THE EFFECT OF GRAMMATICAL KNOWLEDGE, CREATIVE THINKING ON STUDENTS’ WRITING OF ANALYTICAL EXPOSITION ABILITY
(A Correlational Study at Eleventh Grade of SMAN 1 Kota Serang)

A Thesis
Presented to the Faculty of Educational Sciences
in Partial Fulfillment of the Requirements for the Master Degree
in the Department of English Education

By
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GRADUATE PROGRAM
DEPARTMENT OF ENGLISH EDUCATION
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SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2017
STATEMENT OF ORIGINALITY

I hereby declare that the thesis entitled "The Effect of Grammatical Knowledge, Creative Thinking on Students’ Writing of Analytical Exposition Ability (A Correlational Study at the Eleventh Grade of SMAN 1 Kota Serang)" 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 acknowledge as such. I have read and understood the Ministry of National Education (MoNE) of Indonesia's Decree No. 1/ Year 2010 regarding plagiarism in higher education, therefore I am responsible for any claims in the future regarding the originality of my thesis.

Ciputat, October 2017

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ABSTRACT

Kurnia Prasetyowati. The Effect of Grammatical Knowledge, Creative Thinking on Students’ Writing of Analytical Exposition Ability. Strata 2 (S-2). Department of English Education, Faculty of Educational Sciences, 2017.

The objectives of this study were to obtain empirical evidence of the effect of grammatical knowledge, creative thinking on students’ writing of analytical exposition ability. Grammatical knowledge and creative thinking were independent variables, whereas the students’ writing of analytical exposition ability was dependent variables. The participants were the eleventh grade science students of SMA N 1 Kota Serang. It used the eleventh grade students because the material of analytical exposition text include in this grade. The students were randomly chosen from science classes. They had completed grammatical knowledge, creative thinking, and writing of analytical exposition test to get the evidences. By operating statistical calculation from multiple regression, the research found the conclusion. It proven that there was a significant effect of grammatical knowledge and creative thinking on students’ writing of analytical exposition ability. By mastering grammatical knowledge will affect their writing of analytical exposition ability. The score was good each other because the participants are chosen students and they have got the entry test of selected students in science classes. While, by mastering of creative thinking will affect their writing of analytical exposition ability. Although the score is not as good as the score in grammatical knowledge affecting the writing but it has the effect on it too. From the result, it concluded that the students were projected to learn grammatical knowledge than creative thinking to increase their writing of analytical exposition ability. Creative thinking is still not focused in developing the students’ ability, moreover it is important too in writing. The grammatical knowledge and creative thinking are togetherness affecting the writing ability.

Keywords: Writing Ability, Writing of Analytical Exposition, Grammatical Knowledge, Creative Thinking.
**ABSTRAK**


**Kata kunci:** kemampuan menulis, Menulis paragraf ekposisi, pengetahuan tata bahasa, berpikir kreatif.
الخلاصة

قسم الماجستير: المنهجية الفارسية كتابة في الطلبة مهارة التفكير خلق و النحو علم الأثر ف. م. ستشارت كرنيا

2017 الترتيب علم كلية الإنجليزية اللغة

على الإبداعي والتفكير اللغة قواعد معرفة على تأثير عن عملية أبالة على الحصول إلى البحث هذا يهدف

وقدرة المستقبل المتغير فيه الإبداعي والتفكير اللغة قواعد معرفة. المعروض الفارسية كتابة الطلاب قدرة

الصف من البحث هذا مشاركة وكانت. المجموعة المتغير فيه المعرض تطوير في فقرة كتابة على الطلاب

2013 عام الدراسة المناهج في سيرات الواحدة الحكومية الثانوية المدرجة من الطبيعية العلم قسم الثاني

الثالثي الصف في المهنية أو الحكومية الثانوية المدارس طلاب إلى موجهة المعرض التحليلية المواد

باستخدام الإحصائية الحسابات خلال من البحث هذا في المشاركة عن عشوائي بشكل الطلاب انتخابات

كتابة على قدرتهم على الإبداعي والتفكير اللغة قواعد معرفة تأثير هناك أن يوجد المتعدد الإحصاء صيغة

المعروض من فقرة

التفكير مع وكذلك جيداً المعروض مع الفقرة يكتبون الطلاب كان اللغة، قواعد معرفة في قدرتهم مع

قواعد معرفة قيمة تأثير البحث هذا نتائج كانت جيداً معرضًا مع الفقرات كتابة على قادرهم و الإبداعي،

الفقرة كتابة في الطلاب قدرة على الإبداعي التفكير تأثير من أكبر المعروض قدرة كتابة في الطلاب اللغة

على والإبداعي التفكير على تدريبهم من الطلاب يدرسهم التي اللغة قواعد معرفة زيادة هو ذلك من السبب

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المعروض من قدرة كتابة على الطلاب لقمة مما تأثير أن يمكن الإبداعي والتفكير اللغة
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### TABLE OF CONTENTS

**CHAPTER I: INTRODUCTION** ................................................................. 1  
A. Research Background ................................................................. 1  
B. Identification of The Problem ....................................................... 5  
C. Limitation of The Problem ............................................................ 5  
D. Research Question ........................................................................... 5  
E. Research Objective ............................................................................ 6  
F. Significance of the Study ................................................................. 6  

**CHAPTER II: LITERATURE REVIEW** .................................................. 7  
A. Writing Analytical Exposition Text ..................................................... 7  
  1. The Nature of Writing Ability ......................................................... 7  
  2. Writing Analytical Exposition Text ................................................... 9  
  3. The Techniques to Improve Writing Analytical Exposition Text ............. 10  
  4. The Concepts to Create Good Writing of Analytical Exposition Text ...... 11  
  5. The Steps to Build Writing of Analytical Exposition Text ..................... 11  
  6. The Strategy in Writing Analytical Exposition Text.............................. 14  
  7. The Important of Writing Analytical Exposition Text ......................... 18  
  8. Assessment of Writing Analytical Exposition Text ............................... 19  
  9. Factors Affecting Writing Analytical Exposition Text .......................... 20  
  10. Indicator of Writing Analytical Exposition Text .................................. 21  
B. Grammatical Knowledge ................................................................... 22  
  1. The Nature Of Gramatical Knowledge .............................................. 22  
  2. The Role of Grammatical Knowledge in Writing ................................ 24  
  3. The Aspects of Writing in Grammatical Knowledge ............................ 25  
  4. The Using of Sentence Combining in Writing .................................... 26  
  5. The Strategies to Teach Grammar in Writing ..................................... 27  
  6. The Ways to Develop Grammatical Knowledge in Writing .................... 28  
  7. The Importance of Grammatical Knowledge in Writing ....................... 29  
  8. Assessment of Grammatical Knowledge Test ..................................... 30  
  9. Indicators of Grammatical Knowledge .............................................. 30  
C. Creative Thinking .............................................................................. 30  
  1. The Nature of Creative Thinking ..................................................... 30  
  2. Creative Thinking and Writing Analytical .......................................
CHAPTER I: RESEARCH METHODOLOGY

A. Place and Time of the Research

B. Research Method and Design

C. Population and Sample
   1. Population
   2. Sample

D. Research Instrument
   1. Grammatical Knowledge Instruments
      a. Conceptual Definition
      b. Operational Definition
      c. Blueprint
      d. Validation
         1. Validity
         2. Reliability
   2. Creative Thinking Instrument
      a. Conceptual Definition
      b. Operational Definition
      c. Blueprint of Creative Thinking
      d. The Rubric of Creative Thinking
      e. Validation
         1. Validity
         2. Reliability
   3. Writing Analytical Exposition Text
      a. Conceptual Definition
      b. Operational Definition
      c. The Blueprint of Writing Analytical Exposition Text
      d. The Rubric of Writing Analytical Exposition Text
      e. Validation
         1. Validity
LIST OF FIGURES

Figure 2.1 Conceptual Framework.............................................................................. 45
Figure 3.1 Multiple Regression..................................................................................... 47
Figure 3.2 Research Design X1, X2 on Y ................................................................. 48
LIST OF GRAPHS

Graph 4.1  X1 Histogram of Grammatical Knowledge Frequencies ............... 70
Graph 4.2  X2 Histogram of Creative Thinking Frequencies .......................... 72
Graph 4.3  Y Histogram of Writing Test Frequencies ...................................... 74
Graph 4.4  Normality graph .............................................................................. 76
LIST OF PICTURES

Picture 4.1  Sample Students’ Writing Result.................................................. 80
Picture 4.2  Sample of Students’ Creative Thinking in Writing ...................... 82
**LIST OF TABLES**

<table>
<thead>
<tr>
<th>Table</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Indicator of Writing of Analytical Exposition Text</td>
<td>21</td>
</tr>
<tr>
<td>3.1</td>
<td>The Blueprint of Grammatical Knowledge</td>
<td>49</td>
</tr>
<tr>
<td>3.2</td>
<td>Content Validity Ratio of Grammatical Knowledge Test</td>
<td>51</td>
</tr>
<tr>
<td>3.3</td>
<td>Validity Test of Grammatical Knowledge</td>
<td>53</td>
</tr>
<tr>
<td>3.4</td>
<td>Reliability of Grammatical Knowledge</td>
<td>55</td>
</tr>
<tr>
<td>3.5</td>
<td>The Blueprint of Creative Thinking Test</td>
<td>56</td>
</tr>
<tr>
<td>3.6</td>
<td>Rubric of Creative Thinking Test</td>
<td>56</td>
</tr>
<tr>
<td>3.7</td>
<td>Validity Test of Creative Thinking</td>
<td>58</td>
</tr>
<tr>
<td>3.8</td>
<td>Reliability of Creative Thinking</td>
<td>59</td>
</tr>
<tr>
<td>3.9</td>
<td>The Blueprint of Writing Analytical Exposition Text</td>
<td>60</td>
</tr>
<tr>
<td>3.10</td>
<td>Rubric of Writing Analytical Exposition Text</td>
<td>61</td>
</tr>
<tr>
<td>3.11</td>
<td>Content Validity Ratio of Writing Analytical Exposition Text</td>
<td>63</td>
</tr>
<tr>
<td>3.12</td>
<td>Validity Test of Writing Analytical Exposition Text</td>
<td>64</td>
</tr>
<tr>
<td>3.13</td>
<td>Reliability of Writing Analytical Exposition Text</td>
<td>65</td>
</tr>
<tr>
<td>4.1</td>
<td>Descriptive Statistics</td>
<td>68</td>
</tr>
<tr>
<td>4.2</td>
<td>Frequencies of Scoring Grammatical Knowledge</td>
<td>69</td>
</tr>
<tr>
<td>4.3</td>
<td>Frequencies of Creative Thinking Test</td>
<td>71</td>
</tr>
<tr>
<td>4.4</td>
<td>Frequencies of Writing Analytical Exposition Text</td>
<td>71</td>
</tr>
<tr>
<td>4.5</td>
<td>Normality Test by One Sample Kolmogorov Smirnov Test</td>
<td>73</td>
</tr>
<tr>
<td>4.6</td>
<td>Linearity Test of X1 on Y</td>
<td>75</td>
</tr>
<tr>
<td>4.7</td>
<td>Linearity Test of X2 on Y</td>
<td>77</td>
</tr>
<tr>
<td>4.8</td>
<td>The Testing Hypotheses of X1 on Y and X2 on Y</td>
<td>78</td>
</tr>
<tr>
<td>4.9</td>
<td>The Testing Hypotheses of X1 and X2 on Y</td>
<td>78</td>
</tr>
<tr>
<td>Appendix</td>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Appendix 1</td>
<td>Sample Result of Tests</td>
<td>93</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>The Classroom Condition</td>
<td>97</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>The CVR Test of Grammatical Knowledge</td>
<td>98</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>The CVR Test of Writing Analytical Exposition Text</td>
<td>108</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>The Grammatical Knowledge Test</td>
<td>110</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>The Creative Thinking Test</td>
<td>116</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>The Writing of Analytical Exposition Sheet</td>
<td>119</td>
</tr>
<tr>
<td>Appendix 8</td>
<td>The Correlation Result</td>
<td>122</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION

This chapter contains of research background, identification of the problem, limitation of the problem, research questions, objective of the study, and significance of the study.

A. Research Background

Writing skill is one of the English language skills that has been learnt by the students in their school. Writing is the complete skills after the students able to listen, speak and read the phenomenon. Without reading, the students can not write well. The leader of Indonesian Literacy Satria Darma said in Republika online newspaper that the Indonesian literacy rate is low (2014). It was proven by the students’ writing ability is weak. There were only few students who love reading and writing. It occured they were lack of idea and grammar because ideas can be developed by rich of reading.

The low of reading and writing skill of the students could be seen based on first, Programmer for International Students Assesment (PISA), it stated if Indonesian literacy is in the number 64 from 65 countries at 2012. And the position of students’ reading ability is in number 57 from 65 countries. Second, UNESCO in 2012 also states the index students’ reading ability is only 0.001. It means in 1000 people there is only 1 person who like reading. And the score of UNDP said that there are only 65.5% person who can read. It is lower than Malaysia which get 86.4%. It is the big problem for the students. So, it made most of the students get low ability in writing.

Besides that, There are still have many problems for students of EFL in writing because they do not only have to concern to the grammatical knowledge, vocabulary, and ideas, but also the generic structure of the writing of analytical exposition text, cultural background, habit, teacher’s experience in teaching the students, and the students’s experience. It is agreed by Corbett, 1998 in Amer (2013, p. 225), he stated that some of the intriguing writing problem for EFL learners might not be grammatical knowledge, vocabulary, or even lack of ideas: it may rather be finding out way “within the rhetorical conventions of the expository essay to acknowledge or articulate the conflict they experience as they move between the contradictory rhetorical practices of their native and adopted cultures”.

Then, There are some elements for the students in writing. According to Burnett and Kastman in Amer (2013, p. 226), the elements that constitute writing encourage students to pay due attention the important factors in writing such as audience, context, purpose and organization, which will increase their writing productivity. In writing the genre, the students need to know the generic structure of the genre. The genre has its pedagogical applications, it based on the teacher teaches to the students. The theory of the patterns and organizational
structures of different genre can influence students’ academic writing performance.

Introducing the genre is a crucial element in helping students comprehend different genre texts and enabling them to construct their own sentences. It is as Reppen in Amer (2013) said that on writing pedagogy, the students need to be immersed in and have practice writing in different genres. The students before making the writing genre, they need to have some ideas, and then build it into the sentence appropriate with the thesis statement in some genres. Clark in Amer (2013) stated students’ knowledge of genre offer them new ways to see writing as a social construction that ultimately moves beyond genre boundaries and in this way provides them with useful, practical possibilities of writing creatively.

Analytical exposition is one of the genres that the text is to elaborate the writer’s idea about the phenomenon surrounding (Siahaan & Shinoda, 2008). The writers have to concern to the phenomenon happening in the world. Expository is the adjective of exposition. Writing of analytical exposition needs factual argumentation. The writer has to express the idea and support it to inform to the reader if the idea is believable or true. Amer (2013) states the Taylor and Beach’s statement that a difficulty in writing of analytical exposition may be attributable to students’ lack of knowledge about the text organization used in comprehending and producing expository texts. So, the solving is the students have to learn about the generic structure and organizational patterns to convey or explain information and that a more coherent and focused on effort to teach expository writing and to practice such writing consistently would improve students’ writing abilities (Grabe, 2002).

Taylor and Beach in Amer (2013) found out “the students who notice and use text structure to aid them in forming a macrostructure for what they have read may have a better understanding of the need for incorporating text structure into their own expository writing. The building of organizational structure of analytical exposition is very important. It was done at the first time when giving the material of analytical exposition text. The organizational structure in analytical exposition is: thesis (introduction), arguments, reiteration (conclusion) (Siahaan & Shinoda, 2008).

In writing, creative thinking is really used because it occurs the style writing of the writer and it can indicate the students’ knowledge and experience in writing. Creative thinking and critical thinking is different in skills. According to Coughlan (2007), creative thinking is about applying imagination to finding a solution to learning task. Creative thinking embodies a relaxed, open, playful approach and is less ordered, structured and predictable than critical thinking. It also requires some risk taking as there is a chance that will make the mistakes like the structure. So the writer or the students have to prepare with the risk, confusion and disorder. Creative thinking skills are as much about attitude and self-confidence as about talent. In writing, creative thinking is the writer’s idea to tell or explains about some topics.
Besides creative thinking, another important factor in writing is grammatical knowledge of the students. According to Ehrlich (2004), it was concluded that grammar is the study of how we make sentences. A sentence is a group of words that go together to make sense. In building the sentence, the writers have to create the clause. The clause is made up of phrase. And the phrase is made up of words. So the smallest chunks are words, phrase, clause, and finally it is made a sentence.

Another significant element in grammatical is punctuation. Punctuation is all about awareness of the grammatical chunks. It is like, capital letters, full stop, comma, and so on. It is needed to clarify grammatical boundaries between words, phrases, clauses and sentences.

Writing of analytical exposition needs the creativity of the writer or student to persuade the readers. It is stated in analytical exposition’s purpose to inform and persuade the reader or listener about the writer’s opinion supported by arguments to proof it (Siahaan & Shinoda, 2008). Analytical exposition material is given for the students of vocational school and senior high school in the eleventh grade. It is included in syllabus curriculum 2013. So, the sample of this research is the eleventh grade students. It is studied for developing the students’ writing skills, especially writing the analytical exposition text.

All variables in this research contribute the material, procedures and test to teach and learn the analytical exposition writing. It is expected to give big contribution for all the readers who want to know about the effect of all variables and the theories that support it. Based on this research, the reader can prepare their steps in teaching or learning the analytical exposition writing and the students know to explore their ideas in writing of analytical exposition text.

The previous study that guide this research is from Mehnoosh Ranjbar (2012) about “The Relationship between Grammatical Knowledge and the Ability to Guess Word Meaning: The Case of Iranian EFL Learners with Upper Intermediate Level of Proficiency”. She has studied grammatical knowledge to getting the meaning of unknown words. So, it related to guessing the word or mastery the vocabulary by indicating the grammatical knowledge of the students. The lack of the study is it focused on guessing the word.

The similarity of this research and the previous one is it concern to the students’ grammatical knowledge as the problem. In the previous, grammatical knowledge was used for getting the meaning but in this research, it is used for identifying the students mastery in grammatical knowledge to make sentence into the paragraph of analytical exposition text.

Second previous is by Mosheer Amer (2013). He studied about “The Effect of Explicit Instruction in Expository Text Structure on the Writing Performance of Arab EFL University Students”. He used experimental study, so he prepared the test and get the experiment class in proving the theory of his study. He focused on teaching expository writing by giving the students organizational structure of expository writing explicitly.
The similarity with this research is how to motivate students in writing of analytical exposition text. In the previous one, he served the step how to teach the explanatory writing in order that the students can reach the goals of the study but in this research focus on the students’ ability in writing. The benefit of this previous is this research has mind maping to give a test of analytical exposition writing test to the students.

Another previous study is “NNS postgraduate students’ academic writing: Problem solving strategies and grammatical features” by Aliakbar Imani and Hadina Habil (2012). They stated that NNS postgraduate students have difficulties in writing, such as they lack of good structure or grammar and less vocab. So they make some steps and strategies to increase the NNS postgraduate students’ academic writing.

The similarity is the problem faced by the students in SMAN 1 Kota Serang were also lack of good grammar and less of vocabularies. It made them were difficult in writing of English especially analytical exposition text. This research will conduct the test of students’ grammatical knowledge first to know their ability in grammar.

The next previous is “the relationship between learning styles, creative thinking performance and multimedia learning materials” by Hafizoa Kassim (2013). She talked that learning style and creative thinking of the students can improve by giving them the attractive learning tools like multimedia. The similarities with this research is respect to the characteristic of the students. Motivation is important in creative thinking, so this research aslo wants to know about the students’ creative thinking in writing of analytical exposition text.

The last previous study is “Exploring the Relationship of Creative Thinking to reading and writing” by Amber Yayin Wang (2011). His research was about the significant of reading and writing literacy in creative thinking. Many educational institutions place the creative thinking is not as important as mathematic subject. They only use Math test to score the students’ ability.

The similarity with this research is it used creative thinking to know the students’ writing ability with Torrance test. It also used correlational study as the method analysis.

Based on those problems, this research find the importance of grammatical knowledge and creative thinking in writing. So, this research choose the title of “The effect of grammatical knowledge, creative thinking on students’ writing of analytical exposition ability”. To know the effect of students’ writing ability based on their knowledge in grammatical and the way they produce the idea by their creative thinking. This research was conducted for the eleventh grade students of senior high school. The place of the research is SMAN 1 Kota Serang. The participants is the second grade students.
B. **Identification of the Problem**

Based on the background of the study above, it can be identified several problems of the study as follow:

1. The students were lack of practicing their writing skill, especially writing of analytical exposition text ability. It was seemed the score of their writing still have many errors, like in punctuation, grammar and the format of analytical exposition text. Writing skill needs more practicing.
2. Students confused with their teacher’s explanation. The teachers only explained the format of analytical exposition text but they did not give the complete elaboration by giving the sample, picture or trying to give the students some problems to be solved by that text.
3. Students were low to express their idea in writing. It was caused by the method employed by the teacher is monoton. So the students did not focus to the material and suppose English as uninteresting lesson.
4. Students were lack of reading or getting some news and ideas. It was the most problem faced by the students. It maked them lack in getting and solving the ideas. In expository writing, it is very useful to strenghht the arguments of the topic and can persuade the readers.
5. Students were lack in grammar. It was also the most problem in writing. The students still have many grammatical errors, either word classes, phrase, tense, conjunction or punctuation. Many students write in error grammar.
6. Students were difficult to think creatively. Many students did not make their own idea and their own writing. Sometimes they duplicate from another source. So, they have to be built their brainstorming to develop their creative thinking.

C. **Limitation of the Problem**

Based on the problems were identified above, the problems of the study were limited on the grammatical knowledge and creative thinking on students’ writing of analytical exposition ability.

D. **Research Question**

Based on the limitation of the problem above, the formulation of research questions of the study were as follows:

1. Was there any effect of grammatical knowledge on students’ writing of analytical exposition ability?
2. Was there any effect of the students’ creative thinking on students’ writing of analytical exposition ability?
3. Were there any effect of grammatical knowledge and creative thinking on the students’ writing of analytical exposition ability?
E. Research Objective
The objectives of this research were to:
1. obtain empirical evidence of the effect of grammatical knowledge on students’ writing of analytical exposition ability.
2. obtain empirical evidence of the effect of creative thinking on students’ writing of analytical exposition ability.
3. obtain empirical evidence of the effect of grammatical knowledge and creative thinking on the students’ writing of analytical exposition ability.

F. Significance of The Study
The result of the study were expected to give some contributions not only theoretically but also practically for:
1. The students
   Writing analytical exposition is important to the students because it will help them to know the writing skill elements, especially build the reading culture to improve their knowledge to write something. By reading, the students also can improve their creative thinking in many styles of writing.
2. The teacher
   In teaching analytical exposition text, the teachers have to build good brainstorming for the students in exploring their ideas, then give the students generic structure of analytical exposition. They can be more creative and innovative teachers in delivering the material. They also make the evaluation of the students’ project in order that the students know their false in writing especially in grammar and in delivering the idea.
3. The institution
   For the institution that is SMA N 1 Kota Serang, it will be the beneficial information to develop the quality of the students’ writing, especially writing of analytical exposition text. So the institution can document their students’ product in magazine or institution’s web as their product.
4. The others researcher
   For other researchers, it is benefit because it can give the information about students’ creative thinking and grammatical knowledge in writing of analytical exposition text. And they can make the further research about creative thinking or students’ writing ability.
CHAPTER II
LITERATURE REVIEW

Based on the research background and research questions in the previous chapter, this chapter discuss further about the theoretical frameworks about writing of analytical text, grammatical knowledge, and creative thinking, also it includes the research hypothesis.

A. Writing Analytical Exposition Text
1. The Nature of Writing Ability

Writing needs more concentration and practice, it is argued by Rokni and Seifi (2013, p. 59) that writing is the most demanding one needing concentration and constant practice. Writing is the complete skill after the students have many knowledges in reading, listening, and speaking. Writing can develop by the students’ mastery in all skills. Students have to consider vocabulary, language use, style technique and sentence formation all at the same time in order to create an essay. Students are personally involved in writing and the teachers are just the facilitators in this process. On the other hand, grammatical accuracy is one of the essential parts to ensure the writer’s intended meaning and to avoid communicative misunderstanding (Larsen, Freeman, 2003) in Rokni and Seifi (2013, p. 59).

Writing is the complete skill because before writing the students have to listen and read more. Writing is inarguably one of the most difficult skills EFL learners encounter when learning a target language due to that fact that ―the concerns ESL students have about writing in English may be substantially different from those of native language users‖ as Gundle & Taylor’s statement in Amer (2013, p. 225). Students are difficult to write because they must have the idea, then create the sentence. It will be different between the students of EFL, ESL and native. They have various cultural background and discourse traditions where they had learned to develop and organize their ideas and information differently in both spoken and written discourse (Amer, 2013, p. 225).

There are many problems for students of EFL in doing the writing because they have to concern to the grammatical knowledge, vocabulary, ideas, the generic structure of essay writing, cultural background, habit, and teacher’s experience in teaching the students. It is agreed by Corbett in Amer (2013, p. 225), he states that some of the intriguing writing problem for EFL learners might not be grammatical knowledge, vocabulary, or even lack of ideas: it may rather be finding out way “within the rhetorical conventions of the expository essay to acknowledge or articulate the conflict they experience as they move between the contradictory rhetorical practices of their native and adopted cultures”. There are some elements for the students in writing. According to Burnett and Kastman in Amer (2013, p. 226), the elements that constitute writing encourage students to pay due attention to important factors in writing.
such as audience, context, purpose and organization, which will increase their writing productivity.

2. Writing Analytical Exposition Text

Analytical exposition is one of the genres that the text is to elaborate the writer’s idea about the phenomenon surrounding (Nury, 2014). Some people can write the analytical exposition text appropriate with the phenomenon that is happening or still have some effect to another. Writing of analytical exposition text need the writer’ detail information to expose some phenomenon. As Amer said that writing of analytical exposition text is as a more generic classification although there are more specific subgenres within the exposition, it was stated by Cox, Shanahan & Tinzmann (1991) in Amer (2013, p. 226).

Exposition is a noun, and expository is an adjective. Writing of analytical exposition can be called by expository writing. Writing of analytical exposition text needs factual argumentation. The writer has to express the idea and support details it to inform to the reader if the idea is believable or true. Taylor and Beach in Amer (2013, p. 226) postulate that a difficulty with expository writing may be attributable to students’ lack of knowledge about the text organization used in comprehending and producing expository texts. The students’ knowledge of the generic structure of analytical exposition text is really important, because it can develop the students’ brainstorming in writing of analytical exposition text. According to Cox, Shanahan and Tinzmann in Amer (2013, p. 227) hold that expository writing “relies heavily on hierarchical and logical relations among the ideas in a text.” Besides, the generic structure of analytical exposition text, the logical relation of ideas also needed in this text. It was believed by Raphael and Kirschner in Amer (2013, p. 227) that knowledge of text structure helps writers in many ways, which is: (1) Explore the subject, (2) clarify the purpose, (3) make decision about how to arrange the ideas and information, (4) revise the ways ideas are presented.

In learning analytical exposition text, the students have to know about the generic structure to convey or explain information. It is a more coherent and focused on effort to teach expository writing and to practice such writing consistently would improve students’ writing abilities (Grabe, 2002). Taylor and Beach in Amer (2013, p. 227) found out “the students who notice and use text structure to aid them in forming a macrostructure for what they have read may have a better understanding of the need for incorporating text structure into their own expository writing. So, the generic structure is significant for students in understanding the analytical exposition text. The building of organizational or generis structure of analytical exposition is very important. Based on Siahaan and Shinoda (2008, p.52) the organizational structure or generic structure in analytical exposition is:
a. Thesis
Thesis is an introduction paragraph. The writer introduces the topic and shows speaker or writer’s position. The thesis statement usually needs one or more sentences. It consists of the paper’s main point, main idea, or main message. It will be addressed and defended in the body and conclusion paragraph, as in the writers workshop of Illinois University conclude (2015).
The thesis must be specific, a bad paper is the result of a thesis statement, and consequently an entire paper that generalize a topic or an argument. For example: Fast food is bad for your health. This statement, although it does state something, does not provide the reader with specific reasons why fast food is bad for your health. If the writer provided some specific reasons, the reader would understand the direction of the paper, what will it discuss. Sometimes in the thesis also present pro/con statement. It can be used if there is original and specific angle about the topic. In writers workshop (2015) served the sample of bad original thesis statement and good revised thesis statements can illuminate the differences between a poor thesis statement and a well written thesis statement.
1. Original Thesis : in this paper, it will discuss the relationship between fairy tales and early childhood.
   Revised Thesis : not just empty stories for kids, fairy tales shed light on the psychology of children.
2. Original Thesis : We must save the whales.
   Revised Thesis : Because our planet’s health may depend upon biological diversity, we should save the whales.
From both sample, we know that the good thesis statement reflects well-crafted ideas. It also signals a writer who is committed, intelligent, and enthusiastic about his or her own ideas.
The notice in writing thesis statement is first, avoid using vague or general worlds like “interesting” or “negative”. Try to use specific language. For example: “the movie Seven is too violent,” it can be written “the final scene in the movie Seven illustrates the violent nature of the film, which is why the film does not deserve to be on Roger Ebert’s list of “Great Movie.”
Second, try not to use technical language that will confuse the reader. For example: “Fast food is bad.” The issue is too complex for such a simple statement. The writing should examine the smaller, more specific aspect, for example : consume fast food too much will decrease one’s health.” And make sure that it has been research first to prove that the reason is true.
Third, never include quotations someone else’s thoughts in your thesis. For example: do not write, “This essay will cover” or “I am writing this essay ...”

b. Arguments
It consists about point and elaboration point. The writer states the main argument of the topic that will be discussed. In elaboration the arguments, it has to develop and support each point.

According Jack Baker, Brizee, and Angeli (2013) argumentative essay is different with expository essay. The argumentative essay is commonly assigned as a final project in first year writing or advanced composition courses and involves lengthy, detailed research. But expository essays involve less research and are shorter in length. Expository essays are often for in class writing exercises or tests. In this research, it uses expository essay. The topic was used in expository essays can be accomplished through comparison and contrast, definition, example, the analysis of cause and effect, etc. It is familiar with the students’ activity in order that they can investigate the ideas.

In arguments paragraph, it has to be clear and logical transition between thesis statement, arguments, and reiteration. It also should be limited to the exposition of one general idea. This will allow for clarity and direction throughout the essay.

Sometimes, the students are asked to write expository essay with little or no preparation, it never mind because in this paragraph is not typically allow for a great deal of statistical of factual evidence (Baker, et all. 2013). It needs a bit of creativity in order that it is more interesting with little facts.

c. Reiteration
It is the restatement of the speaker or the writer’s position. The writer concludes the statement. The reiteration is the conclusion paragraph. It must be effective and logical. Baker, et all (2013) said that do not introduce any new information into the conclusion, but synthesize and come to a conclusion concerning the information presented in the arguments or body of the essay.

Analytical exposition text is the text that is not only focus on the arguments but the writers have to be able to convince the reader and ask them to follow their statement. It can be seen by the purpose of analytical expositions, those are: (1) to persuade the reader or listener that there is something that, certainly, needs to get attention, and (2) to analyze a topic and to convince the reader that this opinion is correct and supported by arguments.
3. The Techniques to Improve Writing Analytical Exposition Text

The techniques that can be applied to improve students’ proficiency in writing of analytical exposition text that is stated in Sagala and Bachtiar, 2012 are:

a. Discussion. It is a technique in which the students generate their ideas while interacting with the group.

b. Mind mapping. It is a technique that relies on brain power to convert any random thought generated that related to topic into linear thought. The ideas are represented from a single topic.

c. Guided writing technique. This technique emphasize on creating paragraphs through writing process. In analytical exposition text writing, the guided is helping get the topic then post the ideas into three generic structure, that is introduction, argumentation, and reiteration.

4. The Concepts to Create Good Writing of Analytical Exposition Text

According to Sagala and Bachtiar, 2012, there are some concepts needed to create a good writing of analytical exposition text that is unity, cohesion, coherence, and support.

a. Unity
   It means all material is clearly relevant to an essay’s main point (thesis). In a paragraph only consist of one main idea. The students have to focus to the topic and write the paragraph unity. If it has more than one main idea it will confuse.

b. Cohesion
   Cohesion is connecting one sentence to others. It forms a text that relates each other. It is very important in writing because it refers to relation of meaning that exist within the text and that define it as a text (Bachtiar, 2012, p. 4).

c. Coherence
   Coherence refers to the understanding that the reader derives from the text, which may be more or less coherent depending on a number of factors, such as prior knowledge, textual features, and reading skills.

d. Support
   Support the statement that clarify and back up the thesis statement. It is like the data to strength the argument. It can be statistics, facts, quotations, names, dates, and examples.

5. The Steps to Build Writing of Analytical Exposition Text

Analytical exposition text is the text which the purpose is to persuade the reader with the arguments (Nury, 2014). The argumentation is used to persuade the reader. The writer should be able to convey their ideas into convincing paragraphs by using appropriate and suitable words, then arrange them into one unity so that the writing hold the meaning as they intend to (Bachtiar and
Sagala, 2012. p.2). This text is usually used in advertisement and argumentative text. It needs the nice argumentation to persuade the reader.

The skill of the writer in developing the argument is very important. Good argumentation will be built if the writer has much knowledge of some phenomenon. Much reading is needed in this case. It can develop the writer’s argumentation more powerful and believable with the real data. Besides that, the writer also has to mastering the grammar and punctuation as the aspects of writing.

In analytical exposition text, there are some language features is used, that is: using relational process, like the topic with the thesis, argumentation paragraph, and reiteration. It has to relate each other from big to small and smaller. Then, using conjunction process, such as first, second, next, etc. It is also using causal and contrastive conjunction, like because, and, but, etc. and the last, it is using simple present tense. It is very important because analytical exposition text is how the writer convinces the readers, so the tense is simple present tense.

According to Bahtiar and Sagala (2012, p. 12) there are some steps of writing analytical exposition text as follows:

a. Exploring ideas
   The writers let their mind explore freely, then find the idea appropriate with their knowledge. Then record it.
   1) Subject
      The writers choose a subject that they like and know. Then say it to the forum clearly and confidently. Then make the process will be followed from the subject.
   2) Purpose
      After deciding the subject, the writers decide the purpose of their writing of that subject. How they persuade and entertain the readers based on the subjects.
   3) Audience
      The writers have to know who the audience is. The subject and purpose should appropriate with the audience’s needs. It means it has to acceptable to the audience.
   4) Pre writing
      It is the preparing before writing. It can be:
   5) Brainstorming
      In this case, the writer can make listing of what they will write. Then generate more ideas in some times.
   6) Clustering
      The writers make some circles of ideas around the topic will be occurred. Then they will connect it one by one. It is like branches of ideas.
7) Free writing
The writers write the subject and the ideas simply without worrying about sentence, structure, spelling, logic, and grammar. The ideas come quickly when they write.

b. Organizing
In this step, the writers organize the ideas in outline. The writers make the outline or generic structure first, then write the sentence on it.

1) Introduction
The writer introduces the topic to the reader. Here, then reader get the beginning or what will be talked about of the phenomenon clearly and briefly. An introduction may have one or more those:
   a) An overview of the whole subject
   b) Background to the particular issue they are going to write about
   c) A definition or clarification of the main terms of the assignment
   d) An outline of the particular point of view they plan to take in the essay

2) Argumentation
It is the development of introduction. The writers give the argumentation of the phenomenon that they offer. The argumentation paragraph might include:
   a) Information: facts, figures, dates, data
   b) Example: give the real sample of what the writers make
   c) Supporting material for writers’ point: quotes, logical cause effect workings, putting an idea into a larger context

3) Reiteration
The writers conclude the essay by saying the main or important argument that they make by remind the readers. A reiteration may include:
   a) A recap of writers main point, to jog the readers’ memories
   b) A summing up that points out the larger significance or meaning of the main points
   c) A powerful image or quote that sums up the points writers has been making (Greville in Sagala and Bachtiar, 2012. p. 13).

4) Writing the draft
The steps of writing the draft can be stated as follows:
   a) Choosing an appropriate style
      The writers persuade the readers as the purpose of analytical exposition text. So, they have to choose a style that make it as persuasive or informative as possible. Another important thing in this step is the writers are not emotion in delivering the message.
   b) Building paragraphs
      The paragraph is built from the ideas in an outline. In a paragraph should have three elements, that is: a topic sentence, a development, and supporting material.
c) How to end it
   Ending an essay can be almost as hard as starting it. The writers draw together the point in the best paragraph (Grenville in Sagala and Bachtiar, 2012. p. 13)

d) Revising the draft
   The writers should focus to the purpose of analytical exposition text that persuade the readers and give information of something. So, another sentence which is not related can be deleted.

5) Cutting
   Here is something that might need cutting:
   a) Too little information or argument taking up too much space
   b) Overelaborate sentences with no real purpose
   c) Repeated ideas or information
   d) Irrelevant material
   e) Words, sentences or even whole ideas if the essay is longer than required

6) Adding
   Here are some things that might be needed to add:
   a) Information that writers have assumed but not actually stated
   b) A step in writing argument that is left out
   c) Details or explanations that show how their ideas relate to the assignment
   d) Connectors or pointers that smooth the flow between the writers’ ideas
   e) The introduction and conclusion

7) Moving
   Here are some things are needed:
   a) Information that is not in the most logical order
   b) Information that’s important but is given to the reader at the wrong time
   c) Steps in an argument that are not in the most logical order
   d) Something that is good in itself but interrupts the flow (Grenville in Sagala and Bachtiar, 2012. p. 13)

8) Producing the final copy
   There are two steps in producing the final copy, they are:

9) Editing
   The writers check the essay after revising each paragraph. They can edit on grammar, word choice, verbs forms, punctuation, and spelling. They also can read it more than one to make it sure with all the corrections.

10) Proofreading
The final step is proofreading. The writers read their draft more than once carefully to check the revisions and editorial changes were made correctly (Meyers in Sagala and Bachtiar, 2012, p. 13).

6. The Strategy in Writing Analytical Exposition Text

Writing of analytical exposition text have some strategies to make the writing is easier. The benefit of the strategies is to help the writer make the step before writing. The writer can build the writing by making the strategy first. According to Steve Peha (2003) there are some strategies to make the best writing, those are:

a. The topic T chart Strategy
When the writers want to write, usually they are difficult to find the topic. The approach for many writers to write well is the Topic T chart strategy, it make the list of the ideas at the same time, the list are:
1) Like-hate. The writers determine the things that they like and they hate.
2) Typical-unusual. The writers choose the unusual experience that have happened only one or twice in the entire life.
3) Fun-have to. The things that the writers do are for fun because it is necessary in writing.
4) Regret-proud of. The writers write the regret of something and proud of something.

The first strategy meant that the writers can make the table to determine the topic based on those T chart’s list. Then they have to save the T chart, pick the best topic, putting something on both sides of the same chart, be specific, write the same topic more than once. The first thing that the writer do to find the topic is they are interested to the topic

b. The what, why, and how strategy
It can be elaborated as the writer’s opinion. What do the writers think? Why do they think it? and how do they know? In writing analytical exposition text, it needs the argument. The key to a successful argument is great support.

c. The idea details strategy
First, the writers have to know what a detail is. It is the answer to a question of the reader might have the reader may understand the ideas but they need to know more about it. Then, why do the writers need details?

d. The tell show strategy
In writing, showing is better than just telling, because:
1) Showing could tell about anything, for example telling the weather, the writer can showing how the bad weather is so that the reader can anticipate it.
2) Showing help readers make pictures in their minds. As the writer, we know what we see in our mind. And we have to make the reader see what is in our mind by our words.
3) Showing is more interesting than telling. We can write and describe “my cat is cute”, so let the readers figure it out how cute our cat is by themselves.

In this strategy, it can be expected that the writers need to tell the event or something simply, and describe it in detail.

e. The transition action details strategy
It is describing something as a sequence of events. There are three parts in sequence the event, those are:
1) Transitions. These are short phrase like “then” or “after a while”, etc. It is to help introducing each new action in the sequence.
2) Actions. These are the actual events listed in the order in which they occurred.
3) Details. This is additional information about each action. For each action, the readers or audience will probably have two or three important questions and we need to answer. The answers are the details of our writing.

f. The draw label caption strategy
Picture is worth a thousand words in writing. Drawing can help the writing. Drawing for writing is a little different than normal drawing because it has a different purpose. To achieve the purpose, we use three steps process like this:
1) Draw. Make a quick pencil sketch of our scene. This is rough sketch: use outlines only, stick people are encouraged. Try to include as many little details as we can. We can’t have too many details. Don’t forget to include ourselves in the picture if it’s appropriate.
2) Label. Create a one or two word text label for each item in your drawing. Label everything you can think of, even different parts of things.
3) Caption. Write a single sentence underneath the picture that tells what is happening. This can be a very simple sentence or something more complicated if you’re up for it.

g. The action feeling setting strategy
Good writing is always make the readers seems like they’re always asking question about the writing, and they don’t give up until they are satisfied. So, make sure that the readers get three types of information, those are:
1) Action. There’s something important happening in this scene. If there wasn’t, we wouldn’t be writing about it. your readers are following the action closely. You need to describe the action simply and completely so people will know what’s going on.
2) Feelings. There are important people in this scene and they have feeling about what is happening. You want your readers to care about your story. The best way to do that is to describe how people feel and why they feel the way they do.
3) Setting. Readers sometimes get confused if they don’t know where and when something is taking place. They also like to know about things that led up to what you’re writing about.

h. The content purpose audience strategy
Steve Peha (2003) stated that writing is the communication of content for a purpose to an audience. Here’s what he mean by that:

1) Content (Main idea + Key details). The content of a piece is what the writer wants to say. There are two parts to the content, that is: the main idea, the one most important thing the author wants you to know; and the key details, additional information that supports and explains the main idea.

2) Purpose (Think + Do). The purpose of a piece is why the writer wrote it. Writers want their readers to think something after they’ve finished reading. Sometimes they want their readers to do something too.

3) Audience (People + Questions). The audience for a piece is who the writer writes to. We always write to people. Sometimes it’s a specific person, sometimes it’s a group of people. And people always have questions they want the writer to answer. So, we can think of the audience as the people we are writing to and the questions they have about our topic.

i. Effective lead strategy
It is the great beginning to make the readers do not feel bored. There are three important criteria that the writer do to create a good beginning, those are:

1) Catches the readers’ attention. Somewhere in our first paragraph, may be even in the first sentence, we’ve got to come up with something that hooks our readers.

2) Makes the readers want to read more. It’s not enough just to hook our readers, we’ve got to reel them in and get them to read the rest of your piece. Our beginning has to have something in it that makes them curious about what’s coming up next.

3) Is appropriate to purpose and audience. Readers want to feel like the beginning of our piece is an invitation to an interesting and enjoyable experience. We don’t want to start our piece in a way that makes people feel disrespected. They also don’t want to feel that we’re just wasting their time or being silly.

j. Effective ending strategy
Make the writing have the good ending. There are three things that we need to think about good ending, those are:

1) Feel finished. A good ending has a certain feel to it, and that feeling is one of completeness. The piece of ending has been wrapped up, summed up, and tied up so completely that the reader feels completely satisfied.
2) Give the reader something to think about or do. Readers like to ponder a bit at the end of a piece, they like to have something to consider, something to reflect on, something to take with them for the future. Ideally, our ideas will linger in their mind long after they’ve read our last sentence.

3) Meet the readers’ expectation. With the beginning and middle of our piece, we’ve set up certain expectations in the minds of our readers. Our ending has to live up to those expectations, it has to fulfill the promise of everything that has come before.

k. A variety of strategy
   It is the strategy to use little thing in the writing that make a big different. Those are the different things that will be used:
   1) The five big questions. As its name implies., this is a set of five very important questions. They can be used to analyze and improve any piece of writing.
   2) Sharing, conferencing, and feedback. Talking about our own writing, and the writing of others is a big part of learning to write.
   3) How do we know when we’re finished? It’s not always easy to know when a piece is finished. This strategy gives you some helps.
   4) Beating writer’s block. All writers reach a point when they just don’t know what to write next.

   Based on all of the strategies in writing above, sometimes the writing comes down to a lot of little things and there’s really no way to get around it. This issue will arise in one way or another with just about every piece we write. Learning to deal with them effectively will help the writers enjoy writing more and make them be a more effective writer.

7. The Importance of Writing Analytical Exposition Text
   Many students or writers have many problems in writing analytical exposition text, first they fail to find an idea to write and spend too much time to think about it. so they cannot manage their time well, and the writing is uncompleted well. Second, they are also difficult to organize the ideas and paragraph unity. It is the common problems faced by the students that they cannot relate one paragraph to another, even a sentence to another. So, studying the coherence and cohesion in writing is very important.

   Another problem faced is not only from the students, but it can be from the teacher. The students are lack of motivation to write from the teacher. The teacher is ignorant and only give the task without motivate the students. It can influence the students’ mental in writing and exploring the ideas. Then, the students’ knowledge in writing skills is still lack. They are afraid to write because they are lack of vocabulary. They are also lack in arranging the sentences grammatically. It can be solved by more writing practice, but in fact,
many teachers are not allowing them to have more practice. Portfolio task or project task is really important to develop the students’ writing skill.

Writing is an important aspect of communication because it provides the opportunity to articulate ideas and synthesize perspective in a persuasive manner that is independent of time and space constraints (Crowhurst, 1990). It is an action, a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them. Based on Boardman (2002) writing is continuous process of thinking and organizing, rethinking, and reorganizing. The writing is more of a process not a product. It can be concluded that writing of analytical exposition text is a process delivering the ideas into good organization of analytical exposition text.

Based on the explanation above, it can be summed up that the important in writing of analytical exposition text are:

a. Learning grammar
   Grammar is useful in writing. The writers do not only focus on getting the ideas but also how they will write it into good sentences. Connect one sentence to another, paragraph 1 into next paragraph and so on.

b. Learning to explore ideas
   In writing, the writers should have the idea to write. What will they inform to the readers. They also have to think the purpose of the essay, like to persuade or to inform the readers. If they want to persuade, they must have more data to make it sure.

c. Learning to think organizationally
   Organizing in writing is important because it make the ideas is not out of the topic. The outline of essay should be learnt by the writers. In analytical exposition text, the writers have to make the introduction, argumentation, and reiteration. It has to relate each other to the topic. If the writer write organizationally, it will help the readers get the point and make the writing is nice to be read.

d. Learning to solve the problem
   The writers will try to finish the writing well by facing all of the problems, like exploring the ideas, make draft, and build the paragraph, until finishing. They also solve the grammar problems, automatically they will learn it.

e. Learning to love reading
   In writing, the knowledge of the writers is tested. If they have more knowledge, they are difficult to explore the ideas. Even in analytical exposition text, they should have more knowledge about the phenomenon. So writing will make the writers read some sources to make the writing powerful.

8. Assessment of Writing Analytical Exposition Test
   Assessment relates to individual student learning. It is “the act of collecting information and making judgments on a language learner’s knowledge of
language and ability to use it” (Chapelle and Brindley, 2001, p. 267). The assessment of writing of analytical exposition text is used direct assessment, that is giving the score by each frame (O’Neill, 2011, p. 1). In assessing analytical exposition writing test, this research will give the students some issues or topics. They have to persuade the readers to follow their opinions and arguments about that topic. The students also concentrate to the generic structure of analytical exposition text in order to the writing is understandable.

The scoring used in this writing of analytical exposition text is holistic scoring. According to Sumaryanta (2015), holistic scoring uses global scale. In writing of analytical exposition text the students write their argument appropriate with the generic structure. The score is gotten by read all the text of the students’ made then place it in the good until bad category. In each category there will be a score. The quality of the text refers to the data or fact information, argumentation, and conclusion. There are 5 levels in scoring the analytical exposition text writing by holistic scoring. First, A score will be got by the students if they can elaborate the text organizationally, there is data or fact to answer the readers’ questions. Clear elaboration, and there are no or few errors in grammar, format, mechanic or punctuation and capitalization, and also content. The score scale is 90 – 100.

B score by the scale 80 – 89 if the text is still entirely acceptable. It is clear, focused, and well detailed. But there is still a few errors with mechanic, grammar, and content. The errors are not egregious enough to detract from the overall point being made.

Then point C with score scale 70 – 79. The thesis is clear although probably lacking in both control and command. Organization may be a slight problem but can be fixed. The paragraphs provide support but are generally underdeveloped. There may be multiple errors in format, mechanics, grammar and content. But the errors do not detract from the overall writing.

Point D with the score scale 60 – 69 if the text unorganized and unfocused. The thesis is neither clear nor controls the entire essay. Most of the essay is underdeveloped. There are frequent errors in format, mechanics, grammar and content that distract from the content being provided.

The last point, F with the score scale 0 – 59. In this score, the text is lack of explanation. It has significant problem but the thesis is often lacking. The argumentation is only one or not at all. It is unorganized and unfocused. The essay shows no understanding of basic essay structure, and there are significant errors in format, grammar, mechanics, and content.

After gotten the result, it is classified based on the students’ writing ability, to know how many students are able to write analytical exposition text. What is the lack in writing it, it is because of the grammar, creativity or the generic structure of analytical exposition text. Hittleman (1988) offers the following four part rating scale to be used after the characteristic to be evaluated is
established: (1) little or no presence of the characteristic; (2) some presence of the characteristic; (3) fairly successful communication through detailed and consistent presence of characteristic; and (4) highly inventive and mature presence of the characteristic (Hyslop, 1990: p. 3)

9. **Factors Affecting Writing an Analytical Exposition Text**

The real reasons for writing a good essay are (Barker, 2013, p; 16): essay writing deepens your understanding of the subject you’re studying, it is a major element in assessing your progress, and it helps you think better. And, in fact creativity is needed in writing an essay, especially writing of analytical exposition text because constructing argument in analytical essays is as creative as constructing a story. So, the writer needs: create ideas from information, create arguments from ideas, create academic discourse to present the writers’ arguments, and create a conversation with the tutor and the academic community.

An essay takes the reader on a journey, from introduction to conclusion. There are three defining features of an essay, that is (Barker, 2013, p; 19): it addresses a topic, it answers question, and it takes the form of an argument. Argument consists of claim, reason and evidence of some topic that is claimed. So, the brainstorming is important in writing an essay. The writer can make the list before write the essay. The other significance thing is the writer has to know the generic structure of an essay.

10. **Indicators of Writing Analytical Exposition Text**

There are three significant indicators in writing of analytical exposition text as its generic structure as Siahaan and Shinoda stated in their book, that is:

a. **Thesis**
   - In thesis, the topic must be introduced well. Besides that, the writing also considers well organization, mechanics, grammar, format and content.

b. **Argumentation**
   - Elaborate the argumentation clearly and it is stated by the data or fact. Well organization, mechanics, grammar, format, and content. It also needs the persuasive text to ask the reader follow the argument.

c. **Reiteration**
   - Restatement the main argumentation. Well organization, mechanics, grammar, format and content.
Table 2.1  
Indicator Writing of Analytical Exposition Text

<table>
<thead>
<tr>
<th>No.</th>
<th>Generic Structure</th>
<th>Indicator</th>
</tr>
</thead>
</table>
| 1.  | Thesis            | 1. Find interesting topic  
                        2. Introduce the topic clearly  
                        3. Make the readers having a lot questions about the topic |
| 2.  | Arguments         | 1. Elaborate the data or facts  
                        2. Mind mapping the data.  
                        3. Elaborate the function of the topic |
| 3.  | Conclusion        | 1. Focus on the topic  
                        2. Giving the advice  
                        3. Pay attention to the mechanic, grammar, format, and content |

B. Grammatical Knowledge  
1. The Nature of Grammatical Knowledge

According to John Eastwood (2002, p. 8) grammar is the study of how we make sentences. Based on Mehnoosh Ranjbar (2012, p. 1), grammatical knowledge of L2 is used to understand the text. In this case, the text uses analytical exposition text. The grammar of analytical exposition text is simple present tense, so in this grammatical knowledge, it only concern to build simple present tense in a text. A sentence is group of words that go together to make sense (Eastwood, 2002, p. 8). In building the sentence, the writer has to create the clause. The clauses are made up of phrase. And the phrase is made up of words. So the smallest chunks are words, phrase, clause, and finally it is made a sentence. Another element in grammar is also significance is punctuation. Punctuation is all about awareness of the grammatical chunks. It is like, capital letters, full stop, comma, and so on. It is needed to clarify grammatical boundaries between words, phrases, clauses and sentences.

Grammatical knowledge is one of the essential parts in writing. Larsen, Freeman, 2003 in Rokni and Seifi’s journal (2013, p. 59) stated that the accuracy of the grammar ensures the writer’s intended meaning and avoid communicative misunderstanding. Grammar and writing cannot be shaped each other. Grammar is what gives sense to language (Hudson, and Walters, 2000, p. 7). With grammar, sentences makes words yield up their meanings. Sentences actively create sense in language and the business of the study of sentences is the study of grammar.

The purpose of studying grammar in writing is to improve children’s writing. Grammar is fundamental as a means which involves investigation, problem solving, language play and a growing awareness of and interest in how language works.
Writing of analytical exposition uses simple present tense. In writing, the focus is not only the tenses but also the coherence, punctuation, conjunction, and mechanic. So, studying grammar is essential to write an analytical exposition text.

John Eastwood (2002, p. 8) also stated in his book that grammatical units of English are words, phrases, clauses and sentences. It will be served the grammatical units that is used in writing of analytical exposition text. As we know, writing of analytical exposition text needs simple present tense as it’s structure, so it only serve the grammatical units to arrange the simple present tense sentence. The units are as follows:

1. Words
   The words are the smallest meaningful chunks of sense (Eastwood, John. 2002, pp. 10—11).

There are eight main word classes in English:

1) Verb : climb, eat, welcome, be
   It can be divided into ordinary verb and auxiliary verb. The sample of ordinary verbs is go, like, think, apply. While the sample of auxiliary verbs are is, had, can, must.

2) Noun : aircraft, country, lady, hour

3) Adjective : good, British, cold, quick

4) Adverb : quickly, always, approximately
   There are some sub classes of adverb, those are adverb of manner, adverb of frequency, adverb of place, linking adverb, etc. The sample of adverbs of manner are suddenly, quickly. While sample of adverb of frequency are always, often. The, adverbs of place are there, nearby. And the sample of linking adverbs is too, also.

5) Preposition : to, of, at, on

6) Determiner : the, his, some, forty five
   Determiner also has some sub classes that is article, possessive, demonstrative, and quantifier. The sample of articles are a, the. While the sample of possessives are his, my. The sample of demonstratives are this, that. And the last, the sample of quantifiers are all, three.

7) Pronoun : we, you, them, myself

8) Conjunction : and, but, so

Note:

a. Verbs, Nouns, adjective, and adverb are “vocabulary words”. But preposition, determiner, pronouns, and conjunctions belong to much smaller classes. It is sometimes called “grammatical words”.

b. Some words belong to more than one word class. For example:
   1. He passed the test. (noun)
   2. He had to test the machine. (verb)

c. There is also a small class of words called ‘interjections’. They include “oh, ah, and mmmmm.
2. Phrases
   
   There are five kinds of phrase:
   
a. Verb phrase
   A verb phrase has an ordinary verb and may also have an auxiliary verb. The sample of verb phrases are come, had thought, was left, will be climbing.

b. Noun phrase
   A noun phrase has a noun, which usually has a determiner and/or adjective in front of it. A noun phrase can also be a pronoun. The sample of noun phrases are a good flight, his crew, we

c. Adjective phrase
   An adjective phrase has an adjective, sometimes with an adverb of degree. The sample of adjective phrases is pleasant, very late.

d. Adverb phrase
   An adverb phrase has an adverb, sometimes with an adverb of degree. The sample of adverb phrases is quickly, almost certainly.

e. Prepositional phrase
   A prepositional phrase is a preposition plus noun phrase. The sample of prepositional phrase is after lunch, on the aircraft.

3. Sentence elements
   
a. Each phrase plays a part in the clause or sentence. Clause has a subject and a verb
   Example: The flight is leaving shortly.
   
   Subject    Verb   Adverbial

b. These are the elements of an English sentence and the kinds of phrase that we can use for each element.
   1) Subject, it can consist of noun phrase, like the flight, I, two stewards
   2) Verbs. It can be built from verbs phrase, such as: is, served, must book
   3) Object. It can be noun phrase, like a newspaper, lunch
   4) Complement. It can be adjective phrase, like very good. Or noun phrase, like a pilot, etc
   5) Adverbial. It can be adverb phrase, like shortly. Or prepositional phrase, like at three o’clock. Or noun phrase, like next week.

Note:
   a. The verb is central to the sentence and we use the word “verb” for both sentence elements. The verb follows the subject.
   b. The word ‘there’ can be subject. Like in the sample “There was a letter for you.”
2. The Role of Grammatical Knowledge in Writing

People who can speak automatically know about the grammatical knowledge of some languages. Oral language is built by the speakers’ knowledge about grammar. Studying grammatical knowledge will help the speaker to speak and write well. Because of those reasons, people need guidance to become effective writers. They need to learn how to transfer their knowledge of grammatical concepts from oral language to written language.

Effective grammar instruction begins with what students already know about grammar. It helps them use this knowledge as they write. By connecting their knowledge of oral language to written language, teachers can demystify abstract grammatical terminology so that the students can write and read with greater competence and confidence (Ann Chin, 2000).

Grammar in teaching writing is to help the students improve their command of grammar in students’ writing as the basis for discussing grammatical concepts. The researchers agree that it is more effective to teach punctuation, sentence variety, and usage in the context of writing than to approach the topic by teaching isolated (Calkins, 1980; DiStefano and Killion, 1984; Harris, 1962) in Ann Chin (2000). It means that the students are only learn to focus on the grammatical knowledge in writing than building the ideas.

In revising and editing the writing, teachers can provide grammar instruction that guides students in their attempts to identify and correct problems in sentence structure and usage. For example, a teacher who sees that many students are writing sentences containing misplaced modifiers can present a minilesson on this concept, using examples from students’ writing. The teacher can have students edit their own and one another’s drafts for this problem. Integrating grammar instruction into the revising and editing process helps students make immediate applications, thus allowing them to see the relevance of grammar to their own writing.

By revising and editing, the writers or the students know the role of grammatical knowledge in writing. They know their problems in writing, like punctuation, sentence variety, sentence combining, usage, structure and automatically the relevance ideas to the topic. So, the grammatical knowledge is very significant in students’ writing.

3. The Aspects of Writing in Grammatical Knowledge

As we know, writing is a complex and challenging activity for many students, teachers should focus on the grammatical concepts that are essential for the clear communication of meaning. Research conducted since the early 1960s shows that grammar instruction that is separate from writing instruction does not improve students’ writing competence (Braddock and others, 1963; Hillocks, 1986) in Ann Chin (2000). In addition, the research indicates that the transfer of formal grammar instruction to writing is not applicable to larger elements of composition. Through detailed studies of students’ writing,
Shaughnessy (1997) in Ann Chin (2000) concluded that the best grammar instruction is that which gives the greatest return for the least investment of time. Shaughnessy in Ann Chin advocates four important grammatical concepts, those are: the sentence, inflection, tense, and agreement. She recommends that teachers encourage students to examine grammatical errors in their own writing. She also cautions teachers not to overemphasize grammatical terminology to the detriment of students’ ability to understand and apply the concepts.

Ann Chin (2000) also stated Weaver’s (1998) theory that proposes a similar approach to teaching grammar in the context of writing. She writes, “What all students need is guidance in understanding and applying those aspects of grammar that are most relevant of writing.” Weaver proposes five grammatical concepts that enable writers to show improvement in sentence revision, style and editing, those are:

a. Teaching concepts on subject, verb, sentence, clause, phrase, and related concepts for editing.
b. Teaching style though sentence combining and sentence generating.
c. Teaching sentence sense through the manipulation of syntactic elements.
d. Teaching both the power of dialects and the dialect of power.
e. Teaching punctuation and mechanics for convention, clarity, and style.

Rather than strive to teach grammatical knowledge to the students, teachers should prioritize and provide instruction on the grammatical elements that most affect their students’ ability to write effectively. Teachers should also be sensitive to individual students’ readiness to learn and apply grammatical knowledge.

4. The Using of Sentence Combining in Writing

Sentence combining is the strategy of joining short sentences into longer or more complex sentences. The students engage in sentence combining activities, they learn how to vary sentence structure in order to change meaning and style. (Mellon, 1969; O'Hare, 1973; Cooper, 1975; Shaughnessy, 1977; Hillocks, 1986; Strong, 1986) in Ann Chin (2000) showed that the use of sentence combining is an effective method for improving students' writing. The value of sentence combining is the most evident as students recognize in the sentence variety like beginnings, lengths, complexities.

Ann Chin (2000) said that Hillocks (1986) states "sentence combining practice provides writers with systematic knowledge of syntactic possibilities, the access to which allows them to sort through alternatives in their heads as well as on paper and to choose those which are most apt". Research also shows that sentence combining is more effective than free writing in enhancing the quality of student writing (Hillocks, 1986) in Ann Chin (2000).

Hillocks and Smith (1991) in Ann Chin (2000) also show that systematic practice in sentence combining can increase students' knowledge of syntactic structures as well as improve the quality of their sentences, particularly when
stylistic effects are discussed as well. Sentence-combining exercises can be either written or oral, structured or unstructured. Structured sentence-combining exercises give students more guidance in ways to create the new sentences; unstructured sentence-combining exercises allow for more variation, but they still require students to create logical, meaningful sentences. Hillocks (1986) in Ann Chin (2000) reports that in many studies, sentence-combining exercises produce significant increases in students' sentence-writing maturity.

Ann Chin (2000) stated Given Noguchi's (1991)'s statement that analysis that grammar choices affect writing style, sentence combining is an effective method for helping students develop fluency and variety in their own writing style. Students can explore sentence variety, length, parallelism, and other syntactic devices by comparing their sentences with sentences from other writers. They also discover the decisions writers make in revising for style and effect.

Teachers can design their own sentence combining activities by using short sentences from student writing or other appropriate sources. For example, teachers who notice many choppy sentences in students' writing can place these sentences on an overhead for all their students to read. Teachers can then ask different students to combine orally the short sentences in a variety of ways. By participating in oral and written sentence-combining activities, students better understand the ways in which sentence structure, usage, and punctuation affect meaning.

When presented as a revising strategy, sentence combining activities help students identify short, choppy sentences in their own writing, leading them to combine their ideas in more fluid and sophisticated ways. As students generate more complex sentences from shorter ones, they discover how the arrangement of phrases and clauses. It also affects meaning and its impact on their readers.

5. The Strategies to Teach Grammar in Writing

Grammar instruction is most naturally integrated during the revising, editing, and proofreading phases of the writing process. After students have written their first drafts and feel comfortable with the ideas and organization of their writing, teachers may wish to employ various strategies to help students see grammatical concepts as language choices that can enhance their writing purpose. Students will soon grow more receptive to revising, editing, and proofreading their writing. In writing conferences, for example, teachers can help students revise for effective word choices. As the teacher and student discuss the real audiences for the writing, the teacher can ask the student to consider how formal or informal the writing should be, and remind the student that all people adjust the level of formality in oral conversation, depending on their listeners and the speaking context. The teacher can then help the student identify words in his or her writing that change the level of formality of the writing.
To help students revise boring with monotonous sentences, teachers might ask students to read their writing aloud to partners. This strategy helps both the partner and the writer to recognize when, for example, too many sentences begin with "It is" or "There are." Both the partner and the writer can discuss ways to vary the sentence beginnings. After the writer revises the sentences, the partner can read the sentences aloud. Then both can discuss the effectiveness of the revision.

Teachers can help students edit from passive voice to active voice by presenting a minilesson. In editing groups, students can exchange papers and look for verbs that often signal the passive voice, such as was and been. When students find these verbs, they read the sentence aloud to their partners and discuss whether the voice is passive and, if so, whether an active voice verb might strengthen the sentence. The student writer can then decide which voice is most effective and appropriate for the writing purpose and audience.

Teachers can help students become better proofreaders through peer editing groups. Based on the writing abilities of their students, teachers can assign different proofreading tasks to specific individuals in each group. For example, one person in the group might proofread for spelling errors, another person for agreement errors, another person for fragments and run-ons, and another person for punctuation errors. As students develop increasing skill in proofreading, they become responsible for more proofreading areas. Collaborating with classmates in peer editing groups helps students improve their own grammar skills as well as understand the importance of grammar as a tool for effective communication.

As teachers integrate grammar instruction with writing instruction, they should use the grammar terms that make sense to the students. By incorporating grammar terms naturally into the processes of revising, editing, and proofreading, teachers help students understand and apply grammar purposefully to their own writing. Strategies such as writing conferences, partnership writing, grammar minilessons, and peer response groups are all valuable methods for integrating grammar into writing instruction.

6. The Ways to Develop Grammatical Knowledge in Writing

The National Literacy Strategy (2000) focus on the important range of skills that the students need for writing. It is about extending and making explicit aspects of the students’ intuitive knowledge of grammar, focusing on aspects of grammar which tend to written text.

There are some guided should be planned with three major purposes in mind, those are:
a. Support the students in planning and drafting their own work. The teacher help the students orchestrate all the decisions needed to draft their own text, and they can focus on particular aspects, like:
   1) Retelling a known story in a sequence of complete sentences.
2) Planning a piece of explanatory writing drawn from a model discussed in earlier shared text work.
3) Writing the next paragraph in an explanation begun with the whole class.
4) Writing in a formal style linked to a particular text type using the third person or the passive voice.

b. Revise and edit work in progress. The students who have been working independently should bring their work to a group discussion or the teacher to revise and improve writing. The steps of revising are:
   1) Rereading it for clarity and purpose
   2) Use of punctuation to enhance meaning
   3) Choosing vocabulary
   4) How words and phrases can be strengthened or given greater precision
   5) Where and why more complex sentences might be appropriate
   6) Cohesion; use connectives, consistency of tense, time, person; consistent use of pronouns.

c. Provide differentiated support for particular groups:
   1) More support and focus for less secure writers
   2) Prepare a group of children who are learning English as an additional language in advance
   3) Work intensively with able writers on composing or editing a draft
   4) Work intensively on supported independent writing with less able writers

The National Curriculum English order provides a model of the writing process. The students should learn to plan, draft, revise, edit, present, and evaluate their writing. Each of the elements is important in production of a finished piece of writing.

7. The Importance of Grammatical Knowledge in Writing
   Grammatical knowledge of the students in writing is important. Here will be describe the importance elements of them, those are:
   a. Text cohesion. The students should be able to create coherent sequences ideas. They also should learn to select from a wide range of connecting words and phrases, and to use verbs and pronouns consistently to create cohesive chronological and chronological texts to suit a variety of audiences and purposes.
   b. Sentence construction and punctuation. It means the representation of ideas in sentences is characteristic of written text which the students need to be made aware of through reading and learn to control in writing. Written sentences are differently structured from spoken utterances which can rely on gesture, intonation and stress to fill out the speaker’s meaning. Then, the ability to link ideas sentences by combining and sequencing clauses enables
students to structure and connect ideas in a wide variety of ways which create interest for readers and make the students’ writing more precise, varied, engaging and fit for purpose.

c. Word choice and modification. The students should draw from their reading an increasingly rich vocabulary, and learn to select words and phrases that add color and precision to their writing and refine its meaning and are appropriate to its audience and purpose. The students also learn how to enhance their meaning through the choice of words and through modifying nouns and verbs to add focus, variety and interest for the reader.

8. Assessment of Grammatical Knowledge Test

In assessing the grammatical knowledge, this research uses structural grammar assessment. It consists of the students’ mastery in arranging or making the sentences based on the correct word classes, phrase, clause and complex sentences. Structural grammars, associated with linguist such as Bloomfield (1933) and Fries (1940), offered a fairly rigorous method for describing the structure of a language in terms of both its morphology and its syntax. In these grammars each word in a given sentence is categorized according to how it is used, and the pattern or structures are said to constitute a unique system for that language (Purpura, 2004; p.14).

The instrument for assessing the grammatical knowledge is multiple choice test. The content of test is completing the sentences by choosing the correct chunks, arranging and completing the sentences. It is limited to the word classes, phrase, clause and the tense is only use simple present tense because the analytical exposition text uses that’s structures.

9. Indicators of Grammatical Knowledge

Indicators used in this grammatical knowledge are:

a. Word classes

In the test, students are tested by the mastery of verb, noun, adjective, adverb, preposition, determiner, pronoun, and conjunction. All aspects are gooten since they are in the first grade, moreover when they were in junior high school. The indicators of students’ word classes’ mastery are:

1) Able to determine verbs, noun, adjective, and adverbs.
2) Able to determine pronoun
3) Able to determine preposition
4) Able to determine determiner
5) Able to determine conjunction

b. Phrase

The indicator of phrase is students are able to:

1) Determine noun phrase
2) Determine verb chain
3) Determine adjectival phrase
4) Determine adverbial phrase
c. Simple present tense
The indicator in simple present tense is students can:
1) Make the simple sentence
2) Make complex sentence
3) Use correct verb or nominal in simple present tense.

C. Creative Thinking
1. The Nature of Creative Thinking
According to Ann Coughlan (2007), creative thinking is about applying imagination to finding a solution to your learning task. Creative thinking embodies a relaxed, open, playful; approach and is less ordered, structured and predictable than critical thinking. It requires some risk taking as there is a chance that will make a ‘mistake’ or not come up with an answer at all. Creative thinking skills are more than attitude and self-confidence as the talent.

Wang (2011) stated that creative abilities are essential in solving complex individual, social, and global problems. The world now is faced with ever increasing problems that require solutions from creative talents. Education around the world aims at developing not only knowledgeable workers but also creative thinkers.

Based on Utami Munandar (2014), to be a creative thinker needs the ability to think fluency, flexible, and originality of idea. It means that creative thinking need to have many ideas. Actually it is not as simple as another think. People have to open minded in getting and delivering the ideas. If there are many ideas are deliver, it is called the person is more creative. Creative is not only making the new ideas but it also combine the new and the old one. It is agreed by Munandar (2014) if creative is the ability to combine or to see the new relationship between the old one.

Torrance (1965, 1966, 1988) in Wang (2011) defined creative thinking as the ability to identify problems, make guesses, produce new ideas, and communicate the result. As Duffy (1988) also in Wang (2011) suggested, creative thinking is the ability to see things in new and original ways, to learn from experience and relating it to new situations, to think in unconventional and unique ways, to use non traditional approaches to solving problems, and creating something unique and original.

In knowing the person creative or not, there are some approaches involved in creative thinking skills that is stated in Coughlan (2007), those are: (1) Engaging in reflection, (2) looking for many possible answers rather than one, (3) allowing making wild and crazy suggestions as well as those that seem sensible, (4) not judging ideas early in the process. Treat all ideas as if they may contain the seeds of something potentially useful, (5) allowing doodling, daydreaming or playing with the theory or suggestion, (6) being aware that these approaches necessarily involve making lots of suggestions that are unworkable.
and may sound silly, (7) making mistakes, (8) learning from what has not worked as well as what did.

Besides the approaches, it is also have some strategies to improve the creative thinking of a person, those are (1) Brainstorm ideas on one topic onto a large piece of paper, (2) allow people to play with an idea while people go for a walk or engage in other activities, (3) draw or paint a theory on paper, (4) ask the same question at least twenty times and give a different answer each time, (5) combine some of the features of two different objects or ideas to see if you can create several more, (6) change the routine. Do things a different way. Walk a different route to college, (7) let their mind be influenced by new stimuli such as music you do not usually listen to, (8) be open to ideas when they are still new: look for ways of making things work and pushing the idea to its limits, (9) cultivate creative serendipity, (10) ask questions such as “what if ...?” or “supposing ...?”, and (11) keep an ideas book. Inspiration can strike at any time.

Creative thinking has the challenges in many ways of practicing through a variety of exercises and activities. It is designed to enable people or the readers to think laterally and inventively and ultimately to develop original approaches in defining and solving the problems. Creative thinking needs long process. If the students are usually using their capability to solve the problems by finding good solution, they are called as creative thinker.

The factors that affect creative thinking are gender, socioeconomic status, ethnicity and academic achievement (Yayin Wang, A. 2011. p. 1). Some of them are the different culture (Yayin Wang, A. 2011. p. 1). Yayin (2011) in his research stated that creative thinking can be treated to the students by four aspects, that is cognitive factors, motivation, personality, and personal factors. Cognitive factors refers to thinking, remembering, and reasoning. Motivation includes courage, curiosity, willingness, and task commitment. Personality factors include self confidence, determination, persistence, tolerance for ambiguity, and the openness to new experience. Social factors involve independence, nonconformity, and the ability to communicate ideas. From those aspects, it can be concluded that the person who has creative thinking is determination, curiosity, independence in judgment and thinking, persistence, self confidence, and a willingness to take risks.

2. Creative thinking and Writing Analytical Exposition Ability

As in research background, PISA (2012) stated that Indonesian literacy is in the number 64 from 65 countries. So does the creative thinker, Indonesia is still low of its result (Munandar, 2014), it is caused the students are only tested in intelligent test and lack of talented test. After reviewing the test scores, some may wonder why students who are good at solving math problems are bad at solving creativity problems, and also poor at reading literacy. Reading literacy and creative thinking require different abilities from solving math problems.
In the international comparison, creative performance has been referred to as the result of creativity test. Torrance research definition (1965, 1966, 1988) in Wang (2011) said that creative thinking is the ability to sense problems, make guesses, generate new ideas, and communicate the results. With the view of creativity, Torrance (1988, 2000), and also Taylor and Sacks (1981) in Wang (2011) have suggested that creative potential exists among all people and can be improved through learning. Many researchers that Wang (2011) mention like McVey (2008), Sak (2004), Scanlon (2006), Smith, Paradise; and Smith (2000), Sturgell (2008) have advocated idea that creativity can be encouraged through learning activities, especially reading and/or writing.

Writing activities has been intuitively connected with creative activities that foster creative thinking. This is mainly because writing often require critical, analytical, and self-expressive abilities, as well as a sense of self-discovery (Wang, 2011). McVey (2008) in Wang (2011) elaborates that any kind of writing is itself creative, and it should be promoted for endless creative possibilities.

Smith et al (2000) still in Wang (2011) outlined the essential elements that prepare a creative mind is knowledge and behavior. According to them, knowledge refers to resources, techniques, and related information. In order to create something in a certain fields, one needs to have resources, techniques, and information in the field. On the other hand, behavior requires habitual acts. To prepare a creative mind means to encourage the habitual act of learning something new, seeking constructive criticism, thinking and incubating, and putting knowledge to work. These elements are actually part of the everyday writing experience.

Based on Boardman (2002) writing is continuous process of thinking and organizing, rethinking, and reorganizing. Writing is more a process not a product. According to Shaughnessy (1977) in Zamal (1982) in Sagala and Bachtiar (2012. p. 13) stated, writing is the process of exploring one’s thoughts and learning from the act of writing itself what these thoughts are. Rather than being the development of some preconceived and well-formed idea, writing is the record of an idea developing. It is process whereby an initial idea gets extended and refined.

From those definitions of writing, we know that writing is a process of exploring the ideas. And creative thinking is applying imagination to make something. If it is combined between writing and creative thinking, the meaning will be a process of exploring ideas to make a product. The product here means writing of analytical exposition text.

Writing an analytical exposition text is writing an essay to persuade or convince the readers to follow the writers’ arguments. In building the arguments and make the real reason be more interesting, the writers need creative thinking. how the writers imagine the appropriate word to make senses and how the writers write organizationally as same as its generic structure.
According to Yayin Wang, A (2011. p. 9) creative thinking scores related to the reading and writing scores, but not related to the math scores. His research found that scoring elaboration in creative thinking involves the number of details ideas added to the original stimulus figure. For example, if the original stimulus figure is triangle, drawing a house with triangle as the roof is the primary single response. Then, adding the roof design, windows, a gate, or a tree is credited as a point for an elaboration. So, it is possible that the abilities required for high scores in reading and writing are necessary for creative thinking because it needs the detail elaboration. There are two categories writing uses creative thinking, those are expressive writing and expository writing (Yayin Wang, A. 2011). And in this research, it uses writing of exposition text, so creative thinking has relationship with this text.

3. The Elements to Know the Students’ Creative Thinking

The students who are creative can be indicated by some elements. Besides from the students itself, it can come from another factors. Here will be explored some elements to know the students’ creative thinking in writing, those are:

a. Students’ talent in writing. The characteristic of those students are:
   1) Have good memory. The students who have good memory mean they have a good creative thinking. Because they still remember what they learnt and read before. Students’ knowledge and creative thinking is important to build good writing.
   2) Learning to read in the early age. The students who can read in the early age show that they are creative and smart. The ability of reading improves the ability of knowing and understanding. It can help the students to write.
   3) Can speech out of the box. Sometimes the students speak another topic that more interesting. It helps the students to make the nice argumentation but still in procedure.
   4) Rich vocabularies. Because of the students have the ability of reading and have good memory, it makes them have lot of vocabularies. It is much needed in writing, in order that the writing is not monotone.
   5) Solve the problem with many ways. Creative thinking makes the students find many ways to solve the problems. And the significant one is they are not afraid to try another solving. The students’ ability to try will strength their ability in facing many problems.
   6) Open minded. The students who are creative, automatically they like to learn more. Because they always think to make some new products. They want to be trend maker not only trend setter.
   7) Humorous. The students usually like in making jokes. It make they have a lot of friends. Every day is filling by humor. Laughing is their power in creative thinking.
8) Always give the opinion, either asked or not. The students always are the first people who ask and make opinions. Because they do not let their mind go without saying anything.

9) Talk active. The students who creative usually are talk active. Their mind is go as fast as their talk.

10) Always ask some questions. Because of they do not like to let what is in their mind, they always ask some questions. It is also caused by they love reading and have good memory, so they have many information and knowledge to share.

11) High understanding of film, discussion, or book. Usually, the students who are creative like watching films, read books, animas, etc. it has the relationship with the art. So they will know the films will be produced, the actors, the nice authors, some interesting book, etc.

12) Give some solving in a problem. Creative thinking makes the students have many ideas. It is appeared in solving the problem. They have many solutions in one problem. If the first solution is fail, they will change it with another.

Creative thinking is important in writing. The students do not only speak what are in their mind but they also write into good writing or product. The students’ ability in creative thinking is different. Some of the students have this ability but some of them do not. Creative thinking is like a talent, but it can be learnt if there is an effort of the students. For example build the reading culture in students’ activity, increase their brave in sharing their ideas, and stimulate their mind in solving some problems.

b. Teacher as a facilitator

According to Kaplan in Sisk (1987) in Munandar (2014), there are three elements of teachers, that are exposure, analysis, and expressions. Teachers have to identify what is expected (exposure). It meant the teacher should have the purpose or expectation of what will they reach after teaching. they do not teach for themselves but also supporting the students to reach the goal. Then, teachers should arrange the students’ activities in doing (analysis). It meant the teachers make the step of teaching. They focus on how to deliver or building the students’ need. The last, the teachers motivate the students to make a product of writing (expressions).

4. The Steps to Develop Creative Thinking in Writing

The students who rated themselves highest on the amount of time spent on reading and writing more than 15 h a week were students from the department of English and Chinese (Yayin Wang. 2011. p. 6). Students from the department of English and Chinese were required to take more credits in reading and writing, and they had more essay type assignments than those in departments of science and mathematics. The students who have high score of creative thinking,
they have good reading and writing skills, it was proved by Yayin Wang (2011) in his research.

There are three steps of creative thinking based on Treffinger (Munandar, 2104. pp. 195—213), those are:

a. Technique of Creative I

1) Warming up. The students are asked with open minded questions to increase their wants to write, like what is the hot news today? Do you like it? why?. Another ways is to support the students to ask the problems. For example: the students’ fighting, etc. It can express open ended thoughts and feeling.

2) Brainstorming. It is the best technique to increase students’ ideas. The students is not be learnt to make a critic, free to give the ideas, combine and correcting then ideas.

3) Idea spurring questions. It is the checklist techniques. The students have to make a checklist which one they will use or not, and which one is written and not yet. The checklists that students can do are: put to other uses, adapt, modify, magnify, minify, substitute, rearrange, reverse, and combine.

b. Technique of Creative II

1) Synthetics. It is developed by William JJ Gordon (in Munandar, 2014). This technique to make analogy and metaphor in creative thinking. there three analogy, that is fantasy, direct, and private analogy. In writing, all analogies can be used. Fantasy analogy means the students imagine to solve the problem of their writing. Direct analogy, the students have to combine the real situation with the problem. And private analogy means the students place themselves in its problem. Problem here is the topic or phenomenon in writing of analytical exposition text. After that, the students write on the paper.

2) Futuristic. The students should think futuristic to solve the problems. What is the effect, what will they do, what will be happen, etc.

c. Technique of Creative III

1) Process creative problem solving. There are five steps in this process, those are: find fact, find problem, find idea, find solving, and find acceptance.

2) Five steps process (Shallcross). Shallcross (1985) in Munandar 2012, p. 207 divide the process into two, there is primary creativity and secondary process creativity. Primary creativity is solving the problem naturally with the students’ mind. While secondary process creativity means the awareness in solving the problem with many steps.

The five steps in solving the problem by shallcross are: orientation, preparing, concepting, scoring, working, and implementation.
5. The Obstacles in Creative Thinking of Writing

In developing the students’ creative thinking, it also faces some obstacles. There are some obstacles in creative thinking of writing (Munandar, 2014. pp. 219—233):

a. Test instrument. In school, the test is used always intelligent test, there is no creative thinking test. In intelligent test, the students only know the true answer or false answer (convergent thinking), while in creative thinking test, the students are measured how far they creative in solving the problems or find new ideas (divergent thinking), there is no true or false answer. So the instrument to measure the creativity of writing of the students is not available. It makes the teachers is difficult in scoring. For the students itself, it will not try them to think creatively because they think it is useless for the final test and final scoring.

b. The limited of source to develop and stimuli the students’ creative thinking. The teacher who wants to test students’ creative thinking has to look for the source and the material by themselves. And sometimes it is limited by the time because the teachers have to pay attention for the main material that will be tested in final test. So, creative thinking is like the teachers’ want to know their students’ creative thinking itself.

c. Simple and objective instrument to assess the students’ creative thinking in writing. There is no simple and objective instrument to assess the students’ creative thinking in writing. The teachers are hard to make and some of them are hard to find the reference of the test. It makes teacher seldom or never give the creative thinking test to their students.

d. The lack of education attention in students’ creative thinking. It is caused by the difficulties to asses and defines the concept of creative thinking that is suitable from the students’ needs. For example in one lesson there are many aspect of students’ creative thinking that will be measured, so it make the difficulties for all, either the teachers or the students in assessment. And the government also do not concern to the creative thinking test for students in a school. As we know, to hold this test needs money. So, some schools even parents do not test their students in creative thinking because of that reason. Another aspect in holding the creative thinking test is the people’s awareness if creative thinking is not as important as cognitive test. They think that smart is founded by cognitive test only, and creative thinking is just for fun. We have to change this paradigm. Because creative thinking is one of the factors that the students have.

e. Awards. Many people believe that giving the awards will increase the students’ motivation. In fact, it is not true. Giving awards will destroy the creative thinking because the students will do anything in order that get the awards. The best award is by giving the students a compliment of what they had done. Imitative will be done in this case. In creative thinking, the originality is important. It is one of the measurements to know the students’
creative thinking. It is also teach the students to be honest and respect to another’s product.

f. Competition.
The students will feel compete if the task having good and bad score. In creative thinking, there is no good or bad (true or false) because the students are free to build their ideas. The competition’s soul will decrease the creative thinking. It can be solved by build good character of the students. The teachers teach them if to be the best not only by having good score but having good attitude.

g. Environment. The environment and conditions are most effective in promoting creative skills in children and young people (Davies, Dan; et all 2012. P. 9). The students need the freedom environment in creative thinking. But in school, it is limited. Some schools are right with the regulations. The students are forced to follow all schedules fully. It makes the students do not have their own time to improve their capability. And another environment, like home or society is still supposed that the children who have creative thinking is disturbing.

h. Family. Some families force their wants to their children. It effects the children are limited to be creative. They only hear and do what their parents’ say. It is caused that the awareness of family is still lack. They think their children are doing useless activities. But if family gives room for them, they can explore their capability to be excellent things. For example support the children in painting will make the children be a great painter, etc. the role of family is very needed by the children in increasing their skills.

All those obstacles will make the students are stagnant. They are afraid to explore their capability and they do not have enough facility to develop it. The main obstacle is the awareness of people especially Indonesian about creative thinking. Indonesia is still low in creative thinking (munandar). We only focus on cognitive skill. The students also only test by their cognitive to know the level of knowledge. It has been added by creative thinking test, in order that the students can balance their cognitive, affective, and psikomotoric like in the national education assessment.

6. Creative Thinking and Grammatical Knowledge

Creative thinking is a divergent thinking. It serves the students to think deeply and freely. They are not afraid to false because there is no false answer in creative thinking. As Yayin Wang (2011) stated in his research that the world now is faced with ever increasing problems that require solutions from creative talents, and the education around the world aimed at developing not only knowledgeable workers but also creative thinkers. In his research also showed the international comparison on test scores of mathematics and science of students’ in Taiwan perform better than the test scores of creative thinking (p.1). From those research, it was known that grammatical knowledge is like a
mathematic, it is a convergent thinking. It has true and false answer. If the students cannot answer, the score is zero (0). But in creative thinking, the students are offered to answer what are in their mind.

Yayin wang (2011) said that the problems of the students in having good score in Math but bad score in creative thinking is they are lack in reading. Reading literacy and creative thinking require different abilities from solving math problems. Reading literacy will influence the students’ writing ability. So reading and writing literacy has similar performance on creative thinking.

Creativity is consistently associated with the abilities that are required for reading and writing (McVey, 2008; Sak, 2004; et al) in Yayin wang (2011. p.2). In his research, the score of reading and writing have significant and positive relationship with creative thinking, but if the relationship between math score and creative thinking is not. Because of those reason, this research will combine creative thinking as divergent thinking with grammatical knowledge as convergent thinking effect on writing ability.

The imagination is needed in creative thinking. The students can produce their imagination if they have knowledge, like grammatical knowledge in writing. Without the knowledge, the product is not worthy. The product will lose of the sense and information.

In studying, the students not only focus on the knowledge but they can try to make something different. Not all students can draw perfectly, not all students can study perfectly. Grammatical knowledge and creative thinking is two skills that very important to all people.

By grammatical knowledge, the students can know the way to make the sentences. And by creative thinking, the students can make the sentence is more meaningful. So, both of them are needed by the students in writing of analytical exposition text.

7. Assessment of Creative Thinking Test

According to Chuan Yan Piaw (2010, p. 552), creative thinking traits were derived from three main perspectives: (1) creative thinking as a person, (2) creative thinking as a product, and (3) creative thinking as a process. It is included generate unique ideas; produce ideas that other could not think of; shift from normal perspective to take a different point of view; view things other than normal ways; imaginative; aesthetic orientation; understand the beauty of art; potential for generating further ideas and changes; able to produce an abundance of ideas in a fixed time; the tendency to view a problem instantly from a variety of perspectives; do not get stuck by assuming the rules which do not apply to a problem; likely to bend the rules; need some breathing space for incubation in the middle of creative process; able to resist the tendency to leap to conclusion prematurely; able to keep open and to make the mental leap beyond the limit freely; able to communicate clearly and powerfully through storytelling; like to fantasize (fantasy provides an almost inexhaustible supply of analogies that
useful in setting and solving problem creatively); like daydreaming and emotional; the tendency to combine two elements into one; the tendency to present and recognize ideas or objects in unusual visual (other than static, upright, straight on view, the usual and common perspective given by the majority of people); able to visualize beyond exteriors and pay extension to the internal dynamic working of things; ability to extending and breaking the boundaries of the problem; and good sense of humor (humor is basically creative because it involves unusual and surprise (Yan Piaw, 2010. p. 553)

In this assessment, the writer adapt from Guilfred and Torrance. Guilford found 5 characteristic of creative thinking, that is fluency, flexibility, originality, elaboration, and redefinition. Fluency is the skill to produce some ideas. Flexibility is skill to have some ways to solve the problems. Originality means skill to produce the original idea. Elaboration is skill to explain briefly. And redefinition is skill to review the problem uniquely. The measurement of creative thinking is based on five approaches, those are (1) Objective analysis approaches, (2) Subjective approaches, (3) Personality inventory, (4) Biography inventory, and (5) Creativity test (Sunardi, 2007).

The differences between Guilford and Torrance’ assessment is, Guilford (1967) measures divergent thinking. The format of the test is making response of some stimulation. In each response is to measure the specify component of intellect. The intellect structure of Guilford consists of process, content, and product. While Torrance (1974) measures the appearance of some tasks to trigger the expression of some abilities in same time. This research adapts from both but in making the instruments test, it is used Torrance’s test because Guilford’s test is like writing test. It will be impossible for students making the product of writing to measure both variable that is writing and creative thinking. It will be difficult to scoring. So the writer chooses Torrance’s test to measure the students’ creative thinking. It is simpler.

The test is used in this research is the Torrance Test Creativity Thinking (TTCT) by Torrance. TTCT was developed mainly for children and the ATTA is for adult (university students). The time limit to complete then activities in the creativity test, it takes 50 minutes, while ATTA only takes 15 minutes. It is to measure the fluency, flexibility, originality and elaboration. This test will use the figural test that consists of three sub tests that is form test, uncompleted picture, and circles test. Besides figural test, it also use verbal test that consist of word beginning, word arranging, word building, word equality, word using, and word effect. The indicators of those tests can be followed:

a. Verbal Test

1) Word beginning. The students should think more words that is given by the beginning letter. For example: be = beautiful, bee, become

They have to write lots of words based on that letter. It is for measuring the fluency that is the ability to find lots of words in the beginning letter.
2) Word arranging. The students arrange lots of words based on a word given. For example: interesting = rest, intern, test, sit
This test is for measuring flexibility. How the students flexible to have an idea to arrange new words.

3) Word Building. The students have to build the word from some letters given. For example: I-c-g = I can go, Indri comes to Gina’s home
It is for measuring originality. How the students solve the problem by making the sentence original by their mind.

4) Word equality. The students find the equal meaning or characteristic of the word given. For example: red and liquid = black and solid
This test is for measuring fluency. How the students fluent in having the ideas.

5) Word using. The students find lots of words that tell the using for daily activities. Sometimes it can be a rare using. For example: Glass = for drink, for aquarium, for vase.
It is to measure flexibility because the students should flexible in exploring their ideas to find the using of the word given.

6) Word effect. The students get the effect of the word given. The students have to imagine if that is happen and what is the effect of it. For example: what is the effect if the human can fly? There will be no transportation because all humans can go by their wings easily.
It is for measuring the elaboration. The students try to elaborate what is in their mind.

b. Figural Test

1) Circle test. The students are given the circles then they draw what is in their mind. It has limited time that is only 10 minutes. They can connect each circle or make the pictures. They are free to explore the ideas and solve the problem to finish it. It is for measuring the originality.

8. Indicators of Creative Thinking
There are five indicators of creative thinking based on Torrance in Utami Munandar (2014), those are:

a. Fluency
In fluency, the students are expected to have the skills of:
1) Able to have the idea
2) Able to elaborate the idea
3) Able to change the main idea

b. Flexibility
The skills are expected in this category are:
1) Have some ways to solve the problem
2) Able to find new ways
3) Able to think different with another
c. Originality
   It expects the students able to:
   1) Have their own idea
   2) Have their own solving
   3) Have their own self mind

d. Elaboration
   The students are expected to have:
   1) Skills to explain the idea
   2) Skill to organize the problem solving
   3) Skill to build their opinion

   All those indicators are to assess the students’ creative thinking in verbal and figural test. The score of creative thinking is not right and false but by leveling. The levels are: very creative, creative, ordinary, and imitative. The students will be tested by answering the question in student’s creative thinking sheet with some aspects that is written in the assessment above.

D. Previous Related Studies

   There are five previous studies to guide in doing this research that is, first is from Mehnoosh Ranjbar (2012) about “The Relationship between Grammatical Knowledge and the Ability to Guess Word Meaning: The Case of Iranian EFL Learners with Upper Intermediate Level of Proficiency”. She has studied grammatical knowledge to getting the meaning of unknown words. It relates to guessing the word or mastery the vocabulary by indicating the grammatical knowledge of the students. The lack of the study is it focuses on guessing the word, and the students do not have the skills that they have to master.

   The differences with my research are, the objective of the study is to examine the contribution of grammatical knowledge to getting the meaning of unknown words. While, Mehnoosh’s aim to see if grammatical knowledge had any significant role in word guessing. The participants were thirty female students from EFL learners in Saee Institute in Isfahan. Then, the result of this study is knowledge of grammar has proved a vital effect in guessing meaning.

   The similarity of this research and the previous one is we concern to the students’ grammatical knowledge as our problem. In the previous, grammatical knowledge is used for getting the meaning but in this research. Based On Mehnoosh Ranjbar (2012), the knowledge of grammar improves the ability to guess word meaning, this knowledge helps not only vocabulary acquisition but also vocabulary guessing. The grammar can help learners in many aspects because it serves as a tool to self correct and self edit the utterances produced or received in daily need. In Mehnoosh’s research found that grammar knowledge has a significant and vital effect on inferencing, especially in guessing the meaning. Grammar is also used for identifying the students’ mastery in grammatical knowledge to make sentence into the paragraph of analytical exposition text.
Second previous is by Mosheer Amer (2013). He studies about “The Effect of Explicit Instruction in Expository Text Structure on the Writing Performance of Arab EFL University Students”. He used experimental study, so he prepared the test and get the experiment class in proving the theory of their study. He focused on teaching expository writing by giving the students organizational structure of expository writing explicitly.

The distinguishes with this research are, first the objective of the study was to investigate the relationship between explicit instruction in the organizational patterns of comparison/contrast texts as a major type of expository English and EFL writing performances. It was also to examine whether students’ metacognitive and cognitive knowledge of the text. The participants was 22 Palestinian EFL university students in an academic writing course. The data gained from pre and post test mean score point to a direct correlation between explicit instruction in text structure and improved writing performance. This study is an action research. And the result of this research after doing pre and post test was an effective way to improve students’ writing is by explicitly teaching the rethorical stuctures of English texts. Especially expository text.

The similarity with this research is how to motivate students in writing of analytical exposition text. In the previous one, he served the step how to teach the explanatory writing in order that the students can reach the goals of the study but in this research focus on the students’ ability in writing. The benefit of this previous is this research has mind mapping to give a test of analytical exposition text writing test to the students. The result of Ameer’s research is there were significant differences between pre and post intervention students’ response in writing. The explicit instruction is effective in improving writing expository performance.

Another previous study is “NNS postgraduate students’ academic writing: Problem solving strategies and grammatical features” by Aliakbar Imani and Hadina Habil (2012). They stated that NNS postgraduate students have difficulties in writing because they lack of good structure or grammar and less vocab. So they make some steps and strategies to increase the NNS postgraduate students’ academic writing.

The differences between this research are, first the objective of the study. Aliakbar Imani and Habil’s research is to identify the effectiveness of problem solving strategies in writing across ‘Construction Contract Management, TESL, and Chemical Engineering’ disciplines in Universiti Teknologi Malaysia, and to explore ‘grammatical accuracy, complexity, and variety’. Then, it is the qualitative research method analysis. The result of this research is there were some distinguish pattern between succesful writers and unsuccesful writers based on the strategies they used to deal with their L2 difficulties. And also, there were some different in grammatical accuracy based on their quality academic language.
The similarity is the problem faced by the most students are also lack of good grammar and vocab. It makes them are difficult in writing of English especially analytical exposition text. This research will conduct the test of students’ grammatical knowledge first to know their ability in grammar. Based on Imani and Habil (2012, p.461), grammatical features are one of the criteria to determine the quality of an academic text. He found that there are distinguishing pattern between succesful writers and unsuccesful writers. It can be seen by their knowledge in grammar, appropriate material in writing and learning environment, also their skill in using grammar book or sources to deal with their own language. It is same with this research will be conducted that grammatical knowledge will effect students’ writing ability.

The next previous is “the relationship between learning styles, creative thinking performance and multimedia learning materials” by Hafizoah Kassim (2013). She talked that learning style and creative thinking of the students can improve by giving them the attractive learning tools like multimedia. In his research, he found that there were no significant effects of learning style preferences on students’ creative thinking after using multimedia MLT. However, the mean scores indicate that reflective, intuitive and higher visual learners have a slight advantage over the active, sensing and low visual learners for all the creative thinking elements.

The differences with this research are, first the purpose of the study. Hafizoah’s research was to investigate the relationship between the students’ learning styles and their creative thinking after using multimedia learning tool. The participants were the Mechanical engineering undergraduates students from technical based university voluntarily. The result of this research was indicated that understanding and accommodating the design of the learning materials to students’ learning styles could help students’ creative thinking performance.

The similarity with this research is respect to the characteristic of the students. Motivation is important in creative thinking, creative thinking can influence anything, include students’ writing ability. So my research also wants to know about the students’ creative thinking in writing of analytical exposition ability.

The last previous study is “Exploring the Relationship of Creative Thinking to reading and writing” by Amber Yayin Wang (2011). He made research about the significant of reading and writing literacy in creative thinking, but many educational institutions place the creative thinking is not as important as mathematic subject. They only use Math test to score the students’ ability.

The distinguishes with my research was, first the objective of this study is to understand if personal reading or writing practices are related to personal creative performance. The participants are students from 18 to 21 university inm Taiwan, it was 196 students. This study used correlational study method. Then, the result of this study is there is a positive relationship with reading and writing to creativity, especially in the ability of elaboration.
The similarity with this research is it uses creative thinking to know the students’ writing ability with Torrance test. It also used correlational study as the method analysis.

Based on all previous studies, this research convinces to combine the students’ grammatical knowledge and their creative thinking as part as factors of good writing. Grammar is used to know the students’ ability in arranging the sentences. And creative thinking is used for solving the problem of getting ideas for writing by the students’ imagination and expressions.

E. Conceptual Framework

Writing of analytical exposition text is writing an essay that is conducted an argumentation of some topics. The writers have to make the reader follow their reasons in some topics. The argumentation essay is the essay that needs the writers’ creativity in creating the ideas. But the writers have to concern first to its generic structure, that is introduction, how the writers introduce the topic, then argumentation, how the writers make interesting and factual argumentation to strength their opinion and can persuade the reader to join on their ideas. And the last is conclusion, how the writer remind to the reader about the topic and it’s argumentation.

Grammatical knowledge as the first variable used to know the students’ writing of analytical exposition ability. As another researcher, they argue if grammatical knowledge is the significant one in writing. The writers must know how to make and arrange a good sentence with good grammar. Grammar is used in this essay is simple present tense and conjunction. And to build a sentence, the students have to pay more attention to word classes, phrase, into clause. The argumentation that is included in the analytical exposition text is using simple present tense. Automatically, in introducing the topic also uses simple present tense. Conjunction is used to correlate each sentences and paragraph. For the students in eleventh grade, the material of simple present tense has been learnt before, so they can write the analytical exposition in well grammar.

Another variable is creative thinking. Creative thinking is very useful in this text to persuade and convince the reader to the writers’ idea. Creative thinking is the imagination of the writers to solve the problem, usually the writers produce some products, like advertisements product. In creative thinking, the students have to make the product, while in writing of analytical exposition text, the students need a process. So, this research concern to the process in making a product. The product of this research is students’ writing.

The contribution of grammatical knowledge and students’ writing analytical exposition is the students have to know the grammar pattern in writing because good grammar of English language is one of the factors of good writing. The students who can write well, automatically they can speak well. Because of it correlates to their knowledge in grammar. Then the contribution of creative thinking and students’ writing analytical exposition is the ability in making the
argumentation by imagines some interesting words to persuade the reader. The students make nice argumentation with the real data but do not make the sentence as a monotone sentence, they make the readers enjoy to read and understand it well.

From those contributions, we can conclude that the contribution of grammatical knowledge and creative thinking with writing of analytical exposition is, in writing analytical exposition, grammatical knowledge is needed to build the sentences, and creative thinking is also useful to make a sense of writing an argumentation.

![Conceptual Framework]

**Figure 2.1**
(Conceptual Framework)

**Note:**
- X1 : Grammatical Knowledge
- X2 : Creative Thinking
- Y : Writing of Analytical Exposition Ability

**F. Research Hypothesis**

The hypothesis of the research is stated that:

1. There is a significant effect of grammatical knowledge on students’ writing of analytical exposition ability.
2. There is a significant effect of creative thinking on students’ writing of analytical exposition ability.
3. There is significant effect of grammatical knowledge and creative thinking on students’ writing of analytical exposition ability.
CHAPTER III
RESEARCH METHODOLOGY

This chapter covers research method, the place and time of research, population and sample method of research, research instrument, the technique of collecting data, data analysis and statistical hypothesis.

A. Place and Time of the Research

The place of this research was in SMA Negeri 1 Kota Serang. It was located on Jl. Jend. Ahmad Yani No. 39 Serang, Banten. The choice of the place was based on the consideration the school has not yet been investigated by the similar research and the students in SMA N 1 Kota Serang is one of the best students in Serang. The time was conducted the research since January up to February 2017.

B. Research Method and Design

The research was a quantitative method and it was grouped as the correlational study which will be designed by multiple regression. The method is to know the direct effect of variables X1 and X2 on variable Y, which X1 is grammatical knowledge, X2 is creative thinking, and Y is students’ writing of analytical exposition ability. First, this research finds out the students’ mastery in grammatical knowledge and creative thinking. Then discover the effect of both variables (X1 and X2) on students’ writing analytical exposition ability (Y). The students’ writing ability cannot effect the grammatical knowledge and creative thinking because multiple regression of this research is only one way, that is grammatical knowledge and creative thinking effect the students’ writing ability. Because of those reason, this research has the title as the effect although it was a correlational study, it focuses on the effect of X1 and X2 on Y, not the relationship as the cause effect correlation.

Figure 3.1
Multiple Regression (Kadir, 2015. P. 176)

As the Figure 3.1 above, the effect of X1 and X2 on Y2 is shown between the circle of X1, X2, and Y at the center. While the research design can be seen at the figure below:
Figure. 3.2
Research Design

Note:
X1 : Grammatical Knowledge
X2 : Creative Thinking
Y  : Students’ Writing of Analytical Exposition Ability

C. Population and Sample
1. Population
   The population was a group of individuals who have the same characteristic (Creswell, 2012. p.142). The population of this research was science program of eleventh grade students of SMA Negeri 1 Kota Serang, they were selected students in Serang because they have gotten the entering test before attending to be the students of SMAN 1 Kota Serang. There were ten classes of science program and in each class consist of about 45 students. Then the total of the students in science program of eleventh grade is 480 students. The eleventh grade of students was chosen because they have studied the analytical exposition text in the fourth semester, so they know and understand the text and how to make or write the analytical exposition text.

2. Sample
   The sample was a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012. p.142). It was chosen the representative one. The sample of the research was taken 25% of the population. The population was 480 students, so the sample was 120 students. The sample was gotten randomly by adopting some students who understand about grammatical knowledge and writing of analytical exposition text ability in each class. The technique is called by simple randomize sample technique.

D. Research Instrument
   Research instrument was needed to collect the data from the sample in an investigation. The data will prove whether the hypothesis of the research is significant or not. The research instrument that was used is test. There were
three tests that were conducted in this research, those were grammatical knowledge, creative thinking, and students’ writing of analytical exposition text ability.

1. Grammatical Knowledge Instruments
   a. Conceptual Definition
      Grammatical knowledge is the understanding of making a sentence using word classes, phrases, and clauses. It only used simple present tense because the structure in writing of analytical exposition text ability uses simple present tense. So, the grammatical knowledge was limited by the understanding of the student in arranging the simple present tense sentence.
   b. Operational Definition
      Grammatical knowledge test’s scoring was gotten by multiple choice test. The test consists of verbs, noun, adjective, adverbs, pronoun, preposition, determiner, conjunction, noun phrase, verb phrase, adjectival phrase, adverbial phrase, prepositional phrase, and clause. The tenses was limited by simple present tense. So, the aspects of word classes, phrases and clauses only used simple present tense’s pattern. The scoring is 1 for true answer, and 0 for false answer.
   c. Blueprint
      The blueprint of grammatical knowledge is in the following table:

      | Aspects                                      | Indicators                                                                 | Number of Item | Total Items |
      |----------------------------------------------|----------------------------------------------------------------------------|----------------|-------------|
      | 1. Determine the verbs, noun, adjective, and adverb | Students are able to determine which verbs, nouns, adjective, or adverbs correctly in filling or completing the sentence. | Verbs (1, 9, 13, 15) Noun (2, 3, 4, 8) Adjective (6, 11, 12, 14) Adverb (5, 7, 10) | 15 |
      | 2. Determine pronoun                          | Students are able to choose correct pronoun                                | Verbs (16, 18, 20) | 3 |
      | 3. Determine preposition                      | Students are able to determine correct preposition                        | Verbs (19, 22, 23) | 3 |
      | 4. Determine determiner                       | Students are able to determine correct                                    | Verbs (17, 21, 24) | 3 |
Aspects | Indicators | Number of Item | Total Items
---|---|---|---
| | determiner | | |
| 5. Determine conjunction | Students are able to add correct conjunction | 25, 26, 27 | 3 |
| 6. Determine noun phrase | Students are able to determine correct noun phrase | 31, 32, 33 | 3 |
| 7. Determine Verb phrase | Students are able to determine correct verb chain | 28, 29, 30 | 3 |
| 8. Determine adjectival phrase | Students are able to determine correct adjectival phrase | 35, 37, 38 | 3 |
| 9. Determine adverbial phrase | Students are able to determine correct adverbial phrase | 34, 36, 39 | 3 |
| 10. Determine prepositional phrase | Students are able to determine correct prepositional phrase | 40, 41, 42 | 3 |
| 11. Determine clause | Students are able to determine correct clause of simple present tense | 43, 44, 45 | 3 |

| Total | 45 |

The test uses multiple choice test and the score is 1 if the answer is correct and 0 if the answer is incorrect.

d. Validation

1. Validity

The first section of this research is making the content validity of each items before the empirical validity. The content validity is tested for some experters. In this research, there are 5 experters that consist of 3 English teachers in other schools, 1 English teacher of SMAN 1 Serang city, and 1 lecturer who teach in senior high school too. The formula to calculate content validity ratio (CVR) used Lawshe pattern, it was devised:

\[
CVR = \frac{Ne - N2}{N2}
\]
Note:
Ne : the number of panelist indicating “essential”
N : the total number of panelist
CVR : a direct linear transformation from the percentage saying “essentials”

The result of CVR can be seen in the table below.

**Table 3.2**

<table>
<thead>
<tr>
<th>No. of Items</th>
<th>Essential</th>
<th>Not Essential</th>
<th>Not Relevance</th>
<th>N</th>
<th>Ne</th>
<th>N/2</th>
<th>(Ne - N/2)</th>
<th>(Ne - N/2) / (N/2)</th>
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<td>0.6</td>
<td>1</td>
<td>0.7</td>
<td>Drop</td>
</tr>
</tbody>
</table>
As seen the data in Table 3.2 about CVR of grammatical knowledge, it was found there were 9 drop items. Those items were not deleted but it was been revised as the tester’s suggestion. So all items can be used to test the students to see the empirical validity.

The empirical validity of grammatical knowledge test was done by 30 students who come from different school with the sample. The validity of the test could be achieved by using Pearson Product Moment formula to calculate the validity and Alpha method in calculating its reliability (Arikunto, 2005). The formulation is as follow:

$$r_{ix} = \frac{n(\Sigma ix) - (\Sigma i)(\Sigma x)}{\sqrt{[n(\Sigma i^2) - (\Sigma i)^2][n(\Sigma X^2) - (\Sigma X)^2]}}$$

Note:

$r_{ix}$ : Correlation coefficient of an item test

$n$ : Number of respondent

$i$ : Score of an item

$x$ : Total score

To judge the validity of each item could be seen from the column corrected item-total correlation ($r_{count}$) compared with $r_{table}$. If $r_{count} > r_{table}$ that
item was valid or otherwise using $\alpha=0.05$. And based on trying out of all instruments which was conducted to 30 students (respondents), we found that in grammatical knowledge test which consist of 45 items, only 30 items which was valid and 15 items were drop or not valid. While in creative thinking test which consist of 7 items, all of them were valid. And in writing test that consist of 4 items, all of them were valid too. The table of grammatical test validity can be seen on the table below:

Table 3.3
Validity Test of Grammatical Knowledge

<table>
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<tr>
<th>Item no.</th>
<th>R-count</th>
<th>P-Values</th>
<th>r-Table</th>
<th>Status</th>
</tr>
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<tbody>
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</tr>
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<td>0.444</td>
<td>0.007</td>
<td>0.3610</td>
<td>Valid</td>
</tr>
<tr>
<td>4</td>
<td>0.568</td>
<td>0.001</td>
<td>0.3610</td>
<td>Valid</td>
</tr>
<tr>
<td>5</td>
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<td>0.000</td>
<td>0.3610</td>
<td>Valid</td>
</tr>
<tr>
<td>6</td>
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<td>0.001</td>
<td>0.3610</td>
<td>Valid</td>
</tr>
<tr>
<td>7</td>
<td>0.691</td>
<td>0.003</td>
<td>0.3610</td>
<td>Valid</td>
</tr>
<tr>
<td>8</td>
<td>0.568</td>
<td>0.001</td>
<td>0.3610</td>
<td>Valid</td>
</tr>
<tr>
<td>9</td>
<td>0.488</td>
<td>0.003</td>
<td>0.3610</td>
<td>Valid</td>
</tr>
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<td>0.564</td>
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</table>
Referring to the data in Table 3.3 about validity of grammatical knowledge, it can be seen if the items which is drop is 15 numbers, those are number 2, 11, 12, 14, 15, 16, 17, 21, 22, 28, 31, 36, 39, 40, and 44. So, the valid items were found 30 items, it can be used to measure the grammatical knowledge test.

2. Reliability

Reliability test conducted to determine the consistency of the interval among the variables and instruments. The point about item tested was matter which which valid. Looking for reliability interval method used was Cronbach Alpha Method, the formulation is as follow:

\[ r_{11} = \frac{n}{n-1} \left( 1 - \frac{\sum \sigma_i^2}{\sigma_e^2} \right) \]

Note:
\( r_{11} \) : Reliability score
\[ \sum \sigma_i^2: \text{Total variance score} \]
\[ \sigma_i^2: \text{Total variance} \]
\[ n: \text{Item score} \]

According to Sudjono (2001), if the reliability score \((r_{11})\) is higher than 0.7, the reliability of the instrument is sufficient. However, if the reliability score \((r_{11})\) is lower than 0.7, the reliability of the instrument is unreliable. The level of the reliability of the test is as follow:

- \(0.80 < r_{11} \geq 1.00\) Very reliable
- \(0.60 < r_{11} \geq 0.80\) Reliable
- \(0.40 < r_{11} \geq 0.60\) Moderate
- \(0.20 < r_{11} \geq 0.40\) Less reliable
- \(0.00 < r_{11} \geq 0.20\) Poor

<table>
<thead>
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<th>Table 3.4 Reliability Statistics</th>
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As shown the data in Table 3.4 about reliability of grammatical knowledge test, the 30 items were valid in 30 respondent. It has the reliability 0.919 > 0.7. It meant that the test was very reliable.

3. Creative Thinking Instrument
   a. Conceptual Definition
   Creative thinking was the creativity of the students in solving the problem of writing of analytical exposition text. In this research, the students are expected to make an interactive and interesting argument in their writing. They can be risk taker and out of the normal thinking. The students were able to persuade the reader with their writing by their creative thinking in exploring the idea.

   b. Operational Definition
   The scoring of students’ creative thinking was used TTCT by Torrance. The test consist of verbal test and figural test. Verbal test was used to test the students’ mastery in words, like word beginning, word arranging, word building, word equality, word using, word effect. While figural test was arranged to test how creative the students in drawing base on some circles that was served in the test. Even they can relate each other. Verbal and figural test has limited time. In verbal, it takes 30 minutes while in figural test, it serves 10 minutes (Munandar, 2014: pp. 68—-70).
c. The Blueprint of Creative Thinking
The blueprint of creative thinking is as below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Dimensions</th>
<th>Aspects</th>
<th>Indicators</th>
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<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>Elaboration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total item** 19

d. The Rubric of Creative Thinking
To assess the creative thinking test, it uses essay test with the limited time. In this test there was no correct and incorrect answer because it just to know the differences of students’ creativity scale, which is very creative, creative, ordinary and imitative. It can be seen in the following rubric

<table>
<thead>
<tr>
<th>Variety of ideas and contexts</th>
<th>Very Creative</th>
<th>Creative</th>
<th>Ordinary/Routine</th>
<th>Imitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas represent a startling variety of important concepts from different contexts or disciplines.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Ideas represent important concepts from different contexts or disciplines.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas represent important concepts from the same or similar contexts or disciplines.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ideas do not represent important concepts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of sources</td>
<td>Very Creative</td>
<td>Creative</td>
<td>Ordinary/Routine</td>
<td>Imitative</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------</td>
<td>----------</td>
<td>------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Created product draws on a wide variety of sources, including different texts, media, resource persons, or personal experiences.</td>
<td>Created product draws on a variety of sources, including different texts, media, resource persons, or personal experiences.</td>
<td>Created product draws on a limited set of sources and media.</td>
<td>Created product draws on only one source or on sources that are not trustworthy or appropriate.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Combining ideas</th>
<th>Very Creative</th>
<th>Creative</th>
<th>Ordinary/Routine</th>
<th>Imitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas are combined in original and surprising ways to solve a problem, address an issue, or make something new.</td>
<td>Ideas are combined in original ways to solve a problem, address an issue, or make something new.</td>
<td>Ideas are combined in ways that are derived from the thinking of others (for example, of the authors in sources consulted).</td>
<td>Ideas are copied or restated from the sources consulted.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communicating something new</th>
<th>Very Creative</th>
<th>Creative</th>
<th>Ordinary/Routine</th>
<th>Imitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created product is interesting, new, or helpful, making an original contribution that includes identifying a previously unknown problem, issue, or purpose.</td>
<td>Created product is interesting, new, or helpful, making an original contribution for its intended purpose (for example, solving a problem or addressing an issue).</td>
<td>Created product serves its intended purpose (for example, solving a problem or addressing an issue).</td>
<td>Created product does not serve its intended purpose (for example, solving a problem or addressing an issue).</td>
<td></td>
</tr>
</tbody>
</table>

e. Validation

1. Validity

The validity of the test could be achieved by using Pearson Product Moment formula to calculate the validity and Alpha method in calculating its reliability (Arikunto, 2005). The formulation is as follow:

\[ r_{ix} = \frac{n(\Sigma ix) - (\Sigma i)(\Sigma x)}{\sqrt{[n(\Sigma i^2) - (\Sigma i)^2][n(\Sigma X^2) - (\Sigma X)^2]}} \]

Note:

- \( r_{ix} \): Correlation coefficient of an item test
- \( n \): Number of respondent
- \( i \): Score of an item
- \( x \): Total score

To judge the validity of each item could be seen from the column corrected item-total correlation (\( r_{\text{count}} \)) compared with \( r_{\text{table}} \). If \( r_{\text{count}} > r_{\text{table}} \) that item was valid or otherwise using \( \alpha=0.05 \). And based on trying out of all instruments which was conducted to 30 students (respondents). In creative thinking test, there are 7 items. And all the items are valid. It can be seen in the following table:

<table>
<thead>
<tr>
<th>Item no.</th>
<th>R-count</th>
<th>P-Values</th>
<th>r-Table</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.630</td>
<td>0.000</td>
<td>0.3610</td>
<td>Valid</td>
</tr>
<tr>
<td>2</td>
<td>0.813</td>
<td>0.000</td>
<td>0.3610</td>
<td>Valid</td>
</tr>
<tr>
<td>3</td>
<td>0.855</td>
<td>0.000</td>
<td>0.3610</td>
<td>Valid</td>
</tr>
<tr>
<td>4</td>
<td>0.751</td>
<td>0.000</td>
<td>0.3610</td>
<td>Valid</td>
</tr>
<tr>
<td>5</td>
<td>0.717</td>
<td>0.000</td>
<td>0.3610</td>
<td>Valid</td>
</tr>
<tr>
<td>6</td>
<td>0.828</td>
<td>0.000</td>
<td>0.3610</td>
<td>Valid</td>
</tr>
<tr>
<td>7</td>
<td>0.515</td>
<td>0.002</td>
<td>0.3610</td>
<td>Valid</td>
</tr>
</tbody>
</table>

2. Reliability

Reliability test conducted to determine the consistency of the interval among the variables and instruments. The point about item tested was matter which valid. Looking for reliability interval method used was Cronbach Alpha Method, the formulation is as follow:
\[
 r_{11} = \frac{n}{n-1} \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2}\right)
\]

Note:
- \( r_{11} \): Reliability score
- \( \sum \sigma_i^2 \): Total variance score
- \( \sigma_t^2 \): Total variance
- \( n \): Item score

According to Sudjono (2001), if the reliability score \( (r_{11}) \) is higher than 0.7, the reliability of the instrument is sufficient. However, if the reliability score \( (r_{11}) \) is lower than 0.7, the reliability of the instrument is unreliable. The level of the reliability of the test is as follow:

- \( 0.80 < r_{11} \geq 1.00 \) Very reliable
- \( 0.60 < r_{11} \geq 0.80 \) Reliable
- \( 0.40 < r_{11} \geq 0.60 \) Moderate
- \( 0.20 < r_{11} \geq 0.40 \) Less reliable
- \( 0.00 < r_{11} \geq 0.20 \) Poor

<table>
<thead>
<tr>
<th>Table 3.8</th>
<th>Reliability Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach's Alpha</td>
<td>N of Items</td>
</tr>
<tr>
<td>.844</td>
<td>7</td>
</tr>
</tbody>
</table>

As seen the data in the Table 3.8 about reliability of creative thinking test above, it was seen that the reliability of creative thinking is \( 0.844 > 0.7 \). It meant it was very reliable.

4. Writing of Analytical Exposition Ability Instrument

a. Conceptual Definition

Writing of analytical exposition ability is the ability of the students in writing a text to persuade the reader by the students’ arguments. The key of this text is the strength of the students’ arguments. It has three generic structures that are introduction, argumentation, and conclusion. The students also have the capability to relate each aspects into good structure and content.

b. Operational Definition

Writing of analytical exposition text ability in this research relates to the understanding of analytical exposition generic structure. The students are asked to write the introduction, argumentation, and conclusion of a chosen topic. Before they determine the topic, they make sure that they are able to give proven arguments. The students are also able to relate each sentences and paragraph by good conjunction. In the writing essay, the students are
served some topics, then they have to choose one of them. After that they write the introduction, argumentation, and conclusion paragraph in each column.

c. The Blueprint of Writing analytical Exposition Text

The blueprint of writing analytical exposition text is in the following table:

Table 3.9
The Blueprint of Writing Analytical Exposition Text

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Indicator</th>
<th>Number of Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Topic</td>
<td>Students choose one of the topics that is given on the paper.</td>
<td>1</td>
</tr>
<tr>
<td>2. Introduction (thesis)</td>
<td>Students are able to write introduction of a chosen topic. They build the reader’s knowledge about some phenomenon. They write with pay attention to the conjunction, simple present tense, punctuation, and focus on the topic.</td>
<td>1</td>
</tr>
<tr>
<td>3. Argumentation</td>
<td>Students are able to write argumentation relate to the introduction paragraph. They make a proven argumentation. They also able develop the reader’s intention to agree with the arguments with good ideas arrangement, focus on the purpose and good in grammar.</td>
<td>1</td>
</tr>
<tr>
<td>4. Conclusion (Reiteration)</td>
<td>Students are able to write conclusion based on the argumentation and introduction they made before. They also create interactive conclusion to build the readers’ awareness in following the argumentation.</td>
<td>1</td>
</tr>
</tbody>
</table>

d. The Rubric of Writing Analytical Exposition Text

In assessing the students’ writing of analytical exposition ability, it used holistic scoring. It is the scoring the text globally. The scoring was classified by grade A until E with their description. The description of each grade can be seen as follow as:
<table>
<thead>
<tr>
<th>Grade &amp; Score</th>
<th>Topic</th>
<th>Introduction</th>
<th>Argumentation</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong> 90—100</td>
<td>The topic is well understood by the writer</td>
<td>The introduction contains a clear thesis. It has well organized, and there are no (a few) errors in tone, mechanic, and grammar.</td>
<td>The argumentation is well organized with clear and detailed support even uses real data (proven). The content is thorough and lacking in no area, like errors in tone, grammar, and mechanic.</td>
<td>The conclusion is covered all the problems and effective. It has no errors (a few) in tone, mechanic, and grammar.</td>
</tr>
<tr>
<td><strong>B</strong> 80—89</td>
<td>The topic is understood by the writer</td>
<td>The introduction contains an adequate and acceptable thesis and still acceptable. It has well organized in majority, and there errors in tone, mechanic and grammar are not egregious enough to detract from the overall point being made.</td>
<td>The argumentation is still well organized with clear and detailed support even uses real data (proven). But maybe there some areas requiring further development. It has a few errors in grammar, tone, and mechanic.</td>
<td>The conclusion is effective and still focuses on the problems. It still has a few error in grammar, tone, and mechanic.</td>
</tr>
<tr>
<td><strong>C</strong> 70—79</td>
<td>The topic is enough understood by the writer</td>
<td>The introduction contains an enough clear thesis with lacking in control and command. The organization has</td>
<td>The argumentation has a support but underdeveloped. There are multiple errors in tone, format, mechanic,</td>
<td>The conclusion is enough stated although still has lack in recitation.</td>
</tr>
<tr>
<td>Grade &amp; Score</td>
<td>Topic</td>
<td>Introduction</td>
<td>Argumentation</td>
<td>Conclusion</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
<td>--------------</td>
<td>---------------</td>
<td>------------</td>
</tr>
<tr>
<td>D 60—69</td>
<td>The topic is little understood by the writer</td>
<td>The introduction is unorganized and unfocused. The thesis is not clear, it is still confuse to find the problem. It has many errors in grammar, mechanic, tone, and format.</td>
<td>It is unorganized with unclear support. The content is underdeveloped. It has frequent errors in tone, format, mechanic, and grammar that distract from the content being provided.</td>
<td>The conclusion is unfocused. It does not cover all the main problem, it just take on of the problem.</td>
</tr>
<tr>
<td>E 0—59</td>
<td>The topic is not understood by the writer.</td>
<td>The introduction only has little explanation. The thesis is often lacking. There are significant errors in tone, mechanic, grammar, format, and content.</td>
<td>The argumentation is only one or not enough to support the problem. It is wander and unorganized. There are significant errors in all aspects.</td>
<td>The conclusion is not understood.</td>
</tr>
</tbody>
</table>

e. Validation

1. Validity

As in grammatical knowledge test, the writing of analytical exposition test also used content validity test. The first section of this research is making the content validity of each items before the empirical validity. The content validity is tested for some experters. In this research, there are 5 experters that consist of 3 English teachers in other schools, 1 English teacher of
SMAN 1 Serang city, and 1 lecturer who teach in senior high school too. The formula to calculate content validity ratio (CVR) used Lawshe pattern, it was devised:

\[
CVR = \frac{Ne - N/2}{N/2}
\]

Note:
Ne : the number of panelist indicating “essential”
N : the total number of panelist
CVR: a direct linear transformation from the percentage saying “essentials”

The result of CVR can be seen in the table below.

<table>
<thead>
<tr>
<th>No. Of Items</th>
<th>Essential</th>
<th>Not Essential</th>
<th>Not Relevance</th>
<th>N</th>
<th>Ne</th>
<th>N/2</th>
<th>(Ne - N/2) / (N/2)</th>
<th>CVR</th>
<th>Min Score</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>2.5</td>
<td>0.5</td>
<td>0.2</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>2.5</td>
<td>2.5</td>
<td>1</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>2.5</td>
<td>2.5</td>
<td>1</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>2.5</td>
<td>2.5</td>
<td>1</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>2.5</td>
<td>2.5</td>
<td>1</td>
<td>1</td>
<td>0.7</td>
</tr>
</tbody>
</table>

Referring to the data in the Table 3.11 about CVR of writing of analytical exposition ability above, it was found that there was 1 number which is drop. It’s number is significant in this test because it consist of the topic choices. In the pervious test, it consist of three choices, and after revised it consist of 4 choices and some topics are revised to be more specific, like the bad effect of, the positive effect of, etc.

After making content validity, the next section is making empirical validity of writing of analytical exposition test. The validity of the test could be achieved by using Pearson Product Moment formula to calculate the validity and Alpha method in calculating its reliability (Arikunto, 2005). The formulation is as follow:

\[
r_{ix} = \frac{n(\sum i x) - (\sum i) (\sum x)}{\sqrt{[n(\sum i^2) - (\sum i)^2][n(\sum x^2) - (\sum X)^2]}}
\]
To judge the validity of each item could be seen from the column corrected item-total correlation ($r_{count}$) compared with $r_{table}$. If $r_{count} > r_{table}$ that item was valid or otherwise using $\alpha=0.05$. And based on trying out of all instruments which were conducted to 30 students (respondents). The items of writing of analytical exposition text are 4. All of them were valid. It is as in the following table:

<table>
<thead>
<tr>
<th>Item no.</th>
<th>R-count</th>
<th>P-Values</th>
<th>r-Table</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.926</td>
<td>0.000</td>
<td>0.3610</td>
<td>Valid</td>
</tr>
<tr>
<td>2</td>
<td>0.929</td>
<td>0.000</td>
<td>0.3610</td>
<td>Valid</td>
</tr>
<tr>
<td>3</td>
<td>0.935</td>
<td>0.000</td>
<td>0.3610</td>
<td>Valid</td>
</tr>
<tr>
<td>4</td>
<td>0.983</td>
<td>0.000</td>
<td>0.3610</td>
<td>Valid</td>
</tr>
</tbody>
</table>

2. Reliability

Reliability test conducted to determine the consistency of the interval among the variables and instruments. The point about item tested was matter which valid. Looking for reliability interval method used was Cronbach Alpha Method, the formulation is as follow:

$$r_{11} = \frac{n}{n-1} \left( 1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

Note:
- $r_{11}$: Reliability score
- $\sum \sigma_i^2$: Total variance score
- $\sigma_t^2$: Total variance
- $n$: Item score

According to Sudjono (2001), if the reliability score ($r_{11}$) is higher than 0.7, the reliability of the instrument is sufficient. However, if the reliability score ($r_{11}$) is lower than 0.7, the reliability of the instrument is unreliable. The level of the reliability of the test is as follow:
0.80 < r_{11} \geq 1.00 \quad \text{Very reliable}
0.60 < r_{11} \geq 0.80 \quad \text{Reliable}
0.40 < r_{11} \geq 0.60 \quad \text{Moderate}
0.20 < r_{11} \geq 0.40 \quad \text{Less reliable}
0.00 < r_{11} \geq 0.20 \quad \text{Poor}

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.939</td>
<td>4</td>
</tr>
</tbody>
</table>

As shown the data in the Table 3.13 about reliability writing of analytical exposition ability above, it was seen that the reliability of writing analytical exposition test is 0.939 > 0.7. It meant the test is very reliable.

E. Technique of Data Collection

The data was found by testing data collection. Data of writing of analytical exposition ability was found by students’ writing sheet. Grammatical knowledge by multiple choice test, and creative thinking by verbal and figural test. It was also be strengthen with the students’ data from their teacher and the students’ sheet. The steps of giving the test is, first, they were given the grammatical test, then test of creative thinking. After that they write the analytical exposition text in writing’s sheet based on the topics were given by the researcher. They choose one of the topics, and then write the introduction, argumentation, and conclusion paragraph in each column.

F. Technique of Data Analysis

Technique of data analysis was to answer the research questions. The technique analysis of this research was used technique analysis descriptive and inferential. The descriptive analysis composed hypothesis of the data with tables, graphs, and measuring the central tendency and variability. While the inferential analysis uses analysis multiple regression. The model of multiple regression is as below:

\[ Y = \beta_0 + \beta_1X1 + \beta_2X2 + \epsilon \]

Then, the regression function is as below:

\[ \hat{Y} = b_0 + b_1X1 + b_2X2 \]
Note:
\( Y \): dependent variable
\( X \): independent variable
\( \beta_0 \): constant
\( \beta \) and \( b \): regression coefficient

First section before testing the hypothesis with multiple regression, it was tested the residual normality and linearity regression line. Then, calculate the variables using multiple regression to test the hypothesis.

G. Statistical Hypothesis

In order to calculate the three variables in this research, it is needed to be formulated the statistical hypothesis as follows:

1. \( H_0 \): \( \beta_1 \leq 0 \)  
   \( H_1 \): \( \beta_1 > 0 \)

2. \( H_0 \): \( \beta_2 \leq 0 \)  
   \( H_1 \): \( \beta_2 > 0 \)

3. \( H_0 \): \( \beta_1 - \beta_2 \leq 0 \)  
   \( H_1 \): \( \beta_1 - \beta_2 > 0 \)

Note:
\( H_0 \): null hypothesis
\( H_1 \): alternative hypothesis
\( \beta_1 \): the coefficient among students’ grammatical knowledge and their writing of analytical exposition ability.
\( \beta_2 \): the coefficient relationship among students’ creative thinking and their writing of analytical exposition ability.
\( \beta_1 - \beta_2 \): the coefficient of relationship among students’ grammatical knowledge, creative thinking, and their writing of analytical exposition ability.
CHAPTER IV
FINDING AND DISCUSSION

This chapter presents the result of the research. It discusses the data finding and discussion of the effect of Grammatical Knowledge, Creative Thinking on Students’ Writing of Analytical Exposition Ability at eight grade students of SMAN 1 Serang City academic year 2016/1017. It covers the data description, the data analysis, the testing of hypotheses, and the discussion of research findings.

Before describing the data finding and discussion, here will present the condition of students in SMAN 1 Serang City first. The socioeconomic of the students are most from middle to high. They have good motivation in studying because most of them come from educated family, and the school has high discipline in placing the students based on their capability. The school’s facilities are complete because it is one of the favourite school in Kota Serang. The teacher also has many experiences in teaching because she has taught for 30 years. It indicates that they are well students who are ready to study and have their own purpose. While, the gender of these sample are similarity have same total, that is 65 for male and 66 for females.

A. Finding
1. The Data Description

There are three variables in this research, they are grammatical knowledge, creative thinking and writing of analytical exposition ability. Grammatical knowledge (X1) and Creative thinking (X2) as independent variables, then writing of analytical exposition ability (Y) as dependent variable. The data was obtained by giving test. The purpose is to know the effect of students’ writing of analytical exposition ability by giving the grammatical knowledge and creative thinking test first, then the last is testing the students’ writing of analytical exposition ability. All of the variables were tested to those students. After the data were tested, it was scored as the rubric of each variable then calculated with multiple regressions method to know the mean and standard deviation of the variables by SPSS 20.00. The data was taken from the test result of students. The descriptive analysis table can be shown as below:
Table 4.1
Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>X1</th>
<th>X2</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>122</td>
<td>122</td>
<td>122</td>
</tr>
<tr>
<td>N Missing</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>82.37</td>
<td>62.66</td>
<td>77.04</td>
</tr>
<tr>
<td>Std. Error of Mean</td>
<td>1.335</td>
<td>1.074</td>
<td>.524</td>
</tr>
<tr>
<td>Median</td>
<td>87.00</td>
<td>61.00</td>
<td>78.00</td>
</tr>
<tr>
<td>Mode</td>
<td>93</td>
<td>61</td>
<td>79</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>14.748</td>
<td>11.868</td>
<td>5.793</td>
</tr>
<tr>
<td>Variance</td>
<td>217.491</td>
<td>140.839</td>
<td>33.560</td>
</tr>
<tr>
<td>Skewness</td>
<td>-1.434</td>
<td>.403</td>
<td>-.773</td>
</tr>
<tr>
<td>Std. Error of Skewness</td>
<td>.219</td>
<td>.219</td>
<td>.219</td>
</tr>
<tr>
<td>Kurtosis</td>
<td>2.390</td>
<td>.122</td>
<td>.598</td>
</tr>
<tr>
<td>Std. Error of Kurtosis</td>
<td>.435</td>
<td>.435</td>
<td>.435</td>
</tr>
<tr>
<td>Range</td>
<td>73</td>
<td>54</td>
<td>29</td>
</tr>
<tr>
<td>Minimum</td>
<td>27</td>
<td>39</td>
<td>59</td>
</tr>
<tr>
<td>Maximum</td>
<td>100</td>
<td>93</td>
<td>88</td>
</tr>
<tr>
<td>Sum</td>
<td>10049</td>
<td>7644</td>
<td>9399</td>
</tr>
</tbody>
</table>

Note:
X1 : Grammatical Knowledge
X2 : Creative Thinking
Y : Students’ Analytical Exposition Ability

Referring to the data in Table 4.1 Descriptive Statistic above, it shows the mean, median, mode, standard deviation, variance, and range of each variables. The mean of grammatical knowledge are the biggest of all that is 82.37. While the lowest one is creative thinking as 62.66, then be followed by writing of analytical exposition ability that is 77.04. So, the highest score is gotten in grammatical knowledge test.

The scoring of grammatical knowledge, creative thinking on students’ writing of analytical exposition ability can be explained as below:
a. Scoring of Grammatical Knowledge

Table 4.2
Frequencies of Scoring Grammatical Knowledge (X1)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>2</td>
<td>1.6</td>
<td>1.6</td>
</tr>
<tr>
<td>37</td>
<td>1</td>
<td>.8</td>
<td>.8</td>
</tr>
<tr>
<td>50</td>
<td>1</td>
<td>.8</td>
<td>.8</td>
</tr>
<tr>
<td>53</td>
<td>1</td>
<td>.8</td>
<td>4.1</td>
</tr>
<tr>
<td>57</td>
<td>5</td>
<td>4.1</td>
<td>8.2</td>
</tr>
<tr>
<td>60</td>
<td>2</td>
<td>1.6</td>
<td>9.8</td>
</tr>
<tr>
<td>63</td>
<td>3</td>
<td>2.5</td>
<td>12.3</td>
</tr>
<tr>
<td>67</td>
<td>5</td>
<td>4.1</td>
<td>16.4</td>
</tr>
<tr>
<td>70</td>
<td>6</td>
<td>4.9</td>
<td>21.3</td>
</tr>
<tr>
<td>Valid</td>
<td>73</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>77</td>
<td>9</td>
<td>7.4</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>5</td>
<td>4.1</td>
</tr>
<tr>
<td></td>
<td>83</td>
<td>12</td>
<td>9.8</td>
</tr>
<tr>
<td></td>
<td>87</td>
<td>10</td>
<td>8.2</td>
</tr>
<tr>
<td></td>
<td>90</td>
<td>15</td>
<td>12.3</td>
</tr>
<tr>
<td></td>
<td>93</td>
<td>21</td>
<td>17.2</td>
</tr>
<tr>
<td></td>
<td>97</td>
<td>16</td>
<td>13.1</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>4</td>
<td>3.3</td>
</tr>
<tr>
<td>Total</td>
<td>122</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Based on the data in Table 4.2 Frequencies of Scoring Grammatical Knowledge, it presents the data of grammatical knowledge’s scoring. The test was conducted by multiple choices test. The total item which was valid is 30 items. The correct answer will be graded by 1 score, and the false answer will be graded by 0 score. The total is 30, and the score was divided by 3 and multiple by 10, so it can be 100. The maximum score was 100 and the minimum score was 0. The respondents were 122 students. The empiric score from the table stated that the highest score was 100, and the lowest score was 27. While, the mean was 82.37, median was 87.00, and mode was 93. The standard of deviation 14.748, and the variance was 217.491.

The mean 82.37 indicated that the average score of students was relatively good. The standard of deviation 14.748 indicated that the answers given by students are relatively same. It can be seen in the histogram and polygon presented below:
The Graph 4.1 shows the data of grammatical knowledge’s scoring. It can be seen the result of the students’ test. The most high score was gotten between 80 and 100. So, the students’ capability in grammatical knowledge is good.
b. Scoring of Creative Thinking

Table 4.3
Frequencies of Creative Thinking Test

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>39</td>
<td>4</td>
<td>3.3</td>
<td>3.3</td>
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<tr>
<td>43</td>
<td>2</td>
<td>1.6</td>
<td>4.9</td>
</tr>
<tr>
<td>46</td>
<td>7</td>
<td>5.7</td>
<td>10.7</td>
</tr>
<tr>
<td>50</td>
<td>6</td>
<td>4.9</td>
<td>15.6</td>
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<tr>
<td>53</td>
<td>1</td>
<td>.8</td>
<td>16.4</td>
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<tr>
<td>54</td>
<td>13</td>
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<td>27.0</td>
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<tr>
<td>57</td>
<td>14</td>
<td>11.5</td>
<td>38.5</td>
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<td>58</td>
<td>1</td>
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</tr>
<tr>
<td>61</td>
<td>17</td>
<td>13.9</td>
<td>53.3</td>
</tr>
<tr>
<td>64</td>
<td>16</td>
<td>13.1</td>
<td>66.4</td>
</tr>
<tr>
<td>68</td>
<td>11</td>
<td>9.0</td>
<td>75.4</td>
</tr>
<tr>
<td>71</td>
<td>8</td>
<td>6.6</td>
<td>82.0</td>
</tr>
<tr>
<td>72</td>
<td>1</td>
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<td>82.8</td>
</tr>
<tr>
<td>75</td>
<td>5</td>
<td>4.1</td>
<td>86.9</td>
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<tr>
<td>79</td>
<td>6</td>
<td>4.9</td>
<td>91.8</td>
</tr>
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<td>82</td>
<td>4</td>
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<td>86</td>
<td>1</td>
<td>.8</td>
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<td>89</td>
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</tr>
<tr>
<td>93</td>
<td>3</td>
<td>2.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>122</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data in Table 4.3 Frequencies of Creative Thinking Test shows that the score of students’ creative thinking is moderate. There were no many students got good or perfect score in this case. Scoring the data for creative thinking was done by using essay test. The total items were 7 questions, the scoring is used interval from 4—1. 4 is scored for very creative, 3 for creative, 2 for ordinary, and 1 for imitative result (answers). After that, it was totaled in 100 score by multiple it with 25. So, it has gotten the maximum score was 100, and the minimum score was 25. The respondents were 122 students. From the table, the empiric score stated that the highest score was 93, and the lowest score was 39. The mean is 62.66, median was 61.00, and the mode is 61. The standard of deviation is 11.868, and the variance was 140.839.

The mean 62.66 indicated that the average score for students was relatively good. The standard of deviation 11.868 indicated that the answers
given by the students are relatively same. It can be seen in the histogram and polygon presented below:

**Graph 4.2**

**Histogram of Creative Thinking Frequencies**

The Graph 4.2 presents the data about creative thinking’s scoring. It can be seen the result of the students’ test. The most high score was gotten between 50 and 70. So, the students’ capability in creative thinking is moderate.
c. Scoring of Writing of Analytical Exposition Ability

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>.8</td>
<td>.8</td>
<td>.8</td>
</tr>
<tr>
<td>61</td>
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<tr>
<td>62</td>
<td>.8</td>
<td>.8</td>
<td>2.5</td>
</tr>
<tr>
<td>63</td>
<td>.8</td>
<td>.8</td>
<td>3.3</td>
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<tr>
<td>64</td>
<td>.8</td>
<td>.8</td>
<td>4.1</td>
</tr>
<tr>
<td>65</td>
<td>1.6</td>
<td>1.6</td>
<td>5.7</td>
</tr>
<tr>
<td>66</td>
<td>.8</td>
<td>.8</td>
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<td>.8</td>
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<td>1.6</td>
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<td>74</td>
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<td>75</td>
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</tr>
<tr>
<td>76</td>
<td>8.2</td>
<td>8.2</td>
<td>41.8</td>
</tr>
<tr>
<td>78</td>
<td>9.8</td>
<td>9.8</td>
<td>51.6</td>
</tr>
<tr>
<td>79</td>
<td>13.9</td>
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</tr>
<tr>
<td>80</td>
<td>7.4</td>
<td>7.4</td>
<td>73.0</td>
</tr>
<tr>
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<td>8.2</td>
<td>8.2</td>
<td>81.1</td>
</tr>
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<td>82</td>
<td>2.5</td>
<td>2.5</td>
<td>83.6</td>
</tr>
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<td>5.7</td>
<td>5.7</td>
<td>89.3</td>
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<td>97.5</td>
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<td>1.6</td>
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<td>88</td>
<td>.8</td>
<td>.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>122</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Based on the data in Table 4.4 Frequencies of Students’ Writing of Analytical Exposition Ability, it can be seen the students’ score of writing. The test was conducted by essay test. The total item which was valid is 4 items with the 4 choices of topic. The correct answer will be graded by 4 levels, that is A
(90—100 score), B (80—89 score), C (70—79 score), D (60—69 score), and E (0—59 score). The maximum score was 100 and the minimum score was 0. The respondents were 122 students. The empirical score from the table stated that the highest score was 88, and the lowest score was 59. While, the mean was 77.04, median was 78.00, and mode was 79. The standard of deviation 5.793, and the variance was 33.560.

The mean 77.04 indicated that the average score of students was relatively good. The standard of deviation 5.793 indicated that the answers given by students are relatively same. It can be seen in the histogram and polygon presented below:

The Graph 4.3 shows the data about Writing of Analytical Exposition Ability’s scoring. It can be seen the result of the students’ test. The most high score was gotten between 70 and 85. So, the students’ ability in writing of analytical exposition is moderate.
2. **Data Analysis**

The first step to do before analyzing the data by regression and to prove the hypotheses, it was needed to test the normality and linearity of the data. Normality test was used to know whether the data come from the population which has distributed normal or not. Then the linearity test was used to know whether the two variables have linear relationship or not significantly. The clear explanation can be seen in each part below.

**a. Normality Test**

In this analysis, normality test was used to determine whether the data is distributed normally or not by Galat with Lilliefors test. Based on the sample, it was tested the hypotheses $H_0$ (as the normal distribution) and $H_1$ (as the unnormal distribution). The significance level $\alpha = 0.05$ to accept or reject the normal test.

The normality test was done after the data was calculated into residual variable $Y$ on $X_1$ and residual variable $Y$ on $X_2$. The calculation was done by SPSS program version 20.00 uses one sample Kolmogrov Smirnov. The data is normal if significance (sig) > 0.05, it meant $H_0$ is accepted. But if the sig < 0.05, it meant $H_1$ is rejected.

**Table 4.5**

<table>
<thead>
<tr>
<th></th>
<th>Residual Y on X1</th>
<th>Residual Y on X2</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>122</td>
<td>122</td>
</tr>
<tr>
<td>Normal Parameters$^{a,b}$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>0E-8</td>
<td>0E-8</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>5.167</td>
<td>5.389</td>
</tr>
<tr>
<td>Absolute Differences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>.041</td>
<td>.045</td>
</tr>
<tr>
<td>Negative</td>
<td>-.097</td>
<td>-.090</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td>1.066</td>
<td>.998</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.206</td>
<td>.272</td>
</tr>
</tbody>
</table>

*a. Test distribution is Normal.*

*b. Calculated from data.*

Referring to the data in Table 4.5 One sample Kolmogorov-Smirnov Test, the data was shown in column kolmogrov smirnov Z as the normal data is 0.1066 and 0.998. Both are > 0.05. So the distribution is normal because $H_0 > 0.05$. It is accepted. It can be concluded that all data from the sample in this research was distributed normally. The graph also can be shown as follow.
Based on the data in Graph 4.4 Normality Graph, it was seen that $X_1$, $X_2$ and $Y$ are among the line. It meant that the data is normal and the normality test is accepted.

b. Linearity Test

After doing the normality test, linearity test is also important in this analysis. Because the purpose is to know the significant relationship between two variables, that is $Y$ on $X_1$ and $Y$ on $X_2$. It is also used for correlation analysis with linear regression. The significance (linearity) is 0.05. The two variables was significant if it < 0.05. It can be seen in the table below:
### Table 4.6
ANOVA Table

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Combined)</td>
<td>1486.501</td>
<td>17</td>
<td>87.441</td>
<td>3.533</td>
<td>.000</td>
</tr>
<tr>
<td>Between Groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linearity</td>
<td>829.839</td>
<td>1</td>
<td>829.839</td>
<td>33.52</td>
<td>.000</td>
</tr>
<tr>
<td>Deviation from Linearity</td>
<td>656.662</td>
<td>16</td>
<td>41.041</td>
<td>1.658</td>
<td>.067</td>
</tr>
<tr>
<td>Within Groups</td>
<td>2574.294</td>
<td>104</td>
<td>24.753</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4060.795</td>
<td>121</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the data in Table 4.6, it was seen in linearity of X1 on Y was $0.000 < 0.05$. It meant the effect of grammatical knowledge on students’ writing of analytical exposition ability is significant (linear). The data was calculated by Anova.

### Table 4.7
ANOVA Table

<table>
<thead>
<tr>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Combined)</td>
<td>1031.451</td>
<td>18</td>
<td>57.303</td>
<td>1.948</td>
<td>.020</td>
</tr>
<tr>
<td>Between Groups</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Linearity</td>
<td>546.488</td>
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<td>546.48</td>
<td>18.58</td>
<td>.000</td>
</tr>
<tr>
<td>Deviation from Linearity</td>
<td>484.963</td>
<td>17</td>
<td>28.527</td>
<td>.970</td>
<td>.497</td>
</tr>
<tr>
<td>Within Groups</td>
<td>3029.344</td>
<td>103</td>
<td>29.411</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4060.795</td>
<td>121</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Referring to the data in Table 4.7, it presents the linearity of X2 on Y by Anova. It was $0.000 < 0.05$. So, the effect of creative thinking on students’ writing of analytical exposition ability is also significant or linear.

3. **The testing of Hypotheses**

   The hypotheses of this analysis is used multiple regression. It was calculated by SPSS design version 20.00.
a. Testing of hypotheses 1 and 2

Table 4.8
Coefficientsa

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td></td>
<td>57.421</td>
<td>3.091</td>
<td></td>
<td>18.575</td>
</tr>
<tr>
<td>1</td>
<td>X1</td>
<td>.146</td>
<td>.033</td>
<td>4.474</td>
</tr>
<tr>
<td></td>
<td>X2</td>
<td>.121</td>
<td>.041</td>
<td>2.967</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Y

As seen the data in Table 4.8 Coefficient above, it was reported that the constant in B column stated \( b_0 = 57.421 \). Regression coefficient \( b_1 = 0.146 \) and \( b_2 = 0.121 \). So the it can be enter to the regression formula as \( Y = 0.421 + 0.146X_1 + 0.121X_2 \)

Hypotheses:  
\[ H_0 : \beta_1 \leq 0 \text{ vs } H_1 : \beta_2 > 0 \]  
\[ H_0 : \beta_2 \leq 0 \text{ vs } H_1 : \beta_2 > 0 \]

The result from the analysis showed that the value of variable X1 is \( t_{hit} = 4.474 \), and p-value \( = 0.000/2 = 0 < 0.05 \). It meant \( H_0 \) is rejected, so the grammatical knowledge has significant effect on writing of analytical exposition ability. Then the value of variable X2 is \( t_{hit} = 2.967 \) and p-value \( 0.004/2 = 0.002 < 0.05 \). The \( H_0 \) was rejected too. So creative thinking also has significant effect on writing of analytical exposition ability.

b. Testing of hypothesis 3

Table 4.9
ANOVAa

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>1052.412</td>
<td>2</td>
<td>526.206</td>
<td>20.815</td>
<td>.000p</td>
</tr>
<tr>
<td>1</td>
<td>Residual</td>
<td>3008.383</td>
<td>119</td>
<td>25.281</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4060.795</td>
<td>121</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Y  
b. Predictors: (Constant), X2, X1

Hypotheses:  
\[ H_0 : \beta_1 \leq \beta_2 \text{ or } H_0 : \beta_1 - \beta_2 \leq 0 \]  
\[ H_1 : \beta_1 > \beta_2 \text{ or } H_1 : \beta_1 - \beta_2 > 0 \]

As shown the data in Table 4.9 ANOVA, it was gotten that the value of \( F_{\text{column}} \) is \( F_{hit} = 20.815 \) and p-value \( = 0.000 < 0.05 \). So \( H_0 \) was rejected. It meant that there is a linier effect of grammatical knowledge and creative thinking on
students’ writing of analytical exposition ability. It also meant that there is significant effect of them.

Table 4.10
Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statistics</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>1</td>
<td>.509a</td>
<td>.259</td>
<td>.247</td>
<td>5.028</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td>.259</td>
<td>20.815</td>
</tr>
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<td>df1</td>
<td>2</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>df2</td>
<td>119</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sig. F Change</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), X2, X1
b. Dependent Variable: Y

Based on the data in Table 4.10 Model Summary, it was summarised that the coefficient multiple correlation (R) = 0.509 and fhit (Fchange) = 20.815. P-value = 0.000 < 0.05. It meant H0 was rejected and the coefficient multiple regression of grammatical knowledge (X1) and creative thinking (X2) on students’ writing of analytical exposition ability (Y) is significant. While the coefficient of determination was showed by R Square = 0.259. It meant the effect of grammatical knowledge and creative thinking on students’ writing of analytical exposition ability is 25.9 %. It is enough strong relationship.

B. Discussion

This research was designed to find the effect of grammatical knowledge and creative thinking on students’ writing of analytical exposition ability at 11th grade students of SMAN 1 Kota Serang. The data found 3 hypotheses those are first, there was a significant effect of grammatical knowledge on students’ writing of analytical exposition ability. Second, there was a significant effect of creative thinking on students’ writing of analytical exposition ability, and the last is there were significant effects of grammatical knowledge and creative thinking on students’ writing of analytical exposition ability. For further information, it will be discussed below.

Grammatical knowledge has significant effect on students’ writing of analytical exposition. The result showed that the students have good respond in doing the grammatical knowledge test. Their enthusiastic in finishing this test indicated that they are able of it. The time allocation also be used maximally, moreover some of them are finish it quicker than the time was allocated. Surprisingly, their score was not disappointed. More than one student get the perfect score. The more errors were done by students are in phrases items, some of them confused in differencing adverbial and adjectival phrase.

While, the students’ writing of analytical exposition ability test got the result that there were still errors in some parts, such as in tenses, punctuation,
vocabularies, and silly words. The interesting of this result is, although the students have good or perfect score in grammatical knowledge, it cannot make them write perfectly. There are another factor besides grammatical knowledge that influence the students’ writing of analytical expositions ability. It can be seen in the sample of students’ writing result below:

![Picture 4.1](image)

**Picture 4.1**

**Sample of Students’ Writing Result**

The data Sample of Students’ Writing Result in picture 4.1 was showed that the most error in writing of analytical exposition ability test is grammatical knowledge, especially on the tenses. It can be seen by the sample there is “became” on the top of sheet. The right tenses is simple present tense, so the correct of the sentence is “become”. As we know before, in writing of analytical exposition text, the tenses only use simple present tense. Another error is the verbs after modal auxiliary, it should be verb one. So, the correct sentences of “first, can makes” should be “first, it can make”. It is also showed in the next sentence like “can playing” should be “can play”. The next error is on the plural noun such as seen “childs” on the sheet, it should be “children”. Then, “could” shoul be “can” as the simple present tense form. Beside that, the error phrase was also done in the words “the person who ignorant”, the correct one is “the ignorant person”. The other errors are “downloading” should be “download” because it must be verb one after just, then “playing” should be “play” as verb one too, and the last is at the last sentence “the children more concerned” shoud be “the children are more concerned”, it was forgotten to put to be to indicate the passive voice. Beside the gramatical error, there was also punctuation and capitalization error in the word “Because, The children” at the last sentence, it should be “because the children”. Although it has some errors, but it did not make the misunderstanding in delivering the message, or the message of the paper is acceptable. So, the grammatical knowledge is a term to write. It was be proved by the theory of Larsen and Freeman in Rokni’s journal (2013) and the theory by Hudson (2000), that grammar will avoid misunderstanding
communication because a sentence is group of words that go together to make sense (Eastwood, 2002, p. 8).

The interesting result of the first hypothesis explained that grammatical knowledge effect on students’ writing of analytical exposition ability is the perfect ability in grammatical knowledge cannot measure that they will perfect on writing. They still have many errors although it does not make misunderstanding the meaning. It is because grammatical knowledge is as the basic knowledge that affect all aspects, include in writing. It was argued by the previous research from Aliakbar Imani and Hadina Habil (2012) that stated if grammar will affect all aspects. Similarity with some experts on their theory, such as Ann Chin (2000). She said that grammar helped the students in writing.

Then, the second hypothesis is creative thinking has significant effect on students’ writing of analytical exposition ability. The result of creative thinking test is the respondents still face many difficulties in finishing this test. They were still confuse in expressing their ideas in fulfill the test, so some students imitated it from their friends. It made their score lower than grammatical knowledge. The students who were able in finishing the verbal of creative thinking test, their figural test also seem creative. It indicated that the creative thinking of verbal and figural test is correlated. Although they were not very creative, but they still categorized as creative thinking because they finish their test originality.

Based on data in the Verbal Test of Creative Thinking test, the students were able to explore the words in each test. They are able to find another words, arrange the sentences using the letters, find synonym, unique using of somethings, and think the effect of some phenomenon. The most lack of doing creative thinking test is imitative. So, only some students who are very creative in this case.

Beside verbal, it also serve figural test. In figural test, there are some students got the perfect score, because its concept is clear and the students make something new. They are able to find out their mind between the circles drawing. It was very difficult for students who do not have good creative thinking. Creative thinking is not only how to solve the number like in Math but also how to solve any problems, such as in figural test case. It was argued by the theory of Ann Coughlan (2007) that creative thinking is applying the imagination to finding a solution.

The result of figural test can be seen in the data of Picture 1 in appendix 1, it was good but it was not very creative because the student’s drawing is not in one theme. It was confusing because there are bat, spongebob, and star fish. The theme is still chaos. Different with picture 2 in appendix 1, the drawing is in one theme, so the the creative thinking in picture 2 is better than picture 1. It can be solved clearly. As Munandar (2014) said, creative thinking needs open minded, and able to solve the problem in many ways but in line.
Surprisingly, the result of creative thinking effect on students’ writing of analytical exposition ability is not many students in science classes got perfect score but they are still able to finish it. They were writing by their imagination. The students are able to correlate the sentences by their style. Even, some of them made the writing is communicative. It can be seen in the sample below:

![Picture 4.2 Sample of Students’ Creative Thinking in Writing](image)

The data in picture 4.2 Sample of Students’ Creative Thinking in Writing showed that the students are able to write what is in their mind by their style. Although it is still have some errors in grammatical knowledge, but the writing is communicative and try to persuade the reader by their reasons why did she chose the topic. It can make the reader desire in reading. It is the main factor that has been learnt by the writer, how they will persuade the reader, in order that the writing is meaningful. The grammatical error is like then main error in every writing, but like the explanation before that it is still acceptable as long as the writing is not misunderstanding. The problem is similar with Yayin Wang (2011) research that the students in language class will have high score of creative thinking than the students in science or math classes. The students who were researched in this case is science class students, so the writing result is still have many error in grammatical knowledge as the cognitive one beside math or physics, but it cannot influence the students’ creative thinking. They are still categorize as creative thinking students although it is not very creative. It indicated that the ability in cognitive thinking has different result in creative thinking. Creative thinking needs more skill in reading and writing. If the students have more reading skill, they will able in writing skill. Fortunately some of the sample students in this science class is still like reading. So, it is not because of what class but who is writing.

The last hypothesis is grammatical knowledge and creative thinking have significant effect on students’ writing of analytical exposition ability. The result showed that the students’ writing of analytical exposition ability is good enough.
They can elaborate the topic in introduction, make the argument in argumentation, even some of them stated more than two argumentation with data, and able to conclude the writing in conclusion or reiteration paragraph. The data was found that most of their essay was still ordinary. There were some who imaginative and there were no error in grammatical, but it just few students. Writing of analytical exposition ability needs imagination and the capability in making the sentences. All of those can be gotten in creative thinking and grammatical knowledge. As Yayin Wang’s (2011) statement in his research that creative thinking has positive effect on students’ writing. One of the essay that was mentioned by Yayin Wang (2011) is expository essay, it was include in analytical exposition text. Writing needs motivation, it was argued by Mosheer Amer (2013) in his research that the teacher should have the capability in teaching this material, how the technique of teaching writing and how to make the writing is more interesting.

In writing, the respondents are demanded to read a lot. It is caused reading can help them in getting the idea. Furthermore, the function of analytical exposition text is to persuade the reader as Sagala and Bachtiar’s (2012) theory. In persuading the reader, creative thinking is needed to explore and express their ideas as fun as possible. Writing also needs sequently activities, similar with Steve Peha (2003) stated in strategy of writing analytical exposition text. It served the steps in good writing. The writing cannot be shaped with grammatical knowledge, as Hudson and Walters’ (2000) statement, because grammatical knowledge will help students in arranging the sentences. So, writing of analytical exposition ability can be done perfectly if the students have capability in grammatical knowledge and have many references to explore the ideas. The result of it is there were significant effect of grammatical knowledge and creative thinking on students’ writing of analytical exposition ability is proven.

Another factor which effect grammatical knowledge, creative thinking on writing of analytical exposition ability is according Mrs. Nani as their teacher, her students in SMAN 1 Kota Serang are most of them joining English course. Some of them have done it since they were in first grade even since junior high school. It makes them have good capability in finishing grammatical knowledge test. Some students in SMA N 1 Kota Serang also have many awards in English competition, such as English debate, English storytelling, and English presentation, said Mrs Nani as their teacher in that school. Besides that, many students who know what they want to be next or they realize about their dreaming. It helped them to finish the test well.

The class condition also can be other factors. In science class the competition soul is created, like they do not worry to bring lots of equipments in supporting their learning, like books, drinking, full stationary, etc. They are independent students, have high motivation to finish their task originality. It can be seen at the appendix 1. So, in doing this research, their support is very important to make this research valid and reliable.
CHAPTER V
CONCLUSION AND SUGGESTION

In the chapter V, it will be presented the research’s conclusion and suggestion for students, teachers, and other researchers.

A. Conclusion

This research is a correlational study to analyze the effect of grammatical knowledge and creative thinking on students’ writing of analytical exposition ability. All variables are tested to the students.

Based on the statistic calculation, it shows that there is significant effect of grammatical knowledge on students’ writing of analytical exposition ability. When the students get good score in grammatical knowledge, they will get good score in writing too. The correlation has moderate strength factor based on regression correlation score. Although grammatical knowledge is not one factor affecting students’ writing of analytical exposition ability, but it is still significant for writing of analytical exposition text.

Grammatical knowledge is the basic knowledge that has to be known by the students or people who want to study English, especially in studying writing. In writing, grammar is very needed than in speaking because writing needs well organization in arranging the sentences.

Another significant factor that is affecting writing of analytical exposition text is creative thinking. In hypothesis 2, the effect of creative thinking on students’ writing of analytical exposition ability has significant effect too. The correlation has moderate strength factor based on regression correlation score. Creative thinking is one of the factors affecting writing of analytical exposition text besides grammatical knowledge. Both of them cannot effect independently, because there are still many factor affecting the writing.

Creative thinking is the way of the writer to solve the problem. Grammatical knowledge is the knowledge in arranging the sentences. Both are the small factors in writing, there are many factors are needed in writing, like knowing the techniques and steps of writing without forgetting the grammatical knowledge and creative thinking. It is still significant.

In hypothesis 3, the effect of grammatical knowledge and creative thinking on students’ writing of analytical exposition ability is significant. It is also has moderate strength in coefficient score. So, grammatical knowledge and creative thinking are good support in writing of analytical exposition text. The students have to learn them first before making the writing. Grammatical knowledge has been learnt in every level, and creative thinking can be learnt but it can be improves by us. It must been supported by environment in improving creative thinking of the students. The people who are creative, they are smart too because creative thinking is not only knowledge but also behavior. Besides the students’ mastery in grammatical knowledge and creative thinking, they also have many factors supporting their writing of analytical exposition ability. So,
the students’ writing of analytical exposition ability is not only affected by grammatical knowledge, but also creative thinking.

B. Suggestion

From the results and conclusions of the research, there is the effect of grammatical knowledge and creative thinking on students’ writing of analytical exposition ability has positive effect for the students. This scope is not only for the students but also for the other researchers, and teachers. The following are the detail suggestions that can be implemented further.

For Students

The students who want to able in writing, especially writing of analytical exposition text, they have to learn grammatical knowledge first. Because grammatical knowledge is the basic knowledge which is significant in English language skill. All skills need grammar, even writing skill. Besides grammatical knowledge, they also have to able to explore their ideas into good writing. Exploring the ideas can be found in creative thinking. Writing of analytical exposition text needs the real argumentation to prove and convince the readers that the writing is important. The students make it more lively with their creative thinking ability. The creative thinking can be developed by the students’ self if they are supported by good environment, for example they are believed in solving the problem by themselves.

The grammatical knowledge, creative thinking and students’ writing of analytical exposition ability can be learned by the students. The support of their family, teachers or school, especially their motivation will help them in studying making good sentences with their ideas. In writing, the ideas can be found from many references that the students get from reading or listening some news. Writing includes all skills, like listening, speaking, and reading. If the students have more ability in reading, listening, even speaking, they can write well with good grammar, real argumentation, many vocabularies, and good tone.

For Teachers

The teachers should mastery about grammatical knowledge, creative thinking, and writing of analytical exposition text first. Teachers can stimulate and repeat the grammatical knowledge to the students. What elements that the students have learn, especially in making the sentences. It has done continually because sometimes students forgot what have they learnt. It can be taught explicitly by ask them to fill the blank space and make their story in writing.

Then, in knowing creative thinking, it was done explicitly, for example the teachers support the students in guessing some pictures and ask what the effect of it is. Creative thinking is not taught in real exact but it can be used in all materials by giving the chance to the students in solving the problem and
exploring their ideas. In this case, the teachers have to know more about their students and be patient.

The teachers also have to mastery the analytical exposition text before they stimulate the students in writing. What is needed in analytical text, how to teach it, and the significant one is how to score the writing of analytical exposition text. The difficult thing the teachers do in writing test is assessment. So in this research, it offers the assessment to score the writing test. the component in writing test can be forgotten in assessing the writing, so it wish the teacher can teach it well. In writing, good motivation for teachers is very important, so do not be exhaust in motivate the students.

For Further Research
There are many problems in conducting this research, like finding the relate theories, especially the creative thinking theory. Then making the assessment rubric, especially writing assessment and creative thinking assessment. Making the items test, especially creative thinking test. But it makes the research was done well. So, for other researchers, they should see the statements below.

This research seems different with others because it analyzes the effect in correlational study. Do not be scare to begin, correlational study besides studying about the relationship, it can study the effect based on the variable and what will be researched. In this research, there is positive effect of grammatical knowledge and creative thinking on students’ writing of analytical exposition ability. The correlation is moderate strength for students at eleventh grade of SMAN 1 Serang City. Almost all of the students in science classes have mastered the grammatical knowledge. But in creative thinking not all of them are as well as their grammatical score. So it influences their writing ability.

The grammatical knowledge and creative thinking on students’ writing of analytical exposition ability have proven to have correlation and effect, although the strength is moderate. It wishes there will be another researchers to study about another factors that affect writing of analytical exposition text, or another writing genre. Writing is nice variables to be analyzed, because many factors affect it. So, let research the students’ writing much more.
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APPENDICES
Appendix 1

Picture 1
Sample Result of Figural Test in Creative Thinking Test (1)
Picture 2
Sample Result of Figural Test in Creative Thinking Test (2)
Section 1 - Verbal Test

Direction:

In this section, you will get some words and you have to do as the sample in each item. You must fill as much as you like. Finish it in 30 minutes!

1. Write many words based on the letters below as many as possible!

Example:
Sa... : sample, sad, same, sand, etc

a. Be... Schwa... best, bench, bench, hell, below, become
b. Wr... writer, wrong, wreck

c. Do... oor, door, doll, Dolpin

2. Find another words based on the word given below as many as possible!

Example:
Beautiful : tea, fit, but, if, eat, tab,

a. Interesting... yest, stern, Internet, est, it, in
b. Accomplish... oil, shi, mail, Clash, is

3. Build or arrange some sentences using these letters below:

Example:
A-i-s : Andi is in the school

Picture 3
Sample Result of Verbal Test in Creative Thinking
| II. Write the   | When my classmates knew I was going to write a topic about “Sex Education” they (don’t) “oooh” or looking at me like I’m a pervert-minded student. Then tells me something, Sex is a taboo thing which you can not even bring to a group of educated people. Such an irony, in this random world and country with random people personality even where it’s not safe for us to see rape news, pedophilia, a 14 year old girl being raped by 14 teenagers and we try to close our eyes and still arguing to believe that sex should not be discuss. |
| problem in     |                                                                                                                     |
| introduction   |                                                                                                                     |
| paragraph      |                                                                                                                     |
| relate to the  |                                                                                                                     |
| topic!         |                                                                                                                     |

| III. Write the | Here are some ideas to discuss, talk and teach about sex by parent to their kids, teacher to students and so on: |
| argumentation  |                                                                                                                     |
| paragraph      |                                                                                                                     |
| based on the   |                                                                                                                     |
| problem that   |                                                                                                                     |
| you write in   |                                                                                                                     |
| introduction   |                                                                                                                     |
| paragraph!     |                                                                                                                     |

**Picture 4**

Sample Result of Students’ Writing of Analytical Exposition Ability
Appendix 2

The Classroom Condition 1

The Classroom Condition 2
APPENDIX 3  

Content Validity Test of Grammatical Knowledge  

Instrument of the Eleventh Grade Students of SMA  

with Content Validity Ratio (CVR) Method

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>E</th>
<th>NE</th>
<th>NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Questions 1 – 10 refer to the following text</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Fast Food</td>
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<td></td>
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<tr>
<td></td>
<td>Fast food nowadays is (1) ........ a normal eating venture. People are not just (2) ........ out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for (3).....?</td>
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<td></td>
<td>Fast food has its (4) ....... in the 1940’s. Within a (5) ....... years, fast food operations popped up everywhere. With the compelling rise in fast food restaurants since the 1940’s, oddly it started the rise in obesity and cancer during that same period.</td>
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<tr>
<td></td>
<td>Fast food is highly processed with a (6) ....... array of additives. To ensure fast food’s (7) ....... cost, the fast food products are made with highly processes ingredients to give it shelf life, to hold (8) ....... , and to enhance flavor. Fast food is (9) ....... from its original healthy form.</td>
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<tr>
<td></td>
<td>It is not the calories in fast food which damage health</td>
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</tbody>
</table>

To test the content validity of grammatical knowledge instrument, the testers are expected to give the correction about the literature or content based on each test item. The tester give the crosscheck (✓) in column E: essential (the item is important to measure the grammatical knowledge), NE : Not Essential (the item is not too important to measure grammatical knowledge), or NR : Not Relevance (the item is not relevant with grammatical knowledge) in each test items of multiple choice as the below:
and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.
So, there is (10) ....... nothing nutritional about fast food. Fast food simply feeds hunger and craving.
A. consider
B. considers
C. considering
D. considered

<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>E</th>
<th>NE</th>
<th>NR</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues. So, there is (10) ....... nothing nutritional about fast food. Fast food simply feeds hunger and craving.</td>
<td></td>
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</tr>
</tbody>
</table>
| 2.  | A. eat
     B. ate
     C. eating
     D. eaten |    |    |    |
| 3.  | A. health
     B. healthy
     C. recover
     D. recovery |    |    |    |
| 4.  | A. popular
     B. Popularity
     C. famous
     D. well-known |    |    |    |
| 5.  | A. few
     B. little
     C. much
     D. many |    |    |    |
| 6.  | A. width
     B. widely
     C. wide
     D. wield |    |    |    |
<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>E</th>
<th>NE</th>
<th>NR</th>
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<tr>
<td>7</td>
<td>A. slow</td>
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<td></td>
<td>B. short</td>
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<td></td>
<td>C. small</td>
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<tr>
<td></td>
<td>D. low</td>
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<td><strong>Note</strong></td>
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<td>8</td>
<td>A. consist</td>
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<td>B. consistent</td>
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<td>C. consequent</td>
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<td>D. consistency</td>
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<td>9</td>
<td>A. altered</td>
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<td></td>
<td>B. alter</td>
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<td></td>
<td>C. Altering</td>
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<td></td>
<td>D. Alteration</td>
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<td>10</td>
<td>A. usual</td>
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<td></td>
<td>B. absolutely</td>
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<td></td>
<td>C. usually</td>
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<td></td>
<td>D. absolute</td>
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<td><strong>Note</strong></td>
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<tr>
<td>11</td>
<td><strong>Questions 11 – 15 refer to the following text</strong> Smoking in Public Places</td>
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<td></td>
<td>Smoking should be banned in public places because it allows for a (11) ...... environment. The big why, first it will minimize the bad effect of smoking on (12) ....... smokers. Research shows that non smoking partners of smokers have an increased chance of developing lung cancer. Second, banning smoking in public places would help smokers (13) ....... their smoking habit. Many smokers want to quit but find difficulties because they live in a (14) ....... environment that offers convenience for smoker. Restricting smoking will help smokers (15) ....... back the temptation to smoke.</td>
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<td></td>
<td>A. health</td>
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<td>B. healthy</td>
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<td></td>
<td>C. healthier</td>
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<td>D. healthiest</td>
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| 12. | A. passive  
B. active  
C. passiver  
D. activer |
| 13. | A. do  
B. stop  
C. make  
D. use |
| 14. | A. permit  
B. permission  
C. permissible  
D. permissive |
| 15. | A. holding  
B. holder  
C. holdout  
D. hold |

Note:

12. A. passive  
B. active  
C. passiver  
D. activer

Note:

13. A. do  
B. stop  
C. make  
D. use

Note:

14. A. permit  
B. permission  
C. permissible  
D. permissive

Note:

15. A. holding  
B. holder  
C. holdout  
D. hold

Note:

Questions 16 – 24 refer to the following text

My own Cellphone

Mother, Father, (16) ..... are the very best
I have a question for you, I hope I’m not (17) .... pest
I want (18) ..... very own cellphone
So that I will never be alone
My very best behavior would be ever so better
Because I would be grateful (19) .... you forever
Everyone has a cellphone, (20) .... really is true
With a cellphone I could text my friends when I have (21) .... flu
If I had a cellphone I would do hundreds (22) ..... chores
I would never complain (23) ...... doing the dishes anymore
Please, please, (24) ..... is not a jest
<table>
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<th>No.</th>
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<td>17.</td>
<td>A. an</td>
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<td>18.</td>
<td>A. it</td>
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<td>B. my</td>
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<td>C. your</td>
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<td>B. you</td>
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<td>22.</td>
<td>A. to</td>
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</table>
| 23. | A. about  
B. of  
C. on  
D. in  
**Note** : | | | |
| 24. | A. that  
B. this  
C. those  
D. these  
**Note** : | | | |
| 25. | Erna : Why we have to cut down our driving?  
Indra : We have to cut down our driving .......... the oil shortage.  
A. Although  
B. Moreover  
C. However  
D. Because of  
**Note** : | | | |
| 26. | Fahmi : ........ the quantity is small, we have supplied enough to finish the experiment.  
Ibnu : I think it’s good idea  
A. Because  
B. Although  
C. Despite  
D. Furthermore  
**Note** : | | | |
| 27. | Roni : Janet will make her presentation ...... John finishes his speech.  
Irwan : Ohhh, so we have to wait John first.  
A. Before  
B. After  
C. Although  
D. Because  
**Note** : | | | |
| 28. | Mr. Ahmad : I don’t see Farah today, where is she?  
Soni : She ...... to Boston next week, so she is preparing all documents now. | | | |
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<tr>
<td>A.</td>
<td>Go</td>
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<td>B.</td>
<td>Goes</td>
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<td>C.</td>
<td>Will go</td>
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<td>D.</td>
<td>Is go</td>
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**Note**: 

29. Mother: what is Mary doing?  
Father: Mary ........... television in the living room now.  
A. Watch  
B. Watches  
C. Is watching  
D. Is watch  

**Note**: .................................................................

30. Toni: o my God, my wallet has lost. There’s a debit card in it.  
Rudi: you ........ to the bank to block your number card as soon as possible.  
A. Go  
B. Goes  
C. Will go  
D. Must go  

**Note**: .................................................................

31. Mirna: I don’t want this book. Please give me ........  
The shopkeeper: Ok, may be you can try this one. It is the best seller.  
Mirna: Ohh it’s a nice book. I want it  
A. Other  
B. Others  
C. The other  
D. Anothers  

**Note**: .................................................................

32. Feri: I saw ...... crying in the street, is he your son?  
Old woman: Ohh really? Take me there now  
A. Boy  
B. A boy  
C. The boys  
D. Boys
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<tr>
<td>33</td>
<td>Arman: ........ wins the Basketball championship. Betty: Wow that sounds great.</td>
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<tr>
<td></td>
<td>A. Our team</td>
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<td></td>
<td>B. The teams</td>
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<td></td>
<td>C. A team</td>
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<td></td>
<td>D. We team</td>
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<td>Note</td>
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</table>

| 34  | Mother: I hope your sister arrived ........ Me: I wish                  |   |    |    |
|     | A. Safe                                                              |   |    |    |
|     | B. Safely                                                            |   |    |    |
|     | C. Safety                                                            |   |    |    |
|     | D. safeness                                                          |   |    |    |
|     | Note                                                                 |   |    |    |

| 35  | Andri: Why are the children noisy? Mona: The children become ........ in a meeting, you have to make it quicker. |   |    |    |
|     | A. Happy                                                             |   |    |    |
|     | B. Interesting                                                       |   |    |    |
|     | C. Very bored                                                        |   |    |    |
|     | D. Very boring                                                       |   |    |    |
|     | Note                                                                 |   |    |    |

| 36  | Teacher: The doctor examines the leg ........ to see if there are any broken bones. Student: I wish there is no another broken. |   |    |    |
|     | A. careful                                                           |   |    |    |
|     | B. care                                                              |   |    |    |
|     | C. carefulness                                                       |   |    |    |
|     | D. carefully                                                         |   |    |    |
|     | Note                                                                 |   |    |    |

<p>| 37  | Sari: His job is not ........ as mine. Irma: I don’t think so.         |   |    |    |
|     | A. Difficult                                                         |   |    |    |
|     | B. Easy                                                              |   |    |    |
|     | C. So difficult                                                      |   |    |    |
|     | D. Same                                                              |   |    |    |</p>
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<td>38.</td>
<td><strong>Note</strong> : <strong>..................................................................................</strong></td>
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<td></td>
<td>Mom : Why does Rita get a stomachache?</td>
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<td>Anis : Rita drinks .......... coffee today.</td>
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<td>A. A lot of</td>
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<td></td>
<td>B. Many</td>
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<td>C. Too much</td>
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<td></td>
<td>D. Too many</td>
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<td><strong>Note</strong> : <strong>..................................................................................</strong></td>
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<td>39.</td>
<td>Caca : The table has ......... surface, I love it.</td>
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<td>Adi : Oke, we choose it.</td>
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<td>A. A smooth</td>
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<td></td>
<td>B. Long hole</td>
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<td></td>
<td>C. A smoothly</td>
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<td></td>
<td>D. Big hole</td>
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<td><strong>Note</strong> : <strong>..................................................................................</strong></td>
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<td>40.</td>
<td>Ruly : Mr. Adam cannot see you this week because he is ............</td>
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<td></td>
<td>Zahra : oh I see why I don’t meet him.</td>
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<td>A. Out in town</td>
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<td>B. Out to town</td>
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<td>C. Out to city</td>
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<td>D. Out of town</td>
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<td><strong>Note</strong> : <strong>..................................................................................</strong></td>
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<td>41.</td>
<td>Teacher : Do you know, who is the author of Romeo and Juliet?</td>
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<td></td>
<td>Students : Romeo and Juliet was written ...............</td>
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<td>A. Is William Shakespeare</td>
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<td>B. By William Shakespeare</td>
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<td>C. With William Shakespeare</td>
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<td>D. In William Shakespeare</td>
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<td><strong>Note</strong> : <strong>..................................................................................</strong></td>
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<td>42.</td>
<td>Luna : O my God.. we forget to bring some souvenirs to the orphans?</td>
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<td></td>
<td>Andre : We can stop at the grocery store .............. to their house.</td>
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<td></td>
<td>A. At the way</td>
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<td>B. In the way</td>
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<td>43.</td>
<td>Mita : John walks to school every day, how about you?</td>
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<td></td>
<td>Roni : Ohh...</td>
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<td></td>
<td>A. I go to school every morning</td>
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<td>B. I play in my school</td>
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<td>C. I go to school with motorcycle</td>
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<td>D. I go to school by bicycle</td>
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<td>44.</td>
<td>Farah : You are very busy, but you look fresh all the time. What’s your secret?</td>
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<td></td>
<td>Andin : Really??</td>
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<td>A. I drank a lot of water</td>
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<td>B. I just try to live healthy</td>
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<td>C. I used to live healthy</td>
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<td>D. I avoid to live healthy</td>
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<td>45.</td>
<td>Firman: I hear that the healthcare service in the rural area is poor. What can we do to make it better?</td>
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<td>Ari : ................ to treat people in the rural areas.</td>
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<td></td>
<td>A. We need more doctors</td>
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<td>B. We can learn</td>
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<td>C. We need to study</td>
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<td>D. We need attention</td>
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The tester

(.................................)
APPENDIX 4

Content Validity Test of Analytical Exposition Text Writing

Instrument of the Eleventh Grade Students of SMA

with Content Validity Ration (CVR) Method

To test the content validity of analytical exposition text writing instrument, the testers are expected to give the correction about the literature or content based on each test item. The tester give the crosscheck (√) in column E: essential (the item is important to measure the analytical exposition text writing), NE: Not Essential (the item is not too important to measure analytical exposition text writing), or NR: Not Relevance (the item is not relevant with analytical exposition text writing) in each test items of essay as the below:

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
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<tbody>
<tr>
<td>1.</td>
<td>Choose one of the topic below:</td>
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<tr>
<td></td>
<td>a. The using of gadget</td>
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<td></td>
<td>b. The smoking children</td>
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<td>c. The delinquency teens</td>
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<td>2.</td>
<td>Write the choosen topic!</td>
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<td>Topic:</td>
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<td>3.</td>
<td>Write the problem you want to explore in introduction paragraph! It must relate to the topic!</td>
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<td>Introduction:</td>
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<td>No.</td>
<td>Item</td>
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<td>4.</td>
<td>Write the argumentation based on the problem you write in introduction paragraph!</td>
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<td>Argumentation:</td>
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<td>Note:</td>
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<td>5.</td>
<td>Write the conclusion paragraph based on the problem and argumentation above!</td>
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<td></td>
<td>Conclusion:</td>
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..........., ...........

The tester

(..........................)
APPENDIX 5
Test of Grammatical Knowledge

Nama : .................................................................
Class : .................................................................
Hobby : .................................................................
Dreaming : .............................................................

Time allocation : 60 minutes

Part I – Cloze test

Questions 1 – 24 are passage completion test. You will read a passage with some blank spaces on it. Four answer choices are given, and you must choose the answer that best completes the text

Questions 1 – 10 refer to the following text

<table>
<thead>
<tr>
<th>Fast Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast food nowadays is (1) .......... a normal eating venture. People are not just (2) ......... out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for (3) ......?</td>
</tr>
<tr>
<td>Fast food has its (4) ...... in the 1940’s. Within a (5) ...... years, fast food operations popped up everywhere. With the compelling rise in fast food restaurants since the 1940’s, oddly it started the rise in obesity and cancer during that same period.</td>
</tr>
<tr>
<td>Fast food is highly processed with a (6) ...... array of additives. To ensure fast food’s (7) ...... cost, the fast food products are made with highly processes ingredients to give it shelf life, to hold (8) ......, and to enhance flavor. Fast food is (9) ...... from its original healthy form.</td>
</tr>
<tr>
<td>It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.</td>
</tr>
<tr>
<td>So, there is (10) ...... nothing nutrtional about fast food. Fast food simply feeds hunger and craving.</td>
</tr>
</tbody>
</table>
(Source: Forward, Eng for 2nd grade)

1. A. consider  D. considered
   B. considers  E. considered
   C. considering

2. A. eat  B. ate
Questions 11 – 15 refer to the following text

Smoking in Public Places

Smoking should be banned in public places because it allows for a (11) ...... environment. The big why, first it will minimize the bad effect of smoking on (12) ....... smokers. Research shows that non smoking partners of smokers have an increased chance of developing lung cancer. Second, banning smoking in public places would help smokers (13) ...... their smoking habit. Many smokers want to quit but find difficulties because they live in a (14) ....... environment that offers convenience for smoker. Restricting smoking will help smokers (15) ...... back the temptation to smoke.

(Source: Forward, Eng for 2nd grade)
Questions 16 – 24 refer to the following text

My own Cellphone

Mother, Father, (16) ..... are the very best

I have a question for you, I hope I’m not (17) .... pest

I want (18) ..... very own cellphone

So that I will never be alone

My very best behavior would be ever so better

Because I would be grateful (19) .... you forever

Everyone has a cellphone, (20) .... really is true

With a cellphone I could text my friends when I have (21) .... flu

If I had a cellphone I would do hundred (22) ..... chores

I would never complain (23) ..... doing the dishes anymore

Please, please, (24) ..... is not a jest

(Source: Forward, Eng for 2nd grade)

16. A. you  
   B. they  
   C. we  
   D. those

17. A. an  
   B. this  
   C. that  
   D. a

18. A. it  
   B. my  
   C. your  
   D. their

19. A. in  
   B. at  
   C. to  
   D. of

20. A. I  

21. A. the  
   B. a  
   C. this

22. A. to  
   B. about  
   C. of  
   D. on

23. A. about  
   B. of  
   C. on  
   D. in

24. A. that  
   B. this  
   C. those  
   D. these
Part II – Incomplete Dialogues

Questions 25 – 45 are incomplete dialogue. Four words or phrases or clauses marked (A), (B), (C), and (D), are given beneath each sentence. You have to choose the most appropriate answer.

25. Erna : Why we have to cut down our driving?
Indra : We have to cut down our driving .......... the oil shortage.
A. although C. however
B. moreover D. because of

26. Fahmi : .......... the quantity is small, we have supplied enough to finish the experiment.
Ibnu : I think it’s good idea
A. Because C. Despite
B. Although D. Furthermore

27. Roni : Janet will make her presentation .......... John finishes his speech.
Irwan : Ohhh, so we have to wait John first.
A. before C. although
B. after D. because

28. Mr. Ahmad : I don’t see Farah today, where is she?
Soni : She .......... to Boston next week, so she is preparing all documents now.
A. go C. will go
B. goes D. is going to

29. Mother : What is Mary doing?
Father : Mary .......... television in the living room now.
A. watch C. is watching
B. watches D. is watched

30. Toni : O my God, my wallet has lost. There’s a debit card in it.
Rudi : You .......... to the bank to block your number card as soon as possible.
A. go C. will go
B. goes D. must go

31. Mirna : I don’t want this book. Please give me .......... The shopkeeper : Ok, may be you can try this one. It is the best seller.
Mirna : Ohh it’s a nice book. I want it
A. other C. the other
B. others D. another’s

32. Feri : I saw .......... crying in the street, is he your son?
Old woman : Ohh really? Take me there now
A. boy C. the boys
B. a boy D. boys

33. Arman : .......... wins the Basketball championship.
Betty : Wow that sounds great.
A. Our team
B. The teams
C. A team
D. We team

34. Mother: I hope your sister arrived .......
Me: I wish
A. safe
B. safely
C. safety
D. safeness

35. andri: Why are the children noisy?
Mona: The children become ........ in a meeting, you have to make it quicker.
A. happy
B. interesting
C. very bored
D. very boring

36. Teacher: The doctor examines the leg ........ to see if there are any broken bones.
Student: I wish there is no another broken.
A. careful
B. care
C. carefulness
D. carefully

37. Sari: His job is not ........ as mine.
Irma: I don’t think so.
A. difficult
B. easy
C. so difficult
D. same

38. Mom: Why does Rita get a stomachache?
Anis: Rita drinks ........ coffee today.
A. Plenty of
B. many
C. too much
D. too many

39. Caca: The table has ........ surface, I love it.
Adi: Oke, we choose it.
A. a smooth
B. long hole
C. a smoothly
D. big hole

40. Ruly: Mr. Adam cannot see you this week because he is ........
Zahra: Oh I see why I don’t meet him.
A. out in town
B. out to town
C. out to city
D. out of town

41. Teacher: Do you know, who is the author of Romeo and Juliet?
Students: Romeo and Juliet was written ........
A. is William Shakespeare
B. by William Shakespeare
C. with William Shakespeare
D. in William Shakespeare

42. Luna: O my God, we forget to bring some souvenirs to the orphans?
Andre: We can stop at the grocery store ........ to their house.
A. at the way
B. in the way
C. on the way
D. by the way

43. Mita: John walks to school every day, how about you?
Roni: Ohh. ........
A. I go to school every morning
B. I play in my school
C. I go to school with motorcycle
D. I go to school by bicycle

44. Farah: You are very busy, but you look fresh all the time. What’s your secret?
   Andin: Really?? .......... 
   A. I drank a lot of water
   B. I just try to live healthy
   C. I used to live healthy
   D. I avoid to live healthy

45. Firman: I hear that the healthcare service in the rural area is poor. What can we do to make it better?
   Ari: ............ to treat people in the rural areas.
   A. We need more doctors
   B. We can learn
   C. We need to study
   D. We need attention
APPENDIX 6

Test of Creative Thinking

Name : .................................................................
Class : .................................................................
Hobby : .................................................................
Dreaming : .............................................................
Word motivation : ....................................................
Time allocation : 40 minutes

Section I - Verbal Test

Direction:

In this section, you will get some words and you have to do as the sample in each items. You must fill as much as you like. Finish it in 30 minutes!

1. Write many words based on the letters below as many as possible!

   Example:
   Sa... : sample, sad, same, sand, etc

   a. Be...:
   ........................................................................
   b. Wr...:
   ........................................................................
   c. Do...:
   ........................................................................

2. Find another words based on the word given below as many as possible!

   Example:
   Beautiful : tea, fit, but, if, eat, tab,

   a. Interesting:
   ........................................................................
   b. Accomplish:
   ........................................................................
   c. Regeneration:
   ........................................................................
3. Build or arrange some sentences using these letters below:

**Example:**
A-i-s : Andi is in the school

a. I-c-g :

........................................................................................................................................
........................................................................................................................................

b. S-a-w:

........................................................................................................................................


c. M-i-r:

........................................................................................................................................

4. Find synonym word that has same characteristic with the words given:

**Example:**
Long and hair : oval and face

a. Red and liquid:

........................................................................................................................................
........................................................................................................................................

b. Big and weight:

........................................................................................................................................
........................................................................................................................................

c. Clean and fresh:

........................................................................................................................................
........................................................................................................................................

5. Write unique or unusual functions of these things:

**Example:**
Book : for writing, as a fan, to bring a glass

a. Glass:

........................................................................................................................................
........................................................................................................................................

b. Ribbon:

........................................................................................................................................
........................................................................................................................................

c. Pencil case:

........................................................................................................................................
........................................................................................................................................

6. Write the unpredictable statement effect of these imaginations:

**Example:**
If the shoes can walk : people will use plastic to cover their feet
a. If human can fly:
...........................................................................
...........................................................................
...........................................................................

b. If plants can move:
...........................................................................
...........................................................................
...........................................................................

c. If machines can operate by themselves:
...........................................................................
...........................................................................

Section II - Figural Test

Direction:
You have to draw what is in your mind. You can draw in the circle, between the circle, or anything. Finish it in **10 minutes**!

7. Draw animals or plants or another things based on these circles!

(Source: Munandar, 2014)
APPENDIX 7
Worksheet of Writing

Name: ........................................................................
Class: ........................................................................
Address: ........................................................................
Place and date of birth: ..............................................................
Name of mother: .........................................................................
Mother’s Job: .............................................................................
Name of father: ............................................................................
Father’s job: ...............................................................................  
The number of child:........................................................................
Hobby: .....................................................................................
Dreaming: ...................................................................................
Time allocation: 60 minutes

Direction:
You have to write an analytical exposition text at least 200 words. You choose one of the topic given. From the topic, you develop it into the introduction, argument, and conclusion paragraph. You write it in each boxes.

Choose one of the topics below:

a. The bad effect of using gadget for students
b. The dangerous of smoking for children
c. The positive effect of playing online game
d. The importance of sex education for teenagers

I. Write the topic you choose!
............................................................................................................
<table>
<thead>
<tr>
<th>II.</th>
<th>Write the problem in introduction paragraph relate to the topic!</th>
</tr>
</thead>
<tbody>
<tr>
<td>III.</td>
<td>Write the argumentation paragraph based on the problem that you write in introduction paragraph!</td>
</tr>
</tbody>
</table>
IV. Write the conclusion paragraph based on the problem and argumentation above!