama
   4. Membuat draf, merevisi, menyunting
   5. Menghasilkan teks analytical exposition

E. Tujuan Pembelajaran
   Pada akhir pembelajaran siswa dapat:
   1. Membuat mind map untuk teks analytical exposition
   2. Menggunakan tata bahasa, tanda baca, ejaan, dan tata tulis dengan akurat dalam teks analytical exposition
   3. Menulis topik utama (thesis statement)
   4. Mengelaborasi topik utama (argument)
   5. Membuat draf, merevisi, menyunting
   6. Menghasilkan teks analytical exposition
   7. Berpartisipasi aktif selama proses pembelajaran
F. Materi Ajar

*Analytical exposition text*

- *Social function*
- *Generic structures (thesis, argument, reiteration)*
  - Writing focus: writing topic sentences
- *Language features (present tense, relational process, connectives)*

G. Teknik Pembelajaran

Mind mapping

H. Alat dan Sumber Belajar

b. Lembar Kerja Siswa
c. Kertas, pulpen atau spidol warna

I. Langkah-Langkah Kegiatan

1. Kegiatan pendahuluan

   - Guru mengucapkan salam dan tegur sapa.
   - Guru melakukan tanya jawab berbagai hal terkait kondisi siswa.
   - Guru mengabsen siswa.
   - Guru memberi motivasi kepada siswa.
   - Guru dan siswa mereview pelajaran yang telah lalu tentang teks *analytical exposition*.

2. Kegiatan inti.
   a) *Pre-writing*

   - Guru dan siswa mendiskusikan sebuah topik tentang *global warming* (LKS 2 Activity 1).
   - Guru dan siswa mendiskusikan sebuah mind map tentang *global warming* (LKS 2 Activity 2).

   b) *Drafting*

   - Guru menjelaskan tentang kalimat topik, memberikan contoh dan cara membuat kalimat topik yang benar.
   - Siswa mempelajari mind map yang dijelaskan oleh guru dan membuat sebuah kalimat topik dalam bentuk *simple present*
tense untuk setiap sub-topik yang diwakili oleh cabang-cabang mind map (LKS 2 Activity 3).
- Siswa mengurutkan kalimat topik untuk setiap paragraf berdasarkan mind map. Satu kalimat topik untuk satu paragraf. (LKS 2 Activity 4).
- Siswa membuat draf teks *analytical exposition* berdasarkan mind map dengan mengelaborasi topik-topik yang telah mereka buat (LKS 2 Activity 5).
- Guru mengarahkan siswa untuk menulis ide yang mereka miliki sebanyak-banyaknya tanpa khawatir membuat kesalahan.
- Guru mengontrol kegiatan siswa dan siap memberikan bantuan yang diperlukan.

c) *Revising*
- Siswa bekerja secara berpasangan dan melakukan *peer-correction*. Setiap siswa meneliti mind map dan draf milik teman dan memberikan saran baik secara lisan maupun tertulis (LKS 2 Activity 6).
- Guru mengontrol kegiatan dan memberikan dukungan serta bantuan yang diperlukan.
- Guru memberikan kesempatan pada siswa untuk bertanya dan memberikan *direct-feedback* sesuai dengan pertanyaan yang diajukan.

d) *Editing*
- Siswa merevisi hasil kerjanya berdasarkan saran dari teman dan masukan dari guru (LKS 2 Activity 7).

3. Kegiatan penutup
- Guru dan siswa menyimpulkan materi pembelajaran.
- Guru menanyakan kesulitan siswa selama KBM
- Siswa mengumpulkan hasil kerjanya.

J. Penilaian
Teknik : Tes Tulis selama proses pembelajaran
Bentuk tes : Esai
RENCANA PELAKSANAAN PEMBELAJARAN (RPP 03)

A. Identitas
Satuan Pendidikan : SMAN 2 Muara Teweh
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI /Ganjil
Aspek/Skill : Writing (Menulis)
Alokasi Waktu : 2 X 45 menit
Jenis Teks : Analytical exposition
Tahun Pelajaran : 2015/2016

B. Standar Kompetensi
Menulis
Mengungkapkan makna dalam teks esai berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari

C. 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.

D. Indikator
1. Menggunakan tata bahasa, tanda baca, ejaan, dan tata tulis dengan akurat
2. Menulis gagasan utama
3. Mengelaborasi gagasan utama
4. Membuat draf, merevisi, menyunting
5. Menghasilkan teks analytical exposition

E. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
1. Membuat mind map untuk teks analytical exposition
2. Menggunakan tata bahasa, tanda baca, ejaan, dan tata tulis dengan akurat dalam teks analytical exposition
3. Menulis topik utama (thesis statement)
4. Mengelaborasi topik utama (argument)
5. Membuat draf, merevisi, menyunting
6. Menghasilkan teks analytical exposition
7. Berpartisipasi aktif selama proses pembelajaran
F. Materi Ajar

*Analytical exposition text*
- Social function
- *Generic structures (thesis, argument, reiteration)*
  - Writing focus: ordering the supporting ideas
- *Language features (present tense, relational process, connectives)*
  - Language focus: using relational process and connectives

G. Teknik Pembelajaran

Mind mapping

H. Alat dan Sumber Belajar

b. Lembar Kerja Siswa
c. Kertas, pulpen atau spidol warna

I. Langkah-Langkah Kegiatan

1. Kegiatan pendahuluan
   a. Guru mengucapkan salam dan tegur sapa
   b. Guru melakukan tanya jawab berbagai hal terkait kondisi siswa.
c. Guru mengabsen siswa.
d. Guru memberi motivasi kepada siswa.
e. Guru dan siswa mereview pelajaran yang telah lalu tentang teks *analytical exposition*.

2. Kegiatan inti.
   a) Pre-writing
      - Siswa mendiskusikan sebuah topik tentang peraturan menggunakan seragam sekolah dan membahas topik tersebut dari sisi pro dan kontra. (LKS 3 Activity 1).
      - Guru memperlihatkan dan menjelaskan sebuah mind map yang akan dibangun menjadi sebuah teks *analytical exposition* yang setuju dengan peraturan penggunaan seragam sekolah (LKS 3 Activity 2).
      - Siswa membuat mind map untuk teks *analytical exposition* yang tidak setuju dengan peraturan seragam sekolah (LKS 3 Activity 3).
Guru membimbing siswa membuat mind map dengan langkah sebagai berikut:

1) Siswa menyiapkan selembar kertas dan beberapa spidol/ pena warna.
2) Siswa membuat sebuah gambar di tengah kertas dan guru menjelaskan fungsi dari gambar tersebut sebagai topik utama. Gambar dapat berupa siswa yang menggunakan seragam dan sebagainya.
3) Siswa membuat beberapa cabang pada gambar utama. Setiap cabang mewakili setiap sub-topik yang akan menjelaskan topik utama. Jumlah cabang menunjukkan jumlah paragraf yang akan dibangun menjadi sebuah teks *analytical exposition*. Selain itu, setiap cabang juga berfungsi sebagai penghubung ide tertentu dengan ide yang lainnya. Topik untuk teks analytical exposition yang tidak setuju dengan peraturan seragam sekolah dapat berupa kekurangan dan kelebihan.
4) Siswa membuat sub-cabang yang berfungsi sebagai poin penjelasan dari sub-topik secara detail.
5) Siswa menulis sebanyak mungkin ide yang muncul dibenak mereka tanpa khawatir benar atau salah.
6) Siswa menulis kata kunci, simbol, gambar dan sebagainya pada cabang-cabang kecil untuk mewakili setiap ide yang muncul dipikiran mereka.
7) Siswa dapat menggunakan *wh-questions* untuk mengembangkan idenya.
8) Setelah selesai, siswa menyeleng ide yang tidak sesuai dengan topik atau tidak diperlukan.

*b) Drafting*

- Siswa menulis kalimat topik untuk setiap paragraf dan mengurutkannya berdasarkan mind map yang telah dibuat (LKS 3 Activity 4). Siswa memperhatikan contoh yang ada sebagai bantuan dalam melaksanakan tugasnya.
- Siswa merangkai topik setiap paragraf menggunakan *connectives* dan *relational process* dengan memperhatikan contoh yang diberikan (LKS 3 Activity 5).
- Siswa membuat draf teks *analytical exposition* berdasarkan mind map yang telah mereka buat.
- Guru mengontrol kegiatan siswa dan siap memberikan bantuan yang diperlukan.

c) Revising
- Siswa bekerja secara berpasangan dan melakukan peer-correction. Setiap siswa memperhatikan dengan teliti mind map dan draf milik teman dan memberikan saran baik secara lisan maupun tertulis (LKS 2 Activity 6).
- Guru mengontrol kegiatan dan memberikan dukungan serta bantuan yang diperlukan.
- Guru memberikan kesempatan pada siswa untuk bertanya dan memberikan direct-feedback sesuai dengan pertanyaan yang diajukan.

d) Editing
- Guru memberikan contoh draf akhir teks analytical exposition yang mendukung peraturan seragam sekolah (LKS 3 Activity 6).
- Siswa merevisi hasil kerjanya membuat draf akhir untuk sisi kontra berdasarkan saran dari teman dan masukan dari guru.

3. Kegiatan penutup
- Guru dan siswa menyimpulkan materi pembelajaran.
- Guru menanyakan kesulitan siswa selama KBM
- Siswa mengumpulkan hasil kerjanya.

J. Penilaian
Teknik : Tes Tulis
Bentuk tes : Esai
RENCANA PELAKSANAAN PEMBELAJARAN (RPP 04)

A. Identitas
Satuan Pendidikan : SMAN 2 Muara Teweh
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI /Ganjil
Aspek/Skill : Writing (Menulis)
Alokasi Waktu : 2 X 45 menit
Jenis Teks : Analytical exposition
Tahun Pelajaran : 2015/2016

B. Standar Kompetensi
Menulis
Mengungkapkan makna dalam teks esai berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari

C. Kompetensi Dasar
Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition.

D. Indikator
1. Menggunakan tata bahasa, tanda baca, ejaan, dan tata tulis dengan akurat
2. Menulis gagasan utama
3. Mengelaborasi gagasan utama
4. Membuat draf, merevisi, menyunting
5. Menghasilkan teks analytical exposition

E. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
1. Membuat mind map untuk teks analytical exposition
2. Menggunakan tata bahasa, tanda baca, ejaan, dan tata tulis dengan akurat dalam teks analytical exposition
3. Menulis topik utama (thesis statement)
4. Mengelaborasi topik utama (argument)
5. Membuat draf, merevisi, menyunting
6. Menghasilkan teks analytical exposition
7. Berpartisipasi aktif selama proses pembelajaran
F. Materi Ajar

*Analytical exposition text*

- **Social function**
- **Generic structures (thesis, argument, reiteration)**
  - Writing focus: elaborating main idea
- **Language features (present tense, relational process, connectives)**
  - Language focus: using connectives and punctuation

G. Teknik Pembelajaran

Mind mapping

H. Alat dan Sumber Belajar

b. Lembar Kerja Siswa
c. Kertas, pulpen atau spidol warna

I. Langkah-Langkah Kegiatan

1. Kegiatan pendahuluan
   a. Guru mengucapkan salam dan tegur sapa.
b. Guru melakukan tanya jawab berbagai hal terkait kondisi siswa.
c. Guru mengabsen siswa.
d. Guru memberi motivasi kepada siswa.
e. Guru dan siswa mereview pelajaran yang telah lalu tentang teks *analytical exposition*.

2. Kegiatan inti.
   a) *Pre-writing*
      - Guru membahas sebuah topik *going abroad* beserta kosakata yang berhubungan dengan topik tersebut (LKS 4 Activity 1).
      - Siswa menentukan Negara mana yang ingin mereka kunjungi.
      - Siswa membuat sebuah mind map berdasarkan topik tersebut.
      - Guru membimbing siswa membuat mind map dengan langkah sebagai berikut:
          1) Siswa menyiapkan selembar kertas dan beberapa spidol/pena warna.
          2) Siswa membuat sebuah gambar di tengah kertas dan guru menjelaskan fungsi dari gambar tersebut sebagai topik
utama. Gambar dapat berpa bendera, ikon atau lambang suatu negara.

3) Siswa membuat beberapa cabang pada gambar utama. Setiap cabang mewakili setiap sub-topik yang akan menjelaskan topik utama. Jumlah cabang menunjukkan jumlah paragraf yang akan dibangun menjadi sebuah teks *analytical exposition*. Selain itu, setiap cabang juga berfungsi sebagai penghubung ide tertentu dengan ide yang lainnya. Topik dapat merupakan kelebihan yang dimiliki oleh setiap negara, tempat pariwisata, dan sebagainya.

4) Siswa membuat sub-cabang yang berfungsi sebagai poin penjelasan dari sub-topik secara detail.

5) Siswa menulis sebanyak mungkin ide yang muncul dibenak mereka tanpa khawatir benar atau salah.

6) Siswa menulis kata kunci, simbol, gambar dan sebagainya pada cabang-cabang kecil untuk mewakili setiap ide yang muncul dipikiran mereka.

7) Siswa dapat menggunakan *wh-questions* untuk mengembangkan idenya. Misalnya kapan mereka akan pergi mengunjungi negara tersebut, siapa yang akan pergi bersama mereka, dan bagaimana cara untuk sampai kesana.

8) Setelah selesai, siswa menyilang ide yang tidak sesuai dengan topik atau tidak diperlukan.

b) *Drafting*

- Siswa membuat kalimat topik untuk setiap paragraf dan mengurutkannya dari yang paling penting hingga yang kurang penting berdasarkan mind map yang telah dibuat. (LKS 2 Activity 4).
- Siswa mengelaborasi setiap kalimat topik dengan memberikan penjelasan atau contoh yang.
- Siswa membuat draf teks *analytical exposition* berdasarkan mind map yang telah mereka buat.
- Guru mengontrol kegiatan siswa dan siap memberikan bantuan yang diperlukan.
c) Revising
- Siswa bekerja secara berpasangan dan melakukan peer-correction. Setiap siswa meneliti mind map dan draf milik teman dan memberikan saran baik secara lisan maupun tertulis (LKS 2 Activity 6).
- Guru mengontrol kegiatan dan memberikan dukungan serta bantuan yang diperlukan.
- Guru memberikan kesempatan pada siswa untuk bertanya dan memberikan direct-feedback sesuai dengan pertanyaan yang diajukan.

d) Editing
- Siswa merevisi hasil kerjanya berdasarkan saran dari teman dan masukan dari guru.

3. Kegiatan penutup
- Guru dan siswa menyimpulkan materi pembelajaran.
- Guru menanyakkan kesulitan siswa selama KBM
- Siswa mengumpulkan hasil kerjanya.

J. Penilaian
Teknik : Tes Tulis selama proses pembelajaran
Bentuk tes : Esai
RENCANA PELAKSANAAN PEMBELAJARAN (RPP 05)

A. Identitas
Satuan Pendidikan : SMAN 2 Muara Teweh
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI /Ganjil
Aspek/Skill : Writing (Menulis)
Alokasi Waktu : 2 X 45 menit
Jenis Teks : Analytical exposition
Tahun Pelajaran : 2015/2016

B. Standar Kompetensi
Menulis
Mengungkapkan makna dalam teks esai berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari

C. Kompetensi Dasar
Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition.

D. Indikator
1. Menggunakan tata bahasa, tanda baca, ejaan, dan tata tulis dengan akurat
2. Menulis gagasan utama
3. Mengelaborasi gagasan utama
4. Membuat draf, merevisi, menyunting
5. Menghasilkan teks analytical exposition

E. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
1. Membuat mind map untuk teks analytical exposition
2. Menggunakan tata bahasa, tanda baca, ejaan, dan tata tulis dengan akurat dalam teks analytical exposition
3. Menulis topik utama (thesis statement)
4. Mengelaborasi topik utama (argument)
5. Membuat draf, merevisi, menyunting
6. Menghasilkan teks analytical exposition
7. Berpartisipasi aktif selama proses pembelajaran
F. Materi Ajar

Analytical exposition text

• Social function

• Generic structures (thesis, argument, reiteration)
  ➢ Writing focus: logical order of supporting sentences

• Language features (present tense, relational process, connectives)
  ➢ Language focus: connectives dan relational process

G. Teknik Pembelajaran

Mind mapping

H. Alat dan Sumber Belajar


b. Lembar Kerja Siswa

c. Kertas, pulpen atau spidol warna

I. Langkah-Langkah Kegiatan

1. Kegiatan pendahuluan
   a. Guru mengucapkan salam dan tegur sapa.
   b. Guru melakukan tanya jawab berbagai hal terkait kondisi siswa.
   c. Guru mengabsen siswa.
   d. Guru memberi motivasi kepada siswa.
   e. Guru dan siswa mereview pelajaran yang telah lalu tentang teks analytical exposition.

2. Kegiatan inti.
   a) Pre-writing
   • Siswa mempelajari sebuah topik television effect dan membuat mind map berdasarkan topik tersebut (LKS 4 Activity 2).
   • Guru membimbing siswa membuat mind map dengan langkah-langkah berikut.
     1) Siswa menyiapkan selembar kertas dan beberapa spidol/pena warna.
     2) Siswa membuat sebuah gambar di tengah kertas dan guru menjelaskan fungsi dari gambar tersebut sebagai topik utama.
3) Siswa membuat beberapa cabang pada gambar utama. Setiap cabang mewakili setiap sub-topik yang akan menjelaskan topik utama. Jumlah cabang menunjukkan jumlah paragraf yang akan dibangun menjadi sebuah teks analytical exposition. Selain itu, setiap cabang juga berfungsi sebagai penghubung ide tertentu dengan ide yang lainnya.

4) Siswa membuat sub-cabang yang berfungsi sebagai poin penjelasan dari sub-topik secara detail.

5) Siswa menulis sebanyak mungkin ide yang muncul dibenak mereka tanpa khawatir benar atau salah.

6) Siswa menulis kata kunci, simbol, gambar dan sebagainya pada cabang-cabang kecil untuk mewakili setiap ide yang muncul dipikiran mereka.

7) Siswa dapat menggunakan wh-questions untuk mengembangkan idenya.

8) Setelah selesai, siswa menyilang ide yang tidak sesuai dengan topik atau tidak diperlukan.

b) Drafting

- Siswa membuat kalimat topik untuk topik utama dan sub-topik (LKS 2 Activity 3).
- Siswa mengurutkan kalimat topik berdasarkan mind map dari yang paling penting hingga yang kurang penting (LKS 2 Activity 4).
- Siswa mengelaborasi kalimat topik dengan menggunakan relational process dan suppoting details.
- Siswa membuat draf teks analytical exposition berdasarkan mind map yang telah dibuat (LKS 2 Activity 5).
- Guru mengontrol kegiatan siswa dan siap memberikan bantuan yang diperlukan.

c) Revising

- Siswa bekerja secara berpasangan dan melakukan peer-correction. Setiap siswa meneliti mind map draf milik teman dan memberikan saran baik secara lisan maupun tertulis (LKS 2 Activity 6).
- Guru mengontrol kegiatan dan memberikan dukungan serta bantuan yang diperlukan.
- Guru memberikan kesempatan pada siswa untuk bertanya dan memberikan *direct-feedback* sesuai dengan pertanyaan yang diajukan.

*d) Editing*
- Siswa merevisi hasil kerjanya berdasarkan saran dari teman dan masukan dari guru (LKS 2 Activity 7).

3. Kegiatan penutup
- Guru dan siswa menyimpulkan materi pembelajaran.
- Guru menanyakan kesulitan siswa selama KBM
- Siswa mengumpulkan hasil kerjanya.

J. Penilaian
Teknik : Tes tulis selama proses belajar
Bentuk tes : Esai
RENCANA PELAKSANAAN PEMBELAJARAN (RPP 06)

A. Identitas
Satuan Pendidikan : SMAN 2 Muara Teweh
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI /Ganjil
Aspek/Skill : Writing (Menulis)
Alokasi Waktu : 2 X 45 menit
Jenis Teks : Analytical exposition
Tahun Pelajaran : 2015/2016

B. Standar Kompetensi
Menulis
Mengungkapkan makna dalam teks esai berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari

C. Kompetensi Dasar
Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition.

D. Indikator
1. Menggunakan tata bahasa, tanda baca, ejaan, dan tata tulis dengan akurat
2. Menulis gagasan utama
3. Mengelaborasi gagasan utama
4. Membuat draf, merevisi, menyunting
5. Menghasilkan teks analytical exposition

E. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
1. Membuat mind map untuk teks analytical exposition
2. Menggunakan tata bahasa, tanda baca, ejaan, dan tata tulis dengan akurat dalam teks analytical exposition
3. Menulis topik utama (thesis statement)
4. Mengelaborasi topik utama (argument)
5. Membuat draf, merevisi, menyunting
6. Menghasilkan teks analytical exposition
7. Berpartisipasi aktif selama proses pembelajaran
F. Materi Ajar

Analytical exposition text

- **Social function**
- **Generic structures (thesis, argument, reiteration)**
  - *Writing focus: writing opinion and example in supporting sentences.*
- **Language features (present tense, relational process, connectives)**
  - *Language focus: connectives, punctuation, capital letter.*

G. Teknik Pembelajaran

Mind mapping

H. Alat dan Sumber Belajar


b. Lembar Kerja Siswa

c. Kertas, pulpen atau spidol warna

I. Langkah-Langkah Kegiatan

1. Kegiatan pendahuluan
   a. Guru mengucapkan salam dan tegur sapa
   b. Guru melakukan tanya jawab berbagai hal terkait kondisi siswa.
   c. Guru mengabsen siswa.
   d. Guru memberi motivasi kepada siswa.
   e. Guru dan siswa mereview pelajaran yang telah lalu tentang teks *analytical exposition*.

2. Kegiatan inti.
   a) **Pre-writing**
   - Siswa mempelajari sebuah topik *my leisure time* dan membuat mind map dengan mengembangkan topic tersebut (LKS 4 Activity 3).
   - Guru membimbing siswa membuat mind map dengan langkah sebagai berikut:
     1) Siswa menyiapkan selembar kertas dan beberapa spidol/pena warna.
2) Siswa membuat sebuah gambar di tengah kertas dan guru menjelaskan fungsinya dari gambar tersebut sebagai topik utama.

3) Siswa membuat beberapa cabang pada gambar utama. Setiap cabang mewakili setiap sub-topik yang akan menjelaskan topik utama. Jumlah cabang menunjukkan jumlah paragraf yang akan dibangun menjadi sebuah teks *analytical exposition*. Selain itu, setiap cabang juga berfungsi sebagai penghubung ide tertentu dengan ide yang lainnya.

4) Siswa membuat sub-cabang yang berfungsi sebagai poin penjelasan dari sub-topik secara detail.

5) Siswa menulis sebanyak mungkin ide yang muncul dibenak mereka tanpa khawatir benar atau salah.

6) Siswa menulis kata kunci, simbol, gambar dan sebagainya pada cabang-cabang kecil untuk mewakili setiap ide yang muncul dipikiran mereka.

7) Siswa dapat menggunakan *wh-questions* untuk mengembangkan idenya.

8) Setelah selesai, siswa menyilang ide yang tidak sesuai dengan topik atau tidak diperlukan.

### b) Drafting

- Siswa membuat kalimat topik dalam kalimat *present tense* untuk setiap cabang mind map (LKS 2 Activity 3).
- Siswa menghubungkan setiap kalimat topik menggunakan *connectives* dan *relational process* (LKS 3 Activity 4).
- Siswa memberikan pendapat dan contoh dalam dalam bentuk *present tense*.
- Siswa membuat draf teks *analytical exposition* berdasarkan mind map yang telah mereka buat (LKS 2 activity 5).
- Guru mengontrol kegiatan siswa dan siap memberikan bantuan yang diperlukan.

### c) Revising

- Siswa bekerja secara berpasangan dan melakukan *peer-correction*. Setiap siswa meneliti draf milik teman dan memberikan saran baik secara lisan maupun tertulis (LKS 2 Activity 6).
• Guru mengontrol kegiatan dan memberikan dukungan serta bantuan yang diperlukan.
• Guru memberikan kesempatan pada siswa untuk bertanya dan memberikan direct-feedback sesuai dengan pertanyaan yang diajukan.

d) Editing
• Siswa merevisi hasil kerjanya berdasarkan saran dari teman dan masukan dari guru (LKS 2 Activity 7).

3. Kegiatan penutup
• Guru dan siswa menyimpulkan materi pembelajaran.
• Guru menanyakan kesulitan siswa selama KBM
• Siswa mengumpulkan hasil kerjanya.

J. Penilaian
Teknik : Tes Tulis
Bentuk tes : Tes tertulis dalam proses pembelajaran
RENCANA PELAKSANAAN PEMBELAJARAN (RPP 07)

A. Identitas
Satuan Pendidikan : SMAN 2 Muara Teweh
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI /Ganjil
Aspek/Skill : Writing (Menulis)
Alokasi Waktu : 2 X 45 menit
Jenis Teks : Analytical exposition
Tahun Pelajaran : 2015/2016

B. Standar Kompetensi
Menulis
Mengungkapkan makna dalam teks esai berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari

C. Kompetensi Dasar
Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan analytical exposition .

D. Indikator
1. Menggunakan tata bahasa, tanda baca, ejaan, dan tata tulis dengan akurat
2. Menulis gagasan utama
3. Mengelaborasi gagasan utama
4. Membuat draf, merevisi, menyunting
5. Menghasilkan teks analytical exposition

E. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
1. Membuat mind map untuk teks analytical exposition
2. Menggunakan tata bahasa, tanda baca, ejaan, dan tata tulis dengan akurat dalam teks analytical exposition
3. Menulis topik utama (thesis statement)
4. Mengelaborasi topik utama (argument)
5. Membuat draf, merevisi, menyunting
6. Menghasilkan teks analytical exposition
7. Berpartisipasi aktif selama proses pembelajaran
F. Materi Ajar

*Analytical exposition text*

- Social function
- *Generic structures (thesis, argument, reiteration)*
  - Writing focus: writing concluding paragraph (reiteration)
- *Language features (present tense, relational process, connectives)*
  - Language focus: present tense, relational process, punctuation

G. Teknik Pembelajaran

Mind mapping

H. Alat dan Sumber Belajar


b. Lembar Kerja Siswa

c. Kertas, pulpen atau spidol warna

I. Langkah-Langkah Kegiatan

1. Kegiatan pendahuluan
   a. Guru mengucapkan salam dan tegur sapa.
   b. Guru melakukan tanya jawab berbagai hal terkait kondisi siswa.
   c. Guru mengabsen siswa.
   d. Guru memberi motivasi kepada siswa.
   e. Guru dan siswa mereview pelajaran yang telah lalu tentang teks *analytical exposition*.

2. Kegiatan inti.
   a) *Pre-writing*
   - Siswa membuat sebuah mind map berdasarkan topik *study abroad* yang diberikan (LKS 4 Activity 4).
   - Guru membimbing siswa membuat mind map dengan langkah-langkah berikut.
     1) Siswa menyiapkan selembar kertas dan beberapa spidol/pena warna.
     2) Siswa membuat sebuah gambar di tengah kertas dan guru menjelaskan fungsi dari gambar tersebut sebagai topik utama.
3) Siswa membuat beberapa cabang pada gambar utama. Setiap cabang mewakili setiap sub-topik yang akan menjelaskan topik utama. Jumlah cabang menunjukkan jumlah paragraf yang akan dibangun menjadi sebuah teks *analytical exposition*. Selain itu, setiap cabang juga berfungsi sebagai penghubung ide tertentu dengan ide yang lainnya.

4) Siswa membuat sub-cabang yang berfungsi sebagai poin penjelasan dari sub-topik secara detail.

5) Siswa menulis sebanyak mungkin ide yang muncul dibenak mereka tanpa khawatir benar atau salah.

6) Siswa menulis kata kunci, simbol, gambar dan sebagainya pada cabang-cabang kecil untuk mewakili setiap ide yang muncul dipikiran mereka.

7) Siswa dapat menggunakan *wh-questions* untuk mengembangkan idenya.

8) Setelah selesai, siswa menyisihkan ide yang tidak sesuai dengan topik atau tidak diperlukan.

*b) Drafting*

- Siswa membuat kalimat topik untuk setiap paragraph berdasarkan cabang mind map yang telah dibuat (LKS 3 Activity 3).
- Siswa membuat kalimat kesimpulan dengan membuat parafrase kalimat topik (LKS 3 Activity 3).
- Siswa mengelaborasi kalimat topik dengan memberikan penjelasan atau contoh.
- Siswa membuat draf teks *analytical exposition* berdasarkan mind map yang telah mereka buat.
- Guru mengontrol kegiatan siswa dan siap memberikan bantuan yang diperlukan.

*c) Revising*

- Siswa bekerja secara berpasangan dan melakukan *peer-correction*. Setiap siswa meneliti mind map dan draf milik teman dan memberikan saran baik secara lisan maupun tertulis (LKS 2 Activity 5).
- Guru mengontrol kegiatan dan memberikan dukungan serta bantuan yang diperlukan.
• Guru memberikan kesempatan pada siswa untuk bertanya dan memberikan *direct-feedback* sesuai dengan pertanyaan yang diajukan.

d) *Editing*
• Siswa merevisi hasil kerjanya berdasarkan saran dari teman dan masukan dari guru.

3. Kegiatan penutup
• Guru dan siswa menyimpulkan materi pembelajaran.
• Guru menanyakan kesulitan siswa selama KBM
• Siswa mengumpulkan hasil kerjanya.

J. *Penilaian*

Teknik : Tes Tulis
Bentuk tes : Tes tertulis dalam proses pembelajaran
RENCANA PELAKSANAAN PEMBELAJARAN (RPP 08)

A. Identitas
Satuan Pendidikan : SMAN 2 Muara Teweh
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI /Ganjil
Aspek/Skill : Writing (Menulis)
Alokasi Waktu : 2 X 45 menit
Jenis Teks : Analytical exposition
Tahun Pelajaran : 2015/2016

B. Standar Kompetensi
Menulis
Mengungkapkan makna dalam teks esai berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari

C. 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.

D. Indikator
1. Menggunakan tata bahasa, tanda baca, ejaan, dan tata tulis dengan akurat
2. Menulis gagasan utama
3. Mengelaborasi gagasan utama
4. Membuat draf, merevisi, menyunting
5. Menghasilkan teks analytical exposition

E. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
1. Membuat mind map untuk teks analytical exposition
2. Menggunakan tata bahasa, tanda baca, ejaan, dan tata tulis dengan akurat dalam teks analytical exposition
3. Menulis topik utama (thesis statement)
4. Mengelaborasi topik utama (argument)
5. Membuat draf, merevisi, menyunting
6. Menghasilkan teks analytical exposition
7. Berpartisipasi aktif selama proses pembelajaran
F. Materi Ajar

*Analytical exposition text*

- **Social function**
- **Generic structures (thesis, argument, reiteration)**
  - Writing focus: paragraph organization
- **Language features (present tense, relational process, connectives)**
  - Language focus: present tense, relational process, connective, punctuation, capital letters

G. Teknik Pembelajaran

Mind mapping

H. Alat dan Sumber Belajar

b. Lembar Kerja Siswa
c. Kertas, pulpen atau spidol warna

I. Langkah-Langkah Kegiatan

1. Kegiatan pendahuluan
   a. Guru mengucapkan salam dan tegur sapa.
   b. Guru melakukan tanya jawab berbagai hal terkait kondisi siswa.
   c. Guru mengabsen siswa.
   d. Guru memberi motivasi kepada siswa.
   e. Guru dan siswa mereview pelajaran yang telah lalu tentang teks *analytical exposition*.

2. Kegiatan inti.
   a) **Pre-writing**
      - Siswa membuat mind map berdasarkan topik *to stay healthy* yang diberikan (LKS 4 Activity 5).
      - Guru membimbing siswa membuat mind map dengan langkah berikut.
        1) Siswa menyiapkan selembar kertas dan beberapa spidol/pena warna.
        2) Siswa membuat sebuah gambar di tengah kertas dan guru menjelaskan fungsi dari gambar tersebut sebagai topik utama.
3) Siswa membuat beberapa cabang pada gambar utama. Setiap cabang mewakili setiap sub-topik yang akan menjelaskan topik utama. Jumlah cabang menunjukkan jumlah paragraf yang akan dibangun menjadi sebuah teks *analytical exposition*. Selain itu, setiap cabang juga berfungsi sebagai penghubung ide tertentu dengan ide yang lainnya.

4) Siswa membuat sub-cabang yang berfungsi sebagai poin penjelasan dari sub-topik secara detail.

5) Siswa menulis sebanyak mungkin ide yang muncul dibenak mereka tanpa khawatir benar atau salah.

6) Siswa menulis kata kunci, simbol, gambar dan sebagainya pada cabang-cabang kecil untuk mewakili setiap ide yang muncul dipikiran mereka.

7) Siswa dapat menggunakan *wh-questions* untuk mengembangkan idenya.

8) Setelah selesai, siswa menyirat ide yang tidak sesuai dengan topik atau tidak diperlukan.

b) *Drafting*

- Siswa menuliskan *thesis statement*, kalimat topik untuk setiap argumen dan *reiteration* (LKS 3 Activity 3).

- Siswa menghubungkan kalimat topik dengan menggunakan *connectives* dan *relational process* (LKS 3 Activity 4).

- Siswa membuat draf teks *analytical exposition* berdasarkan mind map yang telah mereka buat (LKS 2 Activity 5).

- Guru mengontrol kegiatan siswa dan siap memberikan bantuan yang diperlukan.

c) *Revising*

- Siswa bekerja secara berpasangan dan melakukan *peer-correction*. Setiap siswa meneliti mind map dan draf milik teman dan memberikan saran baik secara lisan maupun tertulis (LKS 2 Activity 6).

- Guru mengontrol kegiatan dan memberikan dukungan serta bantuan yang diperlukan.

- Guru memberikan kesempatan pada siswa untuk bertanya dan memberikan *direct-feedback* sesuai dengan pertanyaan yang diajukan.
d) Editing
- Siswa merevisi hasil kerjanya berdasarkan saran dari teman dan masukan dari guru (LKS 2 Activity 7).

3. Kegiatan penutup
- Guru dan siswa menyimpulkan materi pembelajaran.
- Guru menanyakan kesulitan siswa selama KBM
- Siswa mengumpulkan hasil kerjanya.

J. Penilaian
Teknik : Tes Tulis
Bentuk tes: Tes tertulis dalam proses pembelajaran
Learning English

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 technology 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 favorable than ones who do not.

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

Answer these questions based on the text above.
1. What is the main idea of the text above?
2. What is the purpose of the text? To persuade, to entertain, to inform, to explain?
3. What tense is used in the text above? How do you identify them?
4. How does the writer begin to deliver his opinion?
5. What is the main idea of the second paragraph?
6. What is the main idea of the third paragraph?
7. What is the main idea of the fourth paragraph?
8. How does the writer elaborate each main idea?
9. How does the writer end the passage?

Activity 2

Study the following mind map.
Activity 3
Study the following mind map for an analytical exposition text with the topic
Student Needs a Laptop

Activity 4
Work in groups and rearrange the sentences into proper paragraphs to build an
analytical exposition text based on the mind map.

- Student Needs a Laptop
  - Of course it will need more cost but it will deserve for its function.
  - Recently there is an online shop which provides comprehensive information.
    The best is that the shop has service of online shopping.
  - Conventionally, students need book, pen, eraser, drawing book, ruler and such
    other stuff.
  - First, modern schools tend to apply fast transferring knowledge because the
    school needs to catch the target of curriculum.
  - Buying laptop online is advisable because it will cut the price. This online way
    is recommended since online shop also provides several laptop types.
Additionally, in this multimedia era, students need more to reach their progressive development.

Students just need to decide which type they really need.

Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subject.

Students need mobile keyboards to record every presented subject easily.

From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study.

Secondly, finding an appropriate laptop is not difficult as it was.

After that the laptop will be delivered to the students’ houses. That is really easy and save time and money.

Since there is a laptop on every student’s desk, this method will help student to get better understanding.

The students just need to brows that online shop, decide which computer or laptop they need, and then complete the transaction.

Activity 5
1. Find some verbs that are identified as present simple tense.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
2. What characteristic of analytical exposition text that you can identify in the text above?

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Activity 6
The best arrangement of the sentences is listed as below.

**Student needs a laptop**
2. Additionally, in this multimedia era, students need more to reach their progressive development.
3. Of course it will need more cost but it will deserve for its function.
4. First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum.
5. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subject.
6. Students need mobile keyboards to record every presented subject easily.
7. From all of that, having mobile computer is absolutely useful for students who want to catch the best result for their study.
8. Since there is a laptop on every student’s desk, this method will help student to get better understanding.
9. Secondly, finding an appropriate laptop is not difficult as it was.
10. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping.
11. The students just need to brows that online shop, decide which computer or laptop they need, and then complete the transaction.
12. After that the laptop will be delivered to the students’ houses. That is really easy and save time and money.
13. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provides several laptop types.
14. Students just need to decide which type they really need.
Activity 7

<table>
<thead>
<tr>
<th>Title</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td></td>
</tr>
<tr>
<td>Argument 1</td>
<td></td>
</tr>
<tr>
<td>Argument 2</td>
<td></td>
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<tr>
<td>Argument 3</td>
<td></td>
</tr>
<tr>
<td>Argument 4</td>
<td></td>
</tr>
<tr>
<td>Reiteration</td>
<td></td>
</tr>
</tbody>
</table>

Write the text in a good structure and organization.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Activity 1

In pairs, study the poster and answer the questions based on your knowledge.

1. What does the poster tell you?
2. Why is it important for us to stop global warming?
3. Do you know how we can help stop global warming?

Activity 2

Study the following mind map.
Activity 3
Write a complete topic sentence for each topic in the form of present tense.

Activity 4
1. Arrange your topic sentences from the most important to the lesser one. The first topic sentence:

The second topic sentence:

The third topic sentence:

The fourth topic sentence:

2. Write supporting ideas for each topic sentence.

Activity 5
Write an analytical exposition text based on your mind map and use the topic sentences.

Activity 6
Exchange your rough draft and your mind map with your chair mate. Then review his/her draft by using the peer review form below.

Peer Review Form

Writer’s Name:
Reviewer’s Name:
Title:
Date:

1. What is the topic of the text? What is the writer opinion about the topic?
2. Look at the mind map. Does the writer have clear main idea? Does the writer have supporting idea? How many supporting ideas are there? Is there any unnecessary idea?
3. Read the rough draft again. Does the writer propose any idea? Underline the main idea.
4. Does the writer provide any reasons and argument? How many argument he/she has? Are the idea ordered logically?
5. How many sentences state the fact?
6. How many sentences express the writer’s opinion?
7. Does the writer provide any example?
8. Does the writer restate his/her idea?
9. Does the writer have these things?

<table>
<thead>
<tr>
<th>Grammatical Pattern</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. general nouns, eg <em>ears, zoos</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. abstract nouns, eg <em>policy, government</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. technical words, eg <em>species of animals</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. relating verbs, eg <em>It is important …</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. action verbs, eg <em>We must save …</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. thinking verbs, eg <em>Many people believe …</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. modal verbs, eg <em>We must preserve …</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. modal adverbs, eg <em>Certainly we must try …</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. connectives, eg <em>firstly, secondly …</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. evaluative language, eg <em>important, significant, valuable</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Do you have any questions or comments for the writer?

**Activity 7**

*Read your paragraph again. Think about the comment from your partner. Make any additions or changes to your paragraph that would make it stronger or more interesting.*
Activity 1

Some high schools require all of their students to wear school uniforms. But other high schools permit the students to decide what to wear to school. Which is of these policies do you think is better? Use specific reasons and examples to support your opinion.

Activity 2

Study the following mind map.
**Activity 3**

Make a mind map for an analytical exposition text which denied the rule of wearing school uniforms.

**Activity 4**

1. *First, state your position by writing the thesis statement. Look at the following thesis statement which states an agreement of wearing school uniform.*

   “The advantages of wearing school uniforms outnumber those of the opposite views”.

   *Now, write your thesis statement.*

   Your thesis:

2. *How many sub-topics do you have?*

   There are three sub-topics which support the regulation of wearing school uniform. How about yours?

3. *Arrange your sub-topic based on your mind map and write topic sentence for each of them. You can look at the topic sentence for each paragraph of supporting school uniform as the sample.*

   **First argument**: “School uniforms let young students focus on studying, not diverting to compete with other classmate’s clothes”.

   **Second argument**: “School uniforms save money for students’ parents”.

   **Third argument**: “School uniform strength the spirit of students’ organization and the obeying of regulations”.

   *Now write your topic sentence for each argument.*

4. *To end your writing, restate your thesis in other words, for example: “We can safely draw the conclusion that school uniform are valuably recommended”.*

   *This part is called reiteration. You may give a conclusion before restate your opinion or position. Write your reiteration by paraphrasing your thesis statement.*
Activity 5

To make your ideas flow smoothly, you should use “connectives”. Its function is to show that you have argument to be highlight. It also shows your movement from an argument to the next one. Look at the example of connectives used in supporting school uniforms regulation below.

First argument will be started by “The first reason…..

Second argument will be started by “Furthermore, …. 

The third argument will be started by “Finally/ the last reason…..

Now, attach your argument by using connectives such as the first, secondly, thirdly, furthermore, in addition, moreover, etcetera.

Activity 6

The final draft of analytical exposition text which supported to wear school uniform can be like the text below.

The Advantages of Wearing School Uniform

It is a confusing question to decide whether to wear regulative school uniforms or not. As far as I am concerned, although school uniforms will not make every one satisfied, the advantages of wearing school uniforms outnumber those of the opposite views.

The first and the most important function of school uniforms is let young students focus on studying, not diverting to compete with other classmate’s clothes. If school uniforms do not exist, being easily impressionable, children will pay much attention to what their friends and stars on TV wear to show fashionable, fancy and stylistic pattern. It is reasonable to make young people wear uniform to prevent them from diversion of studying.

Furthermore, school uniforms save money for students’ parents. Because of love, they hardly refuse to buy new clothes for their children even though they really do not need yet. The young consider little about money and have small resistance to the tempts of the fashionable T-shirt and Jeans, and their parents usually spoil their children. So school uniforms can help students learn frugality, plainness and neatness are much more worthy than fashion.
The last but not the least reason for school uniform is to strength the spirit of students’ organization and the obeying of regulations. Those moral practices will benefit them to the preparation for future occupation and experience.

In short, school uniforms are in use of students study distraction, frugality and moral benefits. We can safely draw the conclusion that school uniform are valuably recommended.

*Now, write your final draft.*
Students’ Paper Sheet 4

Activity 1
- You have opportunity to visit a foreign country for two weeks. Which country would you like to visit? Give specific details and reasons to support your choice.
- Make a mind map for an analytical exposition text based on the topic above.

Activity 2
- How do movies and television influence people’ behavior? Use specific details and reasons to explain your answer.
- Make a mind map for an analytical exposition text based on the topic above.

Activity 3
Some people prefer to spend their free time outdoors. Others prefer to spend their leisure time indoors. Would you prefer to be outside or would you prefer to be inside for your leisure activities? Use specific reasons and details to explain your choice.

Activity 4
Many students choose to attend schools or universities outside their home countries. Why do some students study abroad? Use specific reasons and details to support your answer.

Activity 5
People do many different things to stay healthy. What do you do for good healthy? Use specific details and examples to support your answer.
Appendix 3a  
Blue Print of Linguistic Intelligence Test

Kompetensi Standar Isi Tes Kecerdasan Berbahasa

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspek</th>
<th>Indikator</th>
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<td></td>
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<td>Sintak</td>
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Appendix 3b
Research Instrument of Linguistic Intelligence

Tes Kecerdasan Berbahasa

Petunjuk:
1. Tulislah nama lengkap dan kelasmu pada tempat yang telah disediakan di lembar jawaban.
2. Bacalah setiap pertanyaan dengan cermat, kemudian pilihlah jawaban yang paling tepat dengan cara menyilang huruf A, B, C, D atau E yang mewakili jawaban tersebut pada lembar jawaban.

1. Penulisan peluruan kata yang yang benar adalah....
   A. Me + protes = memrotes
   B. Me + pesona = mempesona
   C. Me + proses = memproses
   D. Me + perhati + kan = memperhatikan
   E. Me + tulis + kan = mentuliskan

2. Cermatilah kalimat-kalimat berikut dengan saksama!
   1. Setiap malam Minggu Ruli mengapeli pacarnya sambil membawakan apel.
   2. Sudah beberapa masa, media itu dikenal dengan sebutan media massa.
   3. Akhirnya, gadis itu dipinang setelah bertemu di bawah pohon pinang.
   5. Menurut ayah agar pohon jarak dapat tumbuh dengan baik, jarak tanam harus diatur.

Kalimat yang menggunakan kata berhomonim terdapat pada kalimat nomor....
   A. (1) dan (2)
   B. (2) dan (3)
   C. (3) dan (4)
   D. (3) dan (5)
   E. (4) dan (2)

3. Kalimat yang intonasinya menjelaskan amanat bahwa yang mati adalah kucing, yaitu . . .
   A. Kucing / makan tikus mati di dapur.
   B. Kucing makan / tikus mati di dapur.
   C. Kucing makan tikus / mati di dapur.
D. Kucing makan tikus mati / di dapur.
E. Kucing makan tikus mati di dapur.

4. Ketika masyarakat telah banyak mengetahui manfaat daun dan buah sirsak, saya merasa tertarik membudidayakan tanaman tersebut.

Makna gramatikal imbuhan ter- pada kata tertarik adalah....
A. paling  
B. tiba-tiba  
C. dapat di-  
D. sampai ke-  
E. ketidaksengajaan

5. Imbuhan ber- yang mempunyai arti “mempunyai” terdapat pada kalimat .....  
A. Saya bermaksud mengunjungi kakek.  
B. Ibu berbelanja di pasar.  
C. Adik bersepeda ke sekolah.  
D. Lia berusaha menyelesaikan tugasnya.  
E. Petinju itu berkeringas selama bermain.

6. Bentuk kata berimbuhan memper-kan di bawah ini mengalami kerancuan, kecuali .....  
A. memperlebarkan  
B. mempersempitkan  
C. mempertinggikan  
D. memperindahkan  
E. mempertimbangkan

7. Kata berawalan me- yang tidak menyatakan kerja terdapat dalam kalimat ....  
A. Kami mengontrak rumah di pantai Kapuk.  
B. Kami datang menjelang pesta mulai.  
C. Dia tidak mengakui perbuatannya yang salah.  
D. Penduduk desa itu banyak yang merotan.  
E. Para penerjun telah mendarat dengan selamat.

8. Afiks ke-an pada kata di bawah ini berfungsi sebagai pembentuk kata benda, kecuali ......  
A. kelihatan  
B. kebaikan  
C. ketuhanan  
D. kepergian  
E. kebersihan
   A. Pesaing, pesuruh, petatar 
   B. Pemotret, pengasuh, pemisah 
   C. Pejalan, pemain, penyuluh 
   D. Pelukis, perusak, pedagang 
   E. Petinju, pelari, perenang 

10. Dia terpaksa menyederhanakan masakannya pada akhir bulan. 

   Pola pembentukan kata menyederhanakan sama dengan pembentukan kata .... 
   A. Memperjuangkan 
   B. Menyedekahkan 
   C. Mengesampingkan 
   D. Membacakan 
   E. Melakukan 


   Fungsi imbuhan ke-an pada kalimat di atas sama dengan fungsi imbuhan -nya pada kalimat ..... 
   A. Hasil kebunnya cukup untuk biaya hidup keluarga. 
   B. Sakitnya tidak tertahankan olehku. 
   C. Obat itu bukan main pahitnya. 
   D. Dia mengecat rambutnya dengan cat merah. 
   E. Buku itu berjudul lahirnya Pancasila. 

12. Pembentukan kata yang tidak benar terdapat dalam kalimat ..... 
   A. Warna pakaian penyanyi Korea sangat mencolok. 
   B. Pekerjaan menerjemahkan bukan pekerjaan yang mudah. 
   C. Tukang kayu itu sedang mencat pintu depan. 
   D. Agar selamat di perjalanan, kita harus menaati rambu-rambu lalu lintas. 
   E. Kita harus ikut serta dalam menyukseskan jalannya sidang 


   Kata kerja yang tepat untuk melengkapi kalimat di atas adalah .... 
   A. Menugaskan kepada 
   B. Menugaskan pada 
   C. Menugaskan ke 
   D. Menugaskan 
   E. Menugasi
14. Frase yang berpola sama dengan frase “rumah makan” adalah ....
A. lapangan parkir
B. celana panjang
C. tepung beras
D. rumah bagus panjang
E. mobil mewah

15. Frase berikut yang tidak mengandung makna bagian (dari) adalah ..... 
A. Sisa-sisa makanan
B. Isi surat ayah
C. Ujung sepatu
D. Akhir pidato
E. Cincin emas

16. Para siswa yang memiliki teman pengguna narkoba hendaknya waspada.

Frase yang menyatakan keterangan subjek dalam kalimat di atas adalah ..... 
A. Yang memiliki teman pengguna narkoba
B. Teman pengguna narkoba
C. Yang memiliki teman
D. Pengguna narkoba
E. Teman

17. Pola frase berikut ini yang tidak sama dengan frase musim hujan adalah ..... 
A. hujan lebat
B. sawah ladang
C. pagi buta
D. pekarangan luas
E. hari kemerdekaan

18. Inti frase penawaran produk dan harga barang adalah ..... 
A. Penawaran produk, penawaran harga
B. Penawaran produk
C. Penawaran harga
D. Produk dan harga
E. Penawaran

19. Apabila yang dimaksud adalah pengusaha garmen berjenis kelamin wanita, maka rumusan frasa yang benar adalah ....
A. Pengusaha - garmen wanita
B. Pengusaha wanita – garmen
C. Garmen pengusaha wanita
D. Wanita pengusaha garmen
E. Wanita garmen pengusaha

20. Dalam berwiraswasta memerlukan kreativitas untuk menyiasati apa yang ada dan melahirkan peluang bisnis.

Kalimat di atas menjadi benar apabila ....
A. Kata menyiasati diubah menjadi mensiasati
B. Kata memerlukan diubah menjadi diperlukan
C. Kata dalam diganti dengan kata dengan
D. Kata kreativitas diubah menjadi kreasi
E. Kata kreativitas diubah menjadi kreatifitas

21. Ungkapan-ungkapan berikut mengandung makna kiasan, tetapi tidak berkaitan dengan makna baik atau buruk, sopan atau tidak sopan, kecuali ....
A. mata anggaran
B. banting tulang
C. roda ekonomi
D. keras kepala
E. mental baja

22. Kelompok kata di bawah ini yang tidak mempunyai hubungan makna yang berlawanan secara mutlak adalah ....
A. laki-laki-perempuan
B. jantan-betina
C. mati-hidup
D. salah-benar
E. ibu-anak

23. Kelas akselerasi adalah untuk memenuhi kebutuhan siswa yang memiliki potensi dan bakat akademis luar biasa.

Makna dari istilah akselerasi pada kalimat tersebut adalah ....
A. unggulan
B. peningkatan
C. percepatan
D. tambahan
E. khusus

24. Tindakan anarkis itu sebagai suatu manifestasi kemarahan hatinya.

Arti dari kata manifestasi pada kalimat di atas adalah ....
A. perwujudan
B. pengungkapan
C. penambahan  
D. peningkatan  
E. pengejawantahan

25. Kini lembaga penelitian itu telah dilengkapi dengan peralatan sophisticated.

    Lawan kata yang dicetak miring adalah ....
    A. canggih  
    B. modern  
    C. rumit  
    D. baru  
    E. sederhana

26. Para relawan membantu ....... korban pasca tsunami.

    Kata yang tepat untuk melengkapi kalimat di atas adalah ....
    A. renovasi  
    B. transformasi  
    C. evakuasi  
    D. transportasi  
    E. rehabilitasi

27. Makna kata kepala berikut ini yang sesuai dengan kata yang mengikutinya adalah ....
    A. kepala rumah tangga  
    B. kepala suku  
    C. kepala gula  
    D. kepala langit  
    E. kepala air


    Kata yang tepat untuk melengkapi kalimat di atas adalah ....
    A. penambahan  
    B. peningkatan  
    C. kreativitas  
    D. inovasi  
    E. diversifikasi

29. Jika seorang kakak mengatakan kepada adiknya “sudah jam 7 lewat, ayo cepat!” pada pagi hari yang akan berangkat ke sekolah. Jawaban adik yang tidak sesuai adalah....
Lembar 1

A. “Tunggu aku di depan rumah.”
B. “Aku habiskan sarapan dulu.”
C. “Aku bersama Ayah saja.”
D. “Kamu duluan saja, Kak.”
E. “Tidak usah repot-repot, Kak.”

30. “Bagi Ferdi, pelajaran matematika adalah pelajaran yang mudah.”

Dari pernyataan di atas, praanggapan yang sesuai adalah….
A. Ferdi selalu ranking pertama di kelas.
B. Ferdi selalu menyontek saat ulangan matematika.
C. Ferdi senang dengan guru matematika tersebut.
D. Ferdi suka dengan pelajaran menghitung.
E. Ferdi sering mengikuti olimpiade.

31. Perhatikan percakapan berikut ini!
   Andi : Nanti malam nonton bioskop yuk!
   Herna : Ibuku sedang sakit parah, Di.

Kesimpulan dari percakapan di atas adalah…..
A. Herna tidak bisa menonton bioskop dengan Andi karena Ibunya sedang sakit parah.
B. Herna bersedia menonton bioskop dengan Andi karena Ibunya sedang sakit parah.
C. Andi mengajak Herna untuk menonton bioskop.
D. Andi dan Herna akan menemani Ibunya Herna yang sedang sakit parah.
E. Ibunya Herna sedang sakit parah.

32. “Hai, bro! Apa kabar?”

Kalimat sapaan di atas sangat tepat bila diucapkan dalam percakapan antara….
A. Mahasiswa kepada dosen di kelas.
B. Anak kepada ayahnya di rumah.
C. Seseorang kepada teman.
D. Tamu dan tuan rumah.
E. Bawahan kepada atasan di kantor.

33. Seorang tamu berkata kepada tuan rumah, “hari ini panas sekali ya?”

Ucapan tersebut mungkin mempunyai beberapa maksud seperti berikut, kecuali….
A. Menceritakan keadaan cuaca
B. Meminta ijin untuk membuka jaket yang dipakai
C. Agar tuan rumah menghidupkan kipas angin
D. Agar tuan rumah membuka jendela
E. Agar tuan rumah menyuguhkan air minum yang dingin

34. Berikut ini yang merupakan tidak tutur langsung adalah…. 
A. Ani : Gula di dapur sudah habis, bu.
   Ibu : Ini uangnya, beli sana!
B. Arif : Bu, saya mau makan.
   Ibu : Makan sana, ajak adikmu sekalian!
C. Ibu : Opik, sapunya dimana?
   Opik : Di sini bu.
D. Arif : Dimana kamar mandinya?
   Edo : Disana, tapi masih ada orang di dalam.
E. Adik : Kak, apa ada makanan di lemari?

35. Cermati percakapan berikut!
A: “Anak bungsumu kelas berapa?”
B: “Kelas dua SD.”

Berdasarkan percakapan tersebut, informasi yang mungkin sudah diketahui oleh A tentang B adalah sebagai berikut, kecuali…..
A. B sudah memiliki anak
B. Jumlah anak B lebih dari satu
C. Anak-anak B sudah bersekolah
D. Anak bungsu B bersekolah di tempat yang sama dengan anak A
E. B sudah mendaftarkan anaknya ke sekolah

36. Seorang guru ingin menyuruh muridnya mengambil kapur. Berikut ini adalah kalimat-kalimat yang dapat digunakan, kecuali …. 
B. Siapa piket hari ini? Kenapa kapur tidak ada?
C. Di mana ibu bisa mendapatkan kapur?
D. Adakah yang bersedia mengambil kapur?
E. Ada berapa jumlah batang kapur yang sudah terpakai?

37. Ketika seorang guru berkata di kelas, “ujian sudah dekat”. Sebenarnya yang ingin dituturkan oleh guru kepada muridnya adalah …
A. agar mendengarkan tuturan yang disampaikan.
B. agar mempersiapkan diri, belajar untuk menghadapi ujian.
C. agar tidak bermain sampai larut malam.
D. agar mengetahui pelajaran yang akan diujikan
E. agar membayar iuran sekolah.
Cermati kedua paragraf berikut untuk soal nomor 38 dan 39!


Upaya ini untuk mewujudkan cita-cita Indonesia mandiri di bidang bahan baku obat, tantangan industri farmasi menghasilkan bahan baku obat ada pada nilai investasi. Dana pengembangan bahan baku obat berbasis riset sekitar Rp. 300 milyar.

38. Kalimat utama paragraf pertama terdapat pada kalimat nomor….
   A. (1)
   B. (2)
   C. (3)
   D. (4)
   E. (5)

39. Kalimat yang berupa rangkuman kedua paragraf tersebut adalah….
   A. Fasilitas industry ekstrak bahan alam *Dexa Laboratories of Biomolecular Science* (DLBS) telah melakukan riset dengan biaya sangat mahal.
   B. Pengembangan obat herbal dalam negeri merupakan upaya mewujudkan cita-cita Indonesia mandiri di bidang bahan baku obat.
   C. Lima jenis obat memanfaatkan ekstrak tanaman asli Indonesia seperti kayu manis (*Cinnamomum burmannii*) dan mahkota dewa (*phakri macrocarpa*).
   D. Cita-cita Indonesia mewujudkan mandiri di bidang bahan baku obat menjadi kenyataan.
   E. Hasil bahan baku obat herbal pada nilai investasi yang dilakukan oleh fasilitas industry ekstrak bahan alam.

40. Perhatikan paragraf berikut dengan seksama!

   Di Bali, kita mengenal beberapa jenis seni tari, di antaranya seni *wali*, seni *bebali* dan *balih-balihan*. Seni *wali* adalah seni pertunjukan yang dipentaskan dalam rangkaian upacara ritual tertentu, seperti baris gede, baris cina, dan calon arang. Seni *bebali* adalah jenis kesenian yang berkaitan dengan upacara ritual manusia jadinya, seperti upacara bayi tiga bulan, upacara potong gigi, pernikahan, kematian, dan lain-lain. Sementara itu, yang tergolong seni *balih-balihan* adalah murni hiburan, semacam joget, drama gong, sendra tari, dan sebagainya.
Ide pokok paragraf tersebut adalah….
A. seni pertunjukan
B. fungsi tari
C. seni wali
D. seni bebali
E. balih-balihan

Cermati paragraf berikut ini untuk menjawab soal no 41 dan 42!


41. Mengapa PLN harus memberi kompensasi kepada pelanggan?
Jawaban yang sesuai isi paragraf tersebut adalah….
A. Karena PLN sering mengadakan pemadaman.
B. PLN mengadakan pemadaman tidak sengaja.
C. Semua jaringan di daerah ini mengalami gangguan.
D. Kata Siagan PLN tidak cukup dengan minta maaf.
E. Acara peringatan tahun baru dibatalkan.

42. Makna istilah kompensasi pada paragraf tersebut adalah….
A. pemberian tambahan beban
B. gangguan pada gardu
C. ganti gardu pada pelanggan
D. ganti rugi kepada pelanggan
E. pemberian penggantian tiang listrik

Bacalah paragraf berikut untuk menjawab soal nomor 43 dan 44.

(1) Sesungguhnya, gempa bukan merupakan hal yang baru bagi Indonesia. (2) Sejarah mencatat bahwa sejak abad ke-18 terjadi gempa besar di Pulau Sumatra, bahkan hampir setiap tahun terjadi gempa di Indonesia. (3) Secara geologis, Indonesia memang memiliki resiko tinggi mengalami gempa tektonik, vulkanik, dan tsunami karena terletak di antara tiga lempeng aktif yang terus berinteraksi. (4) Masyarakat diharapkan mampu memahami apa yang dimaksud dengan gempa tektonik, vulkanik, dan tsunami. (5) Karena itu, pengetahuan mengenai bencana ini wajib dimiliki, terutama mengenai cara berlindung dan menyelamatkan diri saat terjadi gempa. (6) Hendaknya sekolah-sekolah mulai melaksanakan simulasi gempa dan sejumlah organisasi juga tak akan ketinggalan memberi pelatihan antisipasi bencana.
43. Kalimat penjelas yang tidak padu terdapat pada nomor....
   A. (2)
   B. (3)
   C. (4)
   D. (5)
   E. (6)

44. Kalimat yang berupa fakta terdapat pada nomor....
   A. (2)
   B. (3)
   C. (4)
   D. (5)
   E. (6)

45. Cermati paragraf berikut ini!

   Kalimat simpulan pada paragraf tersebut terdapat pada nomor....
   A. (1)
   B. (2)
   C. (3)
   D. (4)
   E. (5)

46. Bacalah paragraf berikut ini untuk menjawab soal nomor 46 dan 47.
   Penelitian di laboratorium menunjukkan hasil positif untuk hasil produk ikan asin dan ikan kering dari Teluk Jakarta. (2) Dalam ikan asin kecil seperti jambal dan cumi-cumi, untuk 10 gramnya terdapat lebih dari 1.5 ppm (part per million) atau satu per sejuta formalin. (3) Ikan-ikan yang mengandung formalin akan langsung diketahui. (4) Sejak Agustus silam, penggunaan formalin pada ikan memang tidak segencar sebelumnya. (5) Ini menyusul edaran peraturan menteri Kesehatan Republik Indonesia No. 722/menkes/per/IX/88 tentang bahan tambahan yang dilarang digunakan dalam pangan.

46. Tujuan penulis menyampaikan informasi tersebut kepada pembaca adalah ....
   A. Menginformasikan kepada masyarakat agar berhati-hati dengan ikan yang mengandung formalin.
B. Menghimbau agar masyarakat jeli dan tahu ikan mengandung formalin biasanya basah.
C. Mengingatkan kepada masyarakat agar banyak membeli ikan asin.
D. Menjelaskan bahwa masyarakat selalu ingat dengan bahan-bahan yang mengandung formalin.
E. Menasihati kepada nelayan tentang surat edaran menkes no. 722 tentang akibat melanggar aturan.

47. Kalimat opini yang terdapat pada kutipan artikel terdapat pada nomor….
A. (1) dan (2)
B. (2) dan (3)
C. (3) dan (1)
D. (3) dan (4)
E. (4) dan (5)

Bacalah paragraf berikut ini untuk menjawab soal nomor 48 dan 49.


48. Ide pokok paragraf tersebut adalah…..
A. pemanfaatan energi matahari dalam pembangkit listrik tenaga surya
B. penandatanganan kerja sama PT Angkasa Pura I dengan perusahaan asing
C. kerja sama pengembangan pemanfaatan energi matahari
D. kerja sama yang mendatangkan keuntungan besar dalam jangka panjang
E. penandatanganan nota kesepakatan pemanfaatn tenaga matahari

49. Mengapa PT Angkasa Pura I menggandeng perusahaan Amerika Serikat?
A. Demi mewujudkan bandara yang ramah lingkungan.
B. Penandatanganan nota kesepakatan pemanfaatan energi matahari.
C. Membentuk keuntungan di bidang pengembangan emisi.
D. Mendapatkan keuntungan jangka panjang senilai US$45 juta.
E. Kesepakatan antara PT Angkasa Pura I dan CEO Sintesa Group-Sun Edison.
Bacalah paragraf berikut ini untuk menjawab soal nomor 50—52.


50. Kalimat utama paragraf tersebut adalah kalimat nomor….
A. (1)  
B. (2)  
C. (3)  
D. (4)  
E. (5)

51. Kalimat yang menyatakan fakta pada paragraf tersebut adalah nomor….
A. (1) dan (3)  
B. (2) dan (3)  
C. (2) dan (4)  
D. (3) dan (4)  
E. (4) dan (5)

52. Arti istilah animasi pada paragraf tersebut adalah….
A. Gambar hewan pada film kartun yang dapat bergerak seperti hewan.  
B. Rangkaian gambar/lukisan yang digerakkan secara mekanik elektronis.  
C. Orang yang membuat gambar/lukisan yang dapat digerakkan.  
D. Gambar/lukisan yang dibuat semakin rupa agar dapat bergerak.  
E. Orang yang mengisi suara hewan pada film kartun.

53. Bacalah paragraf berikut!

(1) Era globalisasi tidak terbendung lagi. (2) Mobilitas penduduk, barang dan hewanyang cukup tinggi memiliki dampak negative terhadap kesehatan. (3) Kasus flu burung yang menghantui Indonesia menjadi peringatan bahwa manusia dan hewan dari luar negeri perlu pengawasan. (4) Busung lapar hanya puncak es dari kondisi gizi buruk yang terabaikan. (5) Sikap menyalahkan rakyat atau pemerintah dalam mengatasi flu burung tidaklah bijaksana.
Kalimat yang tidak padu dalam paragraf tersebut terdapat pada nomor....
A. (1)
B. (2)
C. (3)
D. (4)
E. (5)

Bacalah paragraf berikut ini untuk menjawab soal nomor 54 dan 55.

54. Kalimat simpulan yang tepat untuk paragraf tersebut adalah....
B. Pemprov DKI harus segera membeaskan lahan.
C. Pengerukan kali-kali di Jakarta harus segera diselesaikan.
D. Wilayah Jakarta berpotensi banjir terbesar.
E. Pemprov DKI dan Kementerian PU menanggulangi banjir.

55. Tujuan penulis dalam paragraf tersebut adalah....
A. Menginformasikan bahwa beberapa wilayah di Jakarta tidak akan mengalami banjir pada tahun 2013-2014.
B. Menjelaskan bahwa Pemprov DKI dan Kementerian PU bekerja sama mengeruk kali-kali di Jakarta.
C. Menjelaskan bahwa Pemprov DKI dan Kementerian PU masih terus berusaha menanggulangi banjir.
D. Menyampaikan kekhawatiran tidak bisa melakukan pengerukan kali-kali di Jakarta.
E. Mengimbau para pemilik lahan agar tidak menghalangi-pembebasan lahan banjir.

Cermatilah tajuk rencana berikut untuk menjawab soal nomor 56 dan 57!
Data dalam Perserikatan Bangsa-Bangsa untuk anak-anak (UNICEF) menyebutkan, 36% anak usia di bawah lima tahun, berarti satu dari tiga anak, menderita kurang gizi kronis pada tahun 2012. Indonesia memiliki jumlah anak dengan pertumbuhan terhambat kelima terbanyak di dunia atau 7,8 juta anak. Kekurangan gizi tersebut berakibat permanen pada fisik dan kecerdasan.
Salah satu penyebab kurang gizi adalah ketiadaan akses. Saat harga makanan cenderung mahal, jumlah anak balita dan ibu hamil yang kekurangan gizi betambah. Tidak hanya dari keluarga miskin, tetapi juga yang hampir miskin.

Asupan gizi buruk mempengaruhi ekonomi. Produk domestik bruto berkurang 1—3 %. Apabila kita bangga menyebut Indonesia memiliki bonus demografi yang akan membawa Indonesia menjadi negara dengan ekonomi terbesar ketujuh pada tahun 2030, itu mensyaratkan sumber daya manusia unggul.

56. Opini penulis tajuk tersebut adalah....
   A. Salah satu penyebab kurang gizi adalah ketiadaan akses untuk memperbaiki gizi anak.
   B. Pemerintah harus memperhatikan gizi balita dan ibu hamil dalam mewujudkan sumber daya manusia yang unggul.
   C. Indonesia memiliki jumlah anak dengan pertumbuhan di dunia atau 7,8 juta anak.
   D. Data PBB untuk anak-anak (UNICEF) menyebutkan 36% anak balita menderita kurang gizi kronis tahun 2012.
   E. Asupan gizi buruk mempengaruhi ekonomi dan produk domestik bruto berkurang 2—3 %.

57. Pihak yang dituju oleh redaksi dalam kutipan tajuk tersebut adalah....
   A. Perserikatan Bangsa-Bangsa
   B. balita dan ibu hamil
   C. warga yang kurang gizi
   D. pemerintah Indonesia
   E. warga negara Indonesia

58. Bacalah dialog berikut dengan cermat!

OSIS SMA Kartika mengadakan diskusi untuk membicarakan kegiatan Lomba Musikalisasi Puisi dalam rangka Bulan Bahasa Oktober 2016.

Andi : “Kegiatan lomba musikalisasi puisi ternyata membutuhkan dana kira-kira Rp5.000.000,00”.
Nina : “Oh ya, tetapi itu belum termasuk biaya sastrawan tamu dari Jakarta. Biaya yang diperkirakan Rp7.000.000,00”.
Tita : “Kalau begitu kita perlu ada usaha dana”.
Andi : “Caranya?”
Tita : Kita mencari donator dari orang tua siswa yang mampu dan mencari sponsor yang bersedia kerja sama dengan kita.”
Simpulan yang tepat untuk diskusi tersebut adalah….

A. Kegiatan Lomba Musikalisasi Puisi yang diselenggarakan OSIS SMA Kartika membutuhkan dana Rp5.000.000,00 bahkan lebih.
B. Hasil diskusi memutuskan kegiatan Lomba Musikalisasi Puisi OSIS SMA Kartika perlu ditinjau lagi karena dana tidak memadai.
C. Hasil diskusi memutuskan bahwa OSIS SMA Kartika membutuhkan dana Rp7.000.000,00 untuk Lomba Musikalisasi Puisi sehingga perlu usaha dengan mencari donator dan sponsor.
D. Rapat OSIS SMA Kartika yang membicarakan Lomba Musikalisasi Puisi tidak berjalan lancar karena dana tidak mencukupi sehingga mengalami jalan buntu.
E. Kegiatan Lomba Musikalisasi Puisi yang diselenggarakan OSIS SMA Kartika sudah disetujui sekolah, namun perlu mendapat tanggapan dari para siswa karena masih kekurangan dana.

59. Cermatilah paragraf berikut!

Kebijakan……. Pemerintah harus berpihak kepada masyarakat. Kebijakan yang diambil tentu saja bertujuan untuk…. di samping itu, kebijakan juga harus …. agar tidak ada benturan antara pemerintah dan masyarakat.

Kata berimbuhan yang tepat untuk melengkapi kalimat tersebut adalah….

A. Bangunan, menyejahterakan, mententramkan
B. Bangunan, mensejahterakan, menentramkan
C. Dibangunnya, menyejahterakan, menentramkan
D. Pembangunan, menyejahterakan, menenteramkan
E. Pembangunan, mensejahterakan, menenteramkan

60. Perhatikan paragraf berikut!

Air merupakan sumber daya alam yang menyangkut hajat hidup orang banyak. Rakyatlah yang berkaitan langsung dengan air. Ia sangat berguna untuk memenuhi kebutuhan hidup mereka. Tuntutan untuk bisa menikmati air menjadi hak semua orang……….. Tidak hanya pemerintah, mereka juga harus mengupayakan pelestariannya. Peran aktif masyarakat dalam pengelolaan SDA air merupakan kebutuhan yang tidak terhindarkan.

Kalimat yang tepat untuk memperbaiki bagian yang rumpang adalah….

A. Pengelolaan air perlu dilakukan dengan baik.
B. Pengelolaan air menjadi sangat penting.
C. Pengelolaan air menjadi tanggung jawab semua pihak.
D. Pengelolaan air harus bermanfaat bagi semua pihak.
E. Pengelolaan air harus memperhatikan ekologi lingkungan.
61. Cermatilah paragraf berikut!

Penggunaan pestisida dan pupuk kimia untuk tanaman dalam jangka waktu yang lama, tidak menyuburkan tanaman dan tidak memberantas hama. Pestisida justru dapat mencemari lingkungan dan menjadikan tanah ….. sehingga perlu pengolahan dengan biaya …… Oleh sebab itu, hindarilah penggunaan …….

Frasa yang sesuai untuk mengisi bagian rumpang paragraf tersebut adalah….
A. amat keras, lebih tinggi, dengan berlebihan
B. keras benar, sangat tinggi, secara berlebihan
C. sungguh keras, sangat tinggi, secara berlebihan
D. lebih keras, sangat tinggi, secara berlebihan
E. sangat keras, tinggi sekali, dengan berlebihan

62. Cermatilah kalimat-kalimat berikut!

(1) Mencari bahan-bahan tulisan yang sesuai dengan tema yang Anda pilih.
(2) Mengembangkan kerangka karangan menjadi karangan yang lengkap.
(3) Jika Anda menulis karya ilmiah harus memperhatikan langkah-langkah berikut.
(4) Memilih tema karangan yang mudah dibahas dan dipahami.
(5) Menyusun kerangka karangan sesuai dengan tema yang Anda pilih.

Jika kalimat-kalimat tersebut disusun menjadi paragraf, susunan yang paling tepat adalah….
A. (3), (4), (5), (1), dan (2)
B. (3), (1), (5), (4) dan (2)
C. (3), (1), (4), (2) dan (5)
D. (3), (4), (1), (5), dan (2)
E. (3), (1), (4), (5), dan (2)

63. Cermatilah paragraf berikut!

Secara pribadi saya bersyukur karena pertelevisian di Indonesia berkembang pesat. ….. ada beberapa catatan yang dapat disimak, ….. pertelevisian masih didominasi paket hiburan ….. pertelevisian kita masih banyak menayangkan paket acara luar negeri.

Agar memiliki kepaduan hubungan antar kalimat, maka paragraf diatas dapat diisi dengan penghubung …..
A. Walaupun demikian, diantaranya, juga
B. Karena itu, misalnya, selain itu
C. Namun, misalnya, selain itu
D. Namun, diantaranya, selain itu
E. Namun, pertama, kedua
64. Kalimat pembuka yang tepat untuk surat tugas menghadiri rapat adalah…. 
A. Dengan ini kami menugasi Saudara untuk menghadiri rapat pelaksanaan ujian akhir semester. 
B. Dengan ini kami menugaskan Saudara untuk menghadiri rapat pelaksanaan ujian akhir semester. 
C. Kami minta saudara dapat menghadiri menghadiri rapat pelaksanaan ujian akhir semester. 
D. Bersama ini kami minta Saudara hadir dalam rapat pelaksanaan ujian akhir semester. 
E. Kami berharap Saudara sudi melaksanakan tugas untuk menghadiri rapat pelaksanaan ujian akhir semester.

65. Cermatilah kalimat penutup surat lamaran berikut! 
Atas perhatiannya saya ucapkan terima kasih yang setinggi-tingginya.

Perbaikan yang tepat untuk kalimat penutup surat lamaran tersebut adalah….. 
A. Atas perhatiannya saya ucapkan terima kasih. 
B. Atas perhatian Bapak, saya ucapkan banyak terima kasih. 
C. Atas perhatiannya, saya mengucapkan terima kasih. 
D. Atas perhatian Bapak, saya mengucapkan terima kasih. 
E. Atas perhatiannya, saya ucapkan banyak terima kasih.

66. Cermati topik berikut! 
Topik karya tulis: Bahasa Remaja dalam Majalah Remaja 
Latar belakang yang sesuai dengan topik karya tulis tersebut adalah….. 
A. Para penerbit majalah remaja menggunakan tata bahasa yang tidak baku untuk menarik minat pembaca. 
B. Bahasa Indonesia yang digunakan anak remaja di Indonesia cenderung memilih ragam santai, begitu pula dalam majalah remaja saat ini. 
C. Karya tulis ini menguraikan masalah tata bahasa remaja dalam majalah remaja yang cenderung menggunakan tata bahasa baku. 
D. Para remaja menggunakan tata bahasa Indonesia yang baik dan benar untuk menambah perbendaharaan kata melalui bacaan remaja. 
E. Tata bahasa baku sebenarnya cukup penting dan tepat untuk mendidik para remaja agar bertutur sopan.

67. Topik: Gurindam salah satu bentuk karya sastra. 
Kalimat tujuan yang sesuai dengan kalimat tersebut adalah….. 
A. Tulisan ini akan memperkenalkan sebagai bentuk sastra yang asyik. 
B. Tulisan ini dimaksudkan dapat memperkenalkan gurindam dengan generasi muda.
C. Diharapkan gurindam menjadi sastra yang popular dan bergengsi.
D. Gurindam adalah bentuk sastra lama yang berisi sebab-akibat.
E. Dengan cara apa kita memperkenalkan gurindam pada masyarakat?

68. Topik makalah: Upaya pelestarian lingkungan hidup

Rumusan masalah sesuai dengan topik tersebut adalah…. 
A. Bagaimana upaya untuk melestarikan lingkungan hidup?
B. Kenapa kita harus melestarikan lingkungan hidup?
C. Apakah yang dimaksud dengan pelestarian lingkungan hidup?
D. Siapakah yang bertanggung jawab melestarikan lingkungan?
E. Apakah yang dimaksud lingkungan hidup?

69. Bacalah paragraf berikut dengan seksama!

Kalimat akibat yang tepat untuk melengkapi paragraf tersebut adalah….
A. Tidak ada upaya warga untuk memberantas nyamuk DBD.
B. Kebersihan lingkungan harus menjadi prioritas warga.
C. Banyak warga terserang penyakit demam berdarah.
D. Pada musim penghujan mencul nyamuk demam berdarah.
E. Setiap warga harus berhati-hati bila musim penghujan tiba.

70. Cermati kalimat-kalimat berikut!
1) Diperlukan kekuatan-kekuatan sebagai pendorong baik dari dalam maupun dari luar lingkungan.
2) Potensi ini perlu dipupuk sejak dini.
3) Setiap orang memiliki potensi kreatif walaupun dalam derajat yang berbeda.
4) Namun, timbul dan tumbuhnya kreativitas pada seseorang tidak lepas dari pengaruh budaya dan masyarakat tempat individu tersebut.
5) Pengaruh lingkungan itulah yang menimbulkan kreativitas.

Urutan yang tepat agar menjadi paragraf ekposisi yang padu adalah…. 
A. (2), (1), (5), (3), dan (4)
B. (3), (1), (2), (4), dan (5)
C. (3), (2), (1), (5), dan (4)
D. (4), (5), (1), (2), dan (3)
E. (5), (4), (1), (2), dan (3)
## Appendix 3c

Answer Key of Linguistic Intelligence Test

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Appendix 3d
Answer Sheet of Linguistic Intelligence Test

Name:
Class:

Cross the letter which represents the best answer.

1. A B C D E  
2. A B C D E  
3. A B C D E  
4. A B C D E  
5. A B C D E  
6. A B C D E  
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36. A B C D E  
37. A B C D E  
38. A B C D E  
39. A B C D E  
40. A B C D E
Appendix 4a
Instrument of Writing Pre-test

Name :  
Class :  

➢ Read carefully some Questions below. Choose one topic which you like.
  1. How does internet influence students’ behavior? Use specific details and reasons to explain your answer.
  2. Some people believe that smoking is bad for healthy. Do you agree or disagree with the statement? Use specific details and reasons to support your answer.
  3. People learn English for different reasons. Why is learning English important to many people? Use specific reasons and examples to support your answer.
  4. Do you agree or disagree with the following statement? Students should be allowed to bring cell phone to school. Give specific details and examples to explain your answer.

➢ Write an analytical exposition text (at least three paragraphs) based on the topic in 60 minutes.
Appendix 4b
Instrument of Writing Post-test

Name :
Class :

➢ **Read carefully some topics below. Choose one topics which you like.**
  1. How does internet influence students’ behavior? Use specific details and reasons to explain your answer.
  2. Some people believe that smoking is bad for healthy. Do you agree or disagree with the statement? Use specific details and reasons to support your answer.
  3. People learn English for different reasons. Why is learning English important to many people? Use specific reasons and examples to support your answer.
  4. Do you agree or disagree with the following statement? *Students should be allowed to bring cell phone to school.* Give specific details and examples to explain your answer.

➢ Make your own mind map based on the topic you have chosen.
➢ Write an analytical exposition text (at least three paragraphs) based on the topic and the mind map you have made in 60 minutes.
**Appendix 5**

**Try Out Calculation of Writing Test**

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\[
 r_{count} = \frac{n(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{n(\Sigma X^2) - (\Sigma X)^2} \cdot n(\Sigma Y^2) - (\Sigma Y)^2}}
\]

\[
 r_{count} = \frac{19(48778) - (851)(1066)}{\sqrt{[19(39041) - (851)^2][19(61802) - (1066)^2]}}
\]

\[
 r_{count} = \frac{926782 - 907166}{\sqrt{[741779 - 724201][1174238 - 1136356]}}
\]
\[ r_{\text{count}} = \frac{19616}{\sqrt{[17578][37882]}} \]

\[ r_{\text{count}} = \frac{19616}{25804.841} \]

\[ r_{\text{count}} = 0.760 \]
Appendix 6
Sample Scores

Scores of XI A (Controlled Class)

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<th>No.</th>
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Note:
Gain Score : Post-test – Pre-test

N Gain : \[
\frac{\text{Post-test} - \text{Pre-test}}{100 - \text{Pre Test}}
\] (Meltzer, 2002)

100 : Possible maximum score
### Scores of IX B (Experimental Class)

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# Pre-test Scores of Writing Based on Linguistic Intelligence and Teaching Technique

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### Post-test Scores of Writing Based on Linguistic Intelligence and Teaching Technique

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### N Gain Scores of Writing Based on Linguistic Intelligence and Teaching Technique

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SURAT PERMOHONAN IZIN PENELITIAN

Nomor : Un.01/Ft./KM.01.3/052/2015
Lamp. : -
Hal : Permohonan Izin Penelitian

Jakarta, 23 Oktober 2015

Kepada Yth.

Kepala SMAN 2 Muara Teweh
Barito Utara Kalimantan Tengah

Di

Tempat

Assalamu’alaikum wr.wb.

Dengan hormat kami sampaikan bahwa:

Nama : Sarianah
NIM : 2113014000014
Jurusan/Prodi : Magister Pendidikan Bahasa Inggris
Semester : V (Lima)


Demikianlah, atas perhatian dan bantuan Bapak/Ibu kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

[Signature]
Ketua Program

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Dr. Fatiriany, M.Pd
NIP. 197006111991012001

Tembusan:
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan
PEMERINTAH KABUPATEN BARITO UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI – 2
MUARA TEWEH
Jalan : Negara Muara Teweh – Banjarmasin Km 7 Muara Teweh Telp. (0519) 2707280

SURAT KETERANGAN
NO : 420/ /SMAN 2/TU.2016

Yang bertanda tangan dibawah ini, Kepala SMA Negeri 2 Muara Teweh, Kabupaten Barito Utara Propinsi Kalimantan Tengah, Menerangkan :

1. Nama : SARIANAH
2. Jenis Kelamin : Perempuan
3. NIM : 2113014000014
4. Program Studi : Magister Pendidikan Bahasa Inggris
5. Jenjang : Strata Dua ( S – 2 )

Yang bersangkutan benar telah melakukan kegiatan Observasi / Penelitian dalam rangka Penulisan Skripsi Strata Dua ( S – 2 ) di SMAN 2 Muara Teweh, selama 3 (tiga) bulan yaitu bulan 27 Oktober 2015 s/d 05 Desember 2015, Berdasarkan Surat dari UIN Syarif Hidayatullah Jakarta, Nomor. Un.01/Ft/KM.01.3/052/2015, tanggal 23 Oktober 2015 Perihal mohon ijin mengadakan Obeservasi / Penelitian.

Demikian Surat Keterangan ini diberikan, Untuk dipergunakan sebagaimana mestinya.

Muara Teweh, 01 Februari 2016
Kepala Sekolah,

HERY JHON SETIAWAN, S. Pd., M. Pd
NIP 19671119 199512 1 004

Tembusan, Yth :
1. Kepala Dinas Pendidikan Kabupaten Barito Utara
   Di Muara Teweh.
2. Rektor UIN Syarif Hidayatullah Jakarta
   Di Jakarta.