THE EFFECTIVENESS OF OUTLINING STRATEGY
ON STUDENTS WRITING OF ANALYTICAL EXPOSITION TEXT
(A Quasi-Experimental Study at the Eleventh Grade Students of
SMA IMTEK)

A Skripsi
Presented to the Faculty of Educational Sciences in Partial Fulfillment of the
Requirements for the Degree of S.Pd (Strata one) in English Education

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2018
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In the Academic Year 2017/2018)

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DEPARTMENT OF ENGLISH EDUCATION
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ENDORSEMENT SHEET

The examination committee of the Faculty of Educational Sciences certifies that the “skripsi” (scientific paper) entitled The Effectiveness of Outlining Strategy on Students’ writing of Analytical Exposition Text (A Quasi-Experimental Study at the Eleventh Grade of SMA IMTEK) written by SEHA. Student’s registration number 1112014000014, was examined by the committee on 29, 30th January 2018. The “Skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd.” (Strata 1) in the Department of English Education.

Jakarta, 30 Januari 2018

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Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

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Mahasiswa Yb.

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ABSTRACT

SEHA (1112014000014). The Effectiveness of Outlining Strategy on Students’ Writing of Analytical Exposition Text (A Quasi-Experimental Study at The Eleventh Grade of SMA IMTEK). A Skripsi of Department of English Education, Faculty of Educational and Sciences of Syarif Hidayatullah State Islamic University, Jakarta, 2017.

Advisor I : Dr. Farida Hamid, M.Pd

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Keywords : Writing, Writing of Analytical Exposition Text, Outlining Strategy.

The objective of this study was aimed to search the empirical evidence of the effectiveness of using outlining strategy on students’ writing of analytical exposition text in the eleventh grade of SMA IMTEK. The method in this study was quantitative method and quasi-experimental design was used in this research. There are two classes which were taken in this study as the sample of the study with 30 students in each class. Both classes which were meant are experimental and control class. Experimental class was designed to implement by giving treatment an outlining strategy in teaching writing of analytical exposition text, while control class was designed to teach only an analytical exposition text without giving a treatment. The data was collected through pre-test and post-test. Furthermore based on the result of calculation of data analysis which was obtained show that the mean of gain score of experimental class was 12.3 and the control class was 3. The mean score of post-test in experimental class was 62.83 while the control class was 65.83. Furthermore, t-test formula was analyzed from both experimental class and control class. The result of statistical analysis data showed that the value of tobs to be 2.80 and the value of degree of freedom (df) 58 in the table t-score at significance level of 5% was 1.672. Comparing those values, the result was t-test to > ttable (2.80 > 1.672) which means the value of tobservation was higher than ttable. In other words, it proved that the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. Therefore, it can be concluded that Outlining Strategy is effective in teaching writing of analytical exposition text.
ABSTRAK


Pembimbing I : Dr. Farida Hamid, M.Pd
Pembimbing II : Yenny Rahmawati, M.Ed
Kata Kunci : Writing, Writing of Analytical Exposition Text, Outlining Strategy.

Penelitian ini bertujuan untuk mendapatkan bukti empiris mengenai keefektifan penggunaan stategi outlining dalam menulis teks analytical exposition siswa di kelas sebelas SMA IMTEK. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan desain penelitian eksperimen semu (quasi-experimental study). Terdapat dua kelas dengan jumlah 30 siswa pada setiap kelas dipilih sebagai sample dalam penelitian. Kedua kelas ditempatkan ke dalam kelas eksperimen dan kontrol. Kelas eksperimen dirancang dengan memberikan sebuah perlakuan dengan menerapkan strategi outlining dalam penulisan teks analytical exposition, sementara kelas kontrol dirancang dengan hanya mengajarkan teks analytical exposition tanpa sebuah pemberlakuan. Data didapatkan melalui pre-test dan post-test. Selanjutnya, berdasarkan hasil dari perhitungan analisis data diperoleh nilai rata-rata skor (gain score) kelas eksperimen adalah 12.3 dan kelas kontrol adalah 3. Nilai rata-rata post-test di kelas eksperimen adalah 62.83, sedangkan kelas kontrol adalah 65.83. Lebih lanjut, rumus t-test dianalisis dari hasil data yang diperoleh dari kelas eksperimen dan kelas kontrol. Hasil dari data analisis statistik menunjukkan bahwa nilai $t_{observation}$ adalah 2.80 dan derajat kebebasan $degree$ $of$ $freedom$ ($df$) 58 dalam tabel signifikansi 5% adalah 1.672. Dengan membandingkan nilai-nilai tersebut, hasilnya adalah $t_{test} > t_{table}$ ($2.80 > 1.672$), yang berarti nilai dari $t_{observation}$ lebih besar dari nilai $t_{table}$. Dengan kata lain, hal itu membuktikan bahwa Hipotesis Nol (Ho) ditolak dan Hipotesis Alternatif (Ha) diterima. Oleh karena itu, dapat disimpulkan bahwa Strategi Outlining efektif dalam pengajaran penulisan teks analytical exposition.
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All best praise and gratitude be to Allah Lord of the Worlds, who has given chance, protection, strength, guidance, blessing, knowledge, ability to the writer in accomplishing the last assignment in her study. Greeting and Salvation are presented to the last messenger of Allah, Prophet Muhammad (Peace be upon him) for the Intercession as his followers and also on his family, his companions and his followers.

This “skripsi” entitled “The Effectiveness of Outlining Strategy on Students’ Writing of Analytical Exposition Text (A Quasi-experimental Study at the Eleventh Grade of SMA IMTEK)” is presented to the Department of English Education, Faculty of Educational Sciences State Islamic University Syarif Hidayatullah Jakarta as partial fulfillment of the requirement for the degree of Strata-1 (S.Pd)

Firstly, the writer would like to give the greatest gratitude to her beloved parents, the first is her father Yusuf Abdurrahman and her mother Latifah, who never ceased to be patient in educating their children, who always never stop giving advice to their children, never stop to pray for their children so that the writer could finish this study until accomplishing her skripsi. Also for her sister, Nura Veriyal and her brother Abdurrahman, who never ceased in giving advice when she was down and giving support and motivation to finish her study.

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Jakarta, 12 January 2018

The Writer
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CHAPTER I

INTRODUCTION

This chapter presents and discusses the background of the study, the identification of the problem, the limitation of the study, formulation of the problem, the objective of the study and the significance of the study.

A. The Background of the study

Language is very important to have a communication with others, without language we cannot express our feeling to communicate. In case people should adjust the language which is used with the real context. English is one of the most important languages over the world, and international language English is much used and learned. Many people around the world have competed to learn English in order to communicate with people around the world, included in Indonesia. In the era of globalization, the government has made regulation about MEA (Masyarakat Ekonomi Asea) in which people are demanded to have communication among people ASEAN region, so in this case the importance of English language as international language is inevitable. Therefore, the government of Indonesia has made a regulation about English subject which is made through curriculum that many students around Indonesia must study and understand since they are in junior high school. Also English becomes a compulsory subject which is examined in national final exam. Therefore many students in Indonesia have to know or learn English as an obligatory subject in junior and senior high school.

In addition English is one of the greatest languages which can be learned, there are some skills that people have to master in order to interact with English speakers. The focus of this research study is writing because writing has been a central issue in current days and becomes an important skill for learning English.
According to John Langan, writing is a process of discovery that involves a series of steps, and those steps are very often a zigzag journey.\textsuperscript{1} However it is not easy to make a piece good writing. In writing students must write well by following some rules in order to make a good writing, because writing cannot be done instantly but it needs a process where students continuously improve their writing, in order to have a better paragraph or essay, which is according to Jeremy Harmer in his book how to write he said that the writing process – that is a stages a writer goes through in order to produce something in its final written form.\textsuperscript{2} Moreover teacher must be aware of students’ mistakes in writing a paragraph or essay, and one of students’ mistakes in writing a paragraph is to construct their sentence in organized paragraph which is many educators said that writing instruction can be best done through an approach that involves generation of ideas, accommodation of audience, multiple drafting and revising; the underpinning assumption is that writing is a complex process that allows writers to explore thoughts and ideas, making them visible and concrete.\textsuperscript{3}

Furthermore, writing a paragraph or essay which is the government has made through curriculum, there are many English text types that students must be mastered especially in the eleventh grade of Senior High School and those are procedure text and analytical exposition text. My focus in this research is about analytical exposition text, in case analytical exposition text according to Jane Cavanagh is used to persuade by arguing one side of an issue whose purpose is to state a position with respect to an issue and argue a case for or against.\textsuperscript{4} Moreover, in analytical exposition text, students can focus on one topic that can be an issue and make some arguments by giving their opinion about the issue by adding a reason or fact to support their point of view. In giving a reason, while students

\textsuperscript{3} Mohammed A. Zaid, Effect of Web-Based Pre-Writing Activities on College EFL Students’ Writing Performance and Their Writing Apprehension, Journal of King Saud – Languages and Translation, (2011) 23, p. 78.
\textsuperscript{4} Jane Cavanagh, English K-6 Syllabus, (Sydney: Cathy Young, Sydney: Board Studies, 1998), p. 36.
should be able to formulate their ideas into structural organization in sequencing paragraph, students need to elaborate their ideas into an argument and giving a reason or fact logically. Therefore, Analytical Exposition text is a text that elaborates the writer’s idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is an important matter.\textsuperscript{5}

Making a paragraph or essay for students is not easy, and it can be a challenge for teacher to teach writing, especially when students are asked to write certain genre of text. According to Jeremy Harmer, there are some rules related to how students write a text that is students need a process in order they can reach a better writing, firstly students need to do planning, drafting, editing and doing final version\textsuperscript{6}. Actually in process of writing, students always find some difficulties such as based on teacher’s assumption about students’ writing of an essay, in SMA IMTEK Pagedangan, there are some students with difficulties in writing with score 7.8, they have minim knowledge about vocabulary and grammatical, in case students always find difficulties to elaborate their ideas into good words or students need to generate their ideas into some sentences, and in this case students are hardly think about some ideas to be put in a text or what ideas or words to support their argument. Secondly students always find difficulties in organizing paragraph, sometimes students know some ideas to be put in a paragraph but they don’t know how to organize them well, so that they jump into another paragraph, it means that students are minim to allow a good writing process. Looking at the situation, pre-writing needs to be encouraged among students so that teacher can minimize the problems related to students’ writing.

Based on the problems stated above, it is important to find a strategy to minimize some problems in writing, and actually it is not easy to find many strategies which are compatible for all students. A well-known way to create writing for students especially explanation text is to do outlining, according to

\begin{itemize}
\item \textsuperscript{5} Tim Masmedia Buana Pustaka, \textit{I Can Do It: English for Senior High School Students Grade XI (Science and Social Programme)}, (Sidoarjo: PT. Masmedia Buana Pustaka (Anggota Ikapi, 2015), p. 97.
\item \textsuperscript{6} Harmer, \textit{op. cit.}, p. 4-6.
\end{itemize}
Oshima and Hogue (1997) state that outlining is a key step in the writing process because it can help organization of a text.\(^7\) Outlining helps students to arrange their ideas into organized pattern, so the explanation is not out of line reasoning, and make students focus of one idea in each paragraph. And outlining helps writers organize their ideas before drafting, and it can make drafting easier and ensure the success of an essay.

Based on Journal on Procedia – Social and Behavioral Sciences with the title “L2 Writer’s Attitudes to Outlines in a First Year University Writing Course in the UAE” by Matthew Andrew. The author conducted a research about outlining to prepare an essay task, the method was used is mix-method which has two composition course, Group 1 was asked to complete a traditional print-based outline to prepare for an essay. Group 2 were asked to produce a multimodal (text, image, and video) outline on an app to help them prepare for the same essay and questionnaires which took part in focus-group interviews asking them their opinions about doing outlines.\(^8\)

The procedure of the research, moreover is group 1 did print-based outlines to prepare them for an 800 word persuasive essay assignment on a problematic commodity. The students received a teacher-designed template on Microsoft Word, and filled in the relevant sections (e.g. ‘Topic Sentence, Supporting Point’, etc.). There were 16 respondents in group 1. Group 2 did a multimodal outline to prepare them for the same 800 word essay assignment. The students were asked to make their outlines multimodal by using images and video to go along with the text. Students could use the app ‘Creative Book Builder’ on an iPad, or ‘iBooks Author’ on a MacBook to complete the multimodal outline. An example was also shown to them using both apps. There were 23 respondents in group 2.

Although there wasn’t a significant difference in attitudes between the traditional outline group and the multimodal group, both groups responded that

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\(^8\) Matthew Andrew, *op. cit.*,.
outlining helped them better develop and organize their essays. These findings suggest L2 writers may believe there is a correlation between outlining and successful essay writing.

Based on the problems above, the writer had conducted a research with the method is quasi experimental research which was held in SMA IMTEK Pagedangan, Tangerang. The writer chose this school because this school is near and accessible for the writer. However it is important for the writer to find out whether outlining strategy can give a good effect or not on students’ writing of analytical exposition text. Therefore the writer focuses on the title of “The Effectiveness of Outlining Strategy on Students’ Writing of Analytical Exposition Text (A Quasi Experimental Study at the Eleventh Grade of SMA IMTEK)”, so that public can know to what extent of outlining can benefit teaching and learning process.

B. The Identification of Problem

Based on the background of the study, there are some problems which should be raised on students’ writing text in SMA IMTEK Pagedangan, such as follows:

1. Most of students have problems in writing a text especially to elaborate ideas into good words, because they don’t get some ideas that should be put into some sentences, or they don’t get an inspiration what should be put into a paragraph.

2. Most of students find difficulty to write their ideas chronologically in paragraph, so that they should know how to organize a paragraph well so their words of ideas can be easily understood in a text. In this case the writer find solution of outlining strategy to face the problem such as difficulty to elaborate their ideas into good text, second difficulty to organize their text into good paragraph.
C. The Limitation of The Problem

In this case, the writer limits the problem on the effectiveness of outlining strategy on students’ writing of analytical exposition text at the eleventh grade of SMA IMTEK at academic year 2017-2018, and the writer focus on outlining as learning and teaching strategy in teaching analytical exposition text.

D. Formulation of The Problem

Based on the problems on the background of the study, which the writer has an aim to find out whether the use of outlining strategy can improve students’ writing ability in writing analytical exposition text or not. The writer can focus on the research question as follow:

“Is using outlining strategy effective in improving students’ writing of analytical exposition text at the tenth grade students of SMA IMTEK at academic years 2017-2018?”

E. The Objective of The Study

The purpose of this study is to show the effectiveness of using outlining strategy on students’ writing of analytical exposition text. And to get data whether the use of outlining strategy on students’ writing of analytical exposition text is effective or not.

F. The Significance of The Study

The result of the study can provide useful information for:

1. For English teacher of senior high school level, they will get information about the outlining strategy for teaching genre of text, especially analytical exposition text, and how to implement this strategy for teaching and learning process.

2. For students at the eleventh grade of senior high school, this strategy can give information for them to write better paragraph in a text, especially for analytical exposition text. It can give a motivation for students to make a habitual to write a genre of text.
3. For other researcher, it is hoped to give more information about the knowledge about this strategy for them to apply this strategy in teaching and learning writing text and it is useful as the basis for the next research.
CHAPTER II

THEORETICAL FRAMEWORK

A. Writing

1. General concept of writing

In the school curriculum, English has been an obligatory subject. Moreover, English has four skills and those are Speaking, Listening, Reading and Writing. Writing is one of the most difficult subjects in a school since the students have to produce a text by using English. In writing, students need to acquire some steps of what they want to write. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

Writing has an important contribution to the development of other skills and also becomes a tool to express person’s feelings, thoughts, and information. Writing should be perceived and evaluated not as a mechanical process but as a skill which covers understanding, thinking, developing and producing skills”.

Whereas according to Kellogg & Baradaran, Sarfarazi, explain that “the role of Writing in generating significant cognitive processing demands, based on the need to plan, organize, and revise throughout the writing process”.

According to Betty Mattix, writing is a process of discovery, as you write, you will discover thoughts and ideas that lie beneath the surface of your mind. You will become more aware of your own beliefs and values – what is important to you. From the definitions above the writer can conclude that writing is a way to produce language that comes from our thought. It is written on a paper or a computer screen.

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9 Sukran Tok and Anil Kandemir, Effects of Creative Writing Activities on Students’ Achievement in Writing, Writing Dispositions and Attitude to English, Procedia-Behavioral and Social Sciences, 174, 2015 p.1636.
2. Process of writing

According to Jeremy Harmer, the process of writing in a classroom activity incorporated the four basic writing stages – planning, drafting, editing (Reflecting and Revising) and final version. Those stages may be described as follows:

a) Planning (Pre-Writing)

Planning is commonly done by experienced writer, before you start to plan or write, try and decide what you are going to say. For some writer this may involve making detailed notes. But it needs plan, just as the shopping list writer has thought – at some levels of consciousness.

When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing, since this will influence (among other thing) not only the type of text that wishes to produce, but also the language that use and the information that will be included. Secondly it should include the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc) but also the choice of language – whether for example it is formal or informal tone. Thirdly writers have to consider the content structure of the piece – that is, how to best sequence the fact, ideas or arguments which they have decided to include.

b) Drafting

Drafting is the actual writing of the paragraph, essay, or text. At drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

c) Editing

Once writers have produced a draft they then usually read through what they have written to see where it works and where it doesn’t. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or

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confusing. Then move paragraphs around or write new introduction. They may use a different form of words for a particular sentence, grammar or accuracy. The latter two are, of course important and often dealt with later in the process.

d) Final version

Once writer have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

3. Kinds / Style of Writing Text

According to Peter Knap and Megan Watkins, the genre is primarily concerned with ‘what’s going on’ in writing; it asks why a particular type of writing works better than another. For example, if we are required to write a technical description, it is not helpful or indeed easy, in our culture, to use a narrative genre. We need to understand that technical descriptions have recognizable characteristics and that using these characteristics will make the writing process effective and efficient. Second, the textual conventions for technical descriptions will help readers to pick up the signals and read the text from a technical point of view. The aim of a genre, text and grammar approach, then, is to provide students with the ability to use the codes of writing (the genres and grammar) effectively and efficiently.\(^{13}\)

In general the types of text are recount text, narrative text, procedure text, exposition text, below for the explanation of exposition text:

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\(^{13}\) Knap & Megan, Genre, Text, Grammar: Technologies for Teaching Writing and Assessing Writing, (Sydney A UNSW Press Book, 2005), p. 17
B. Exposition Text

1. Definition of Exposition Text

Exposition text is one of genre texts that should be learnt by students. Based on curriculum which government has determined, exposition text can be taught in the eleventh grade of senior high school. Exposition text is actually a text that can be easily understood because exposition text consists of thesis which is an explanation or definition about something that can be written or argued. Exposition text also consists of argument which students can argue their opinions and support it with evidence. Finally, exposition text consists of final statement which students can sum up in short statement about what has been written.

According to Jane Cavanagh exposition text is used to persuade by arguing one side of an issue. Additionally, analytical exposition is a text type which clearly focuses students on the purpose of argument; that is putting forward a viewpoint and providing evidence to support it.

Therefore, based on the definition of analytical exposition above, the writer can conclude that analytical exposition text is a text that makes students think critically to make some arguments of an issue, and students can expand their arguments with their opinions with fact and evidence that support students’ argument.

2. Schematic Structure of Exposition Text

Analytical Exposition text consists of three parts. The first part there is a thesis statement which is an explanation about a topic that will be written. The second part there are actually three arguments in each paragraph, in the first paragraph consists of an arguments with supported by data and evidence, so are with the other two paragraphs. The last consists of final statement that is a summary from a text which has made with short statement.

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As stated by Jane Cavanagh exposition can be structured in the following way:

a. Statement of position (thesis) – this section of the text states the author’s position on the issue to be argued and previews the arguments that will follow. This information which previews is known as a text preview. In the thesis statement usually consists of author’s point of view to explain about general statement of the topic which will be argued. Thesis statement does always exist in the first paragraph.

b. Argument – this section states the arguments to be presented. An argument is comprised of a series of points and elaborations. Each paragraph usually contains a sentence which previews the reminding of paragraph. Sometimes there is a sentence which has the function of previewing a section of text which may include a number of paragraphs. A sentence which previews a section of text is known as a section preview.

In the argument usually contains a series of author’s opinion with supporting by fact and evidence, in the argument is usually talk about a topic which has been popular and booming at that time. And in the argument usually consist of more than one argument in each paragraph.

c. Reinforcement of position statement – the final states restate the author’s position and sums up the argument raised.

In the reinforcement always consist of final statements of author’s conclusion in short statement about a topic which has been explained.

3. Purpose of Exposition Text

The purpose of an exposition according to Jane Cavanagh is to state a position with respect to an issue and argue a case for or against. In another hand, exposition text is to persuade a reader or listener by presenting one side of an argument. By taking a point of view and justifying it, we aim to convince others to see only that side of an issue. It can be concluded that exposition text is to make

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16 Jane Cavanagh, op. cit., p. 36.
students to think critically, to convince the reader about the hot issue by giving one’s arguments about a topic which has been talked.

4. Features of Exposition Text

In exposition, commonly there are some features that are used to make exposition become clearer or cohesive. The features in grammatical\(^\text{17}\), are:

a. The use of words that show the authors’ attitude (modality).

   Modality is about a writer attitude towards the world. A writer can express certainty, possibility, willingness, obligation, necessity and ability by using modal words and expression, e.g. \textit{will}, \textit{may}, \textit{must}, \textit{always}, \textit{rarely}.

b. The use of words that express feelings (emotive words).

   Emotive word is word choice that is used to evoke emotion, e.g. \textit{interested}, \textit{amazed}, \textit{happy}, \textit{love}.

c. The use of words to link cause and effect.

   There are conjunction, transition and preposition, e.g. \textit{because}, \textit{therefore}, \textit{due to}.

d. Words that qualify.

   Word that precedes an adjective or adverb increasing or decreasing the quality signified by the word it modifies, e.g. \textit{usually}, \textit{probably}.

e. Using linking words

   Linking words help writers to build a logical argument by linking one statement to another. It can be form of linking arguments (\textit{firstly}, \textit{on the other hand}), providing examples (\textit{for instance}, \textit{for example}), additions and conclusion (\textit{most probably}, \textit{so all in all I believe that}).

f. Evaluative language.

   In order to express an opinion or point of view, a writer must use evaluative language. Evaluative language means words that show a judgment of a person or thing, or by showing emotion. Evaluative

language goes beyond facts that everyone would agree on (e.g. important, significant, and valuable).

5. Example of Exposition text
Here an example of analytical exposition text.\textsuperscript{18}

\textbf{Address to the Jury}
Ladies and gentlemen of the jury, the prosecution will prove to you that the accused is guilty. He had the motive, opportunity and ability to commit the crime and this will be shown in the evidence presented to you.

Firstly, the accused needed money. He was in debt, owing the bank over $100 000. He had no chance of repaying this; therefore, he needed quick money. That is why he stole the Macquarie Diamond.

Secondly, the accused had the opportunity. As a security guard he could come and go from the exhibition of the diamond without causing suspicion. He had plenty of time on the night of the robbery to take the diamond, hide it and then return to his post before the next guard came on duty.

Finally, the accused had the ability to take the Macquarie Diamond. He had knowledge of the alarm system and had keys to unlock the display case.

On the evidence you have no other choice but to find him guilty.

C. Outlining

1. Definition of Outline
An outline is a method of brainstorming or pre-writing that helps writer to organize ideas and thoughts and plot out a paper. An outline structure may forces you to start to group your ideas and think about what should be the input as your arguments before drafting. Outlining makes a writer know how the development

of her/his arguments physically. According to Barbara F Clause, once the writer
has sense of the best ordering strategy for ideas (chronological, spatial, or
progressive order). The writer can arrange ideas using that order with the help of
an outline. Outline makes it simple and not time consuming, difficult or
unnecessary. He more argued that outline helps writers organize their ideas before
drafting, and outlining can also ensure the success of an essay and make drafting
easier.  

Also, outline is a strategy to organize ideas or thoughts into chronological
order, outline helps writer generate their ideas more easily and it is a basis for
making ideas or thought arranged into one pattern, so that writer can focus on one
topic of the pattern and their ideas does not put into a messy paragraph. Outlining
is made before drafting and could make drafting easier.

2. The Types of Outline

According to Barbara F Clouse, outline can be detailed or sketchy between
formal and informal. Formal outline is long, complex essay, and detailed outline.
Formal outline can be divided into outline cards and the outline worksheet. While
informal outlines are briefer pieces can be planned with less-detailed, informal
outlines. Kind of Informal outline such as the outline tree and the scratch outline.

a. The Formal Outline

Barbara F Clouse, on the other hand, defines the formal outline, as the
most detailed, structured outline, that allows you to plot all your main and major
supporting ideas. Furthermore, formal outline is outline which has specific or
detailed some points which can be generated with supporting ideas of author’s
point of view in every main point, but it is more formal by using capital letters,
numerals or Arabic numbers. This formal outlines according to Barbara F Clouse
has some requirements which is using roman, numerals, letters, and Arabic

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20 Ibid.
21 Ibid.
numbers. Main ideas are designated with roman numerals; supporting ideas to develop a main idea are designated with capital letters; points to further develop supporting ideas are designated with arabic numbers.  

1) How to write formal outline\textsuperscript{23}

a) Before writing an outline, first go through the usual process of gathering ideas, editing them, and deciding on a topic for your writing. Writing an outline can be a very useful way of organizing your ideas and seeing how they will work together.

b) To show how the ideas work together, number them. To avoid confusion, use several different types of numbers and letters to show the organization of the ideas. Use roman numerals (I, II, III, IV, V, VI, etc) For example:

I. Introduction  
II. First main idea  
III. Second main idea  
IV. Third main idea  
V. Conclusion  

c) Fill in more information for the paragraphs in the main body by using capital Roman letters (A, B, C, etc). Use one letter for each supporting idea in your main body paragraph. Complete this information for each paragraph in the main body before going into more detail.

I. Introduction  
II. First main idea  
A. First supporting point  
B. Second supporting point  
… and so on.

d) The last, use Arabic numerals (1, 2, 3, etc) to give details for your supporting points. Not every supporting point will have details, and

\textsuperscript{22} Barbara F Clouse, \textit{op. cit.}, p. 63.  
\textsuperscript{23} Dorothy E Zemach and Lisa A Rumisek, \textit{Academic Writing: From Paragraph to Essay}, (Germany: Hueber Verlag, 2010), p. 64.
some points will have several. It is not important to have the same number of details for every supporting point.

I. Introduction
II. First main idea
   A. First supporting point
      1. First detail
      2. Second detail
   B. Second supporting point
      1. First detail
      2. Second detail
      … and so on

2) The example of formal outline such as below:

Example of Formal Outline

<table>
<thead>
<tr>
<th></th>
<th>I. Main idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Supporting detail</td>
</tr>
<tr>
<td></td>
<td>B. Supporting detail</td>
</tr>
<tr>
<td>II. Main idea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Supporting detail</td>
</tr>
<tr>
<td></td>
<td>1. Further development</td>
</tr>
<tr>
<td></td>
<td>2. Further development</td>
</tr>
<tr>
<td></td>
<td>B. Supporting detail</td>
</tr>
</tbody>
</table>
Preliminary Thesis

Here is further detailed of formal outlines according to Barbara F Clouse such as below:

Example of Formal Outline

Thesis: Children can be taught to have healthy attitudes about food

I. Parents should make mealtimes pleasant.
   A. Keep conversation enjoyable
      1. Avoid discussing problems
      2. Avoid arguments about food
   B. Serve balanced meals and let children choose quantities.
   C. Avoid eating in front of the television

II. Parents should not forbid children to eat certain food
    A. Children will want what they cannot have
    B. Reasonable amounts of sugar and fat are not harmful

III. Parents should stress health and fitness
    A. Teach nutrition
    B. Serve healthy foods
    C. Exercise with children
    D. Set an example

IV. Parents should praise children for their behavior, not their appearance
    a. Children should take pride in what they do, not how thin they are
    b. Those with a tendency toward carrying more weight need to like themselves.
b. Outline Cards

According to Barbara F Clouse, outline cards can use several cards, or using several large index cards (sheets of paper). Use one card to plan each paragraph. On each of your cards list your ideas in the order they will appear in the paragraph the card represents. Besides that, she also said that the advantage of cards is flexibility, where you can shuffle paragraph cards into different sequences to examine alternative arrangements.²⁴

Furthermore outline cards is one type of outline that using cards or sheet of paper where is in each paragraph using one card that can be written some with list of ideas of the author.

c. The Outline Worksheet

The outline worksheet, according to Clouse is like outline cards, where it allows plotting organization in as great or as little detail as it requires. Furthermore, she also said that it is not as easy to rework parts of the outline when the worksheet is used where there are advantages if you can use outline cards, and one advantage of using formal outline. It is easy to get a clear overview of your organization.²⁵

²⁴ Barbara F Clouse, op. cit., p. 64
²⁵ Ibid.,
This is an example of outline worksheet such as below:

**Sample Outline Worksheet**

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail to generate reader interest</td>
</tr>
<tr>
<td><em>Give statistics on number of overweight children in the united states</em></td>
</tr>
<tr>
<td>Preliminary thesis</td>
</tr>
<tr>
<td><em>Children can be taught to have healthy attitudes about food.</em></td>
</tr>
<tr>
<td>Paragraph</td>
</tr>
<tr>
<td>Main idea</td>
</tr>
<tr>
<td><em>Parents should stress health and fitness</em></td>
</tr>
<tr>
<td>Supporting details</td>
</tr>
<tr>
<td><em>Teach nutrition, serve healthy foods, exercise with children, set example</em></td>
</tr>
<tr>
<td>Paragraph</td>
</tr>
<tr>
<td>Main idea</td>
</tr>
<tr>
<td><em>Parents should make mealtime pleasant</em></td>
</tr>
<tr>
<td>Supporting detail</td>
</tr>
<tr>
<td><em>Keep conversation enjoyable, serve balances meals, let children choose quantities, avoid eating in front of television.</em></td>
</tr>
</tbody>
</table>
d. The outline tree

Also Clouse stated that an outline tree can help to visualize the relationships among ideas. And it can also help to determine where more ideas are needed. In addition, furthermore she also said that to develop an outline tree, first write a preliminary thesis. Then place the first branches of the tree, using your main ideas.26

The writer can conclude that the outline tree is kind of branch of tree where you can put the preliminary thesis in the top of tree than you can develop it with some branch of main ideas below a preliminary thesis, below main ideas you can put some supporting details under each main ideas, also you can put additional details under supporting details.

Below is the kind of example of the outline tree

Example of Outline Tree

There are a number of ways to control teenage drinking

- Start a “just eliminate run antidrinking have antidrinking
  Say No” TV ads on TV and radio programs in school
  Campaign Like for drugs
  Wine ads show drinking as romantic and sexy
  - give examples
  - give examples
  - show drinking isn’t cool
  - show drinking as macho
  - use celebrities teens admire
  - use celebrities
  - posters start chapter of SADD
  - posters contest
  - posters assemblies art
  - posters essay

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26 Barbara F Clouse, *op. cit.*, p. 66.
e. The Scratch Outline

The scratch outline is this outline is for writers who prefer to come to the first draft knowing only the main ideas that will be made and maybe the order they will be made in.\textsuperscript{27} the outline does not usually include much of the detail that will develop main ideas so writers who use it must have in mind how their ideas will be supported, or they must be capable of developing the ideas as they draft. For some writers such an outline is not very helpful because too little is brought to the draft. For others, this is preferred approach because they find a more-detailed.

The following scratch outline for an essay on why schools should ban cell phones is such an outline. This outline lists ideas; the numbers give the order in which the ideas will be written in the draft. The ordering strategy seems to be progressive.

This is an example of scratch outline such as below:

\begin{center}
\textbf{Example of Scratch Outline}
\end{center}

\begin{itemize}
\item[f.] Students leave class to place calls
\item[g.] Ring in class
\item[h.] Have games on them played in class
\item[i.] Used to cheat-instant messaging, store answer.
\item[j.] One kid used the phone to order pizza in the study hall
\item[k.] Distracting
\item[l.] Used to get the trouble (drug dealing)
\end{itemize}

\textsuperscript{27} Barbara F Clouse, \textit{op. cit.}, p. 67.
3. The Advantages of Outline

Here are some advantages of Outline according to Alice Oshima and Ann Hogue\textsuperscript{28}

a. An outline will help the writer to organize the ideas, specifically an outline will ensure that the writer won’t include any irrelevant ideas, that the writer won’t leave out any important points, and that supporting sentences will be in logical order.

b. Second, learning to outline will help the writer write more quickly. It may take some practice at first, but once the writer become used to outlining the writer ideas before the writer start to write, and the writer will be surprised at how fast the writer will actually be able to write. Outlining helps writing becomes easier because the writer doesn’t have to worry about what the writer will be going to say; the writer already has a well-organized plan to follow.

c. Finally the grammar skill will improve because the writer will be able to concentrate on it, not on thoughts or organization. Improved organization, speed, and grammar make learning to outline well worth the effort.

4. The Disadvantage of Outline

1. The outline method has difficulties to use in science and mathematical courses because those courses need more an ability to show sequential relationships which outlining offers.

2. Courses with fast-paced lectures may also be difficult to outline, partially because outlining requires the note-taker to think about organization.

D. Previous Studies

There are some previous studies related to outlining strategy which has relevance with the research that the writer has conducted.


This article gives information about college students always find some barriers to face courses in case of independent learning through textbook reading because of lack basic skill in reading, Suzanne stated that a unit of textbook and note taking strategies can be a component of typically study courses for underprepared college readers. The author gained data through experimental group, with three treatment groups by 5 hours of instruction in outlining to 1 experimental group and other in networking, and the third group consist of control group only received instruction through memory techniques and introduction to library research, consist of 20 item pre-test, post-test and retention test on an expository text selection. This research is to find the effect of the outlining and networking strategies on the comprehension and retention of expository text when applied by underprepared college readers. This research is very useful for me relate to my research about outlining because the result showed that outlining can be very effective strategy. The limitation of the study is the study is for underprepared college readers enrolled in six study skill classes at Delaware state college comprised the sample. The conclusion of this research is the outlining proved to be very effective strategy for academically underprepared students.

The second is from Andrew, M., 2016, ‘L2 Writer’s attitudes to outlines in a first-year university writing course in the UAE’, Procedia – Social and Behavioral Sciences, 232, pp. 547-554

This article tells about a strategy that always used by students in prewriting process such as outlining (along pre-writing, concept maps, etc). However outlining can be helpful for generating ideas and organizing
information for writing. A mix method study was used by the author with 49 undergraduate students with 2 composition English course, composition 1 students were asked to do outlining, and composition 2 students were asked to fill out questionnaire and interview, try to ask that they enjoyed doing outline or not. This research focuses on L2 writers’ attitudes towards doing both print-based outlines on traditional mediums like Microsoft Word and multimodal outlines on apps such as iBook Author. This article is useful for my research thesis because according to the result showed that outlining is very helpful for students to do writing assignment in pre-writing process. The main limitation is that participants were divided into 2 group, the first group doing print-based outlines and group 2 did a multimodal outline. Thus the author indicates that outlining has positive impact to develop content and organize information for an essay writing task, although outlining has no significant impact on the quality of essay, and there is no significant difference between print-based outlines and multimodal outlines.


This article tells about many cases of students that always find difficulties to read and remembering content material of textbook, integrating between reading and writing is one way to improve student comprehension of textbook, however both of outlining and precis writing are effective in writing technique as a result with fifth grade students. The study was conducted with two groups which was instructed to do both of precis writing and outlining include 10 questions pre-test to establish students’ prior knowledge and ”Postclass Reaction” that is attitudes toward lessons were assessed with a short written measure. This research is to compare between outlining and precis writing by which writing activity is most effective for learning a text’s content?. This article is useful for my research about outlining, however it could serve some problems relate to my research. The limitation of this research is this research was conducted with two groups which are the group 1 with 13 females and 13 males,
was matched on sex, IQ and achievement and group 2 consisting of 11 females and 13 males. The conclusion is the effect of outlining and precis writing is similar, with no significant differences in either knowledge gained, however the result showed that twice as many students (30 versus 15; no response 5) reported that outlining would help them better and do better on tests than precis writing.

E. Thinking Framework

Writing is one of the four skills that need to be acquired in English language learning because it is taught in a School as a compulsory subject. Writing is one of the most difficult subjects in a school since the students have to produce a text by using English. In writing, students need to acquire some steps of what they want to write. They have to write about what they think in their mind and state it on a paper by using the correct procedure, in the case one of a problem that raised in students’ writing is students always find difficulties to elaborate their ideas into good words or students need to generate their ideas into some sentences, and in this case students are hardly think about some ideas to be put in a text or what ideas or words to support their argument.

Therefore, outlining strategy is one of solution to minimize some problems related to students’ writing of analytical exposition text. A well-known way to create writing for students especially explanation text is to do outlining, according to Oshima and Hogue (1997) state that outlining is a key step in the writing process because it can help organization of a text. Outlining helps students to arrange their ideas into organized pattern, so the explanation is not out of line reasoning, and make students focus of one idea in each paragraph. And outlining helps writers organize their ideas before drafting, and it can make drafting easier and ensure the success of an essay.

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F. Theoretical Hypotheses

Theoretical hypothesis are expressed as follow:

a. Null Hypothesis (H₀ )
   There is no significant improvement on students’ writing of analytical exposition text by using outlining strategy and without outlining strategy.

b. Alternative Hypothesis (Hₐ )
   There is significant improvement on students’ writing of analytical exposition text by using outlining strategy and without outlining strategy.
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology that is used in this study. It talks about Place and Time of the Research, Method of Research Design, Population and Samples of the Research, Instrument of the Research, and Technique of Data Collection, Technique of Analyzing Data, Statistical Hypothesis.

A. Place and Time of the Research

This research was conducted at the eleventh grade of SMA IMTEK which is located on Raya Pagedangan Street RT 02/01, Cicalengka Village, Pagedangan Sub district, Tangerang Regency, Banten Province, and Post Code 15820. The classes focused on eleventh grade in SMA IMTEK Pagedangan academic year 2017/2018. This research was conducted for five weeks. The research was started from October 17th 2017 – November 23rd 2017.

B. Method of Research Design

This study is a quantitative research. It is categorized as a quasi-experimental research. According to Jack R. Fraenkel et.al, “Experimental research is one of the most powerful research methodologies that researchers can use. One of many types of research that might be used, the experiment is the best way to establish cause-and-effect relationships among variables. Yet experiments are not always easy to conduct”. 30

The authors also argued that an experiment usually involves two groups of subjects, an experimental group and a control or a comparison group, although it is possible to conduct an experiment with only one group by providing all treatments to the same subjects or with three or more groups. The experimental group receives a treatment of some sort such as a new textbook or a different

method of teaching, while the control group receives no treatment or the comparison group receives a different treatment. The control or the comparison group is crucially important in all experimental research, for it enables the researcher to determine whether the treatment has had an effect or whether one treatment is more effective than another. 31

In addition, two variables involved in this research, those are outlining strategy as independent variable and analytical exposition text as dependent variable. In this case, the writer conducted the research in SMA IMTEK, There were two classes groups that had been compared, such as experiment class and control class, both of two class had been compared to know whether there are the effect of using outlining strategy in writing analytical exposition text or not. Furthermore, outlining strategy as a treatment was used in experimental class where it was not used in control class.

C. Research population and sample

1. Population

Population of this research is the tenth grade students of SMA IMTEK Pagedangan in the academic year of 2016/2017. There are two classes which was the sample class, the first is the X-A class which consists of 30 students, and second is X-B which also consists of 30 students. And the researcher had discussed with English teacher about the two possible classes that will be researched. The sample of the research would be X-B class as the experimental group and X-A class as the controlled class.

2. Sample

The criterion of samples had been determined, which is the sampling refers to the process of selecting these individuals. 32 The sampling technique used in this study is purposive random sampling, since it was recommended by the English teacher of Class XI B which is the score was lower that the class XI. A,

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31 Jack R Fraenkel, Norman E Wallen, and Helen H. Hyun, op. cit., p. 266.
32 Ibid.,
where is the lowest score of the class can be an experimental class and the higher score of students’ grade can be a controlled class. The total number of students from 60 students which are divided into 2 classes, the class XI.A consists of 30 students and class XI.B consists of 30 students which are the class XI.A could be controlled class and class XI.B as an experimental class. More over the total students of class XI.A and class XI.B between boys and girls are balanced.

D. The Technique of Data Collection

The technique of data collection is test, the test was used by the writer is about essay test. Students must write related to analytical exposition text. The writer gave Pre-test and post-test by giving some procedure and requirements to write a text. The test included pre-test and post-test were used to see whether there is a significant effect on students’ writing of analytical exposition text or not.

1. Pre-test
   In the pre-test students would be asked to write of Analytical Exposition Text. The test was scored by using a rubric that adapting the rubric from theories to measure the score the result of students’ writing of analytical exposition text. The pre-test score would provide to measure students’ a starting point and to see if the teaching and learning process would have effect.

2. Post-test
   After giving pre-test and the treatment had been conducted, students would be given a post-test to measure students result after teaching and learning process to see whether there was significant effect on students’ score. The technique would be the same like the pre-test which was students giving some procedure and requirements to make an analytical exposition text

E. The Technique of Analyzing Data

1. Analysis Requirement Testing
   The method was used by the writer is quantitative method, therefore the writer using $T$-Test formula in calculation the data from the result of students’ score, the purpose is to see whether there is a significant effect of using outlining
on students’ score of analytical exposition text or not. In \textit{t-test formula}, the first the writer should see whether the data was normally distributed and homogeneous or not, therefore the writer would measure normality and homogeneity test. The writer would use SPSS v.20 for Windows to measure normality and homogeneity test.

\textbf{a. Normality Test}

The normality test was a test which has aims to analyze whether the distribution in a group of data has come from normal distribution or not. The normality test has a purpose to show data which has accumulated that had a distribution normal or normal population. The writer used Lilliefors method in IBM SPSS v.20 for Windows. The normality test was determined to measure if the data was normally distributed or not. If normality is more than \( \alpha \) (0.05), scores will be normally distributed.

The steps to calculate the normality test such as:

- Click Analyze > Descriptive Statistics > Explore Fill variable Score on dependent list and fill variable Class on factor box > Click Plots > checklist Normality Plots with Tests > Continue > OK.

If the significant value of the normality test is higher than 0.05, the data is normal. On the other hand, if it is lower than 0.05, the data significantly is not a normal distribution.

The criterion of hypothesis is:

- \( H_0 \): Significant Score >0.05 means the data is normally distributed.
- \( H_a \): Significant Score<0.05 means the data is not normally distributed

\textbf{b. Homogeneity Test}

The homogeneity test was done to know the homogeneity or similarity of the data between population experimental class and control class. The writer used IBM SPSS v.20 for Windows to search the result of homogeneity data between pre-test and post-test both of experimental class and controlled class.
The steps to analyze the homogeneity of data such as follow:

Click Analyze > Compare Means > One Way Anova > Input Variable Y To Dependent List and Variable X to factor > Click Options > Homogeneity of Variance > Continue > OK.

The criterion hypothesis is:

1. If significant value < 0.05 means the data is not homogeneous
2. If significant value > 0.05 means the data is homogeneous

2. Hypothesis Testing (t-test)

After the normality and homogeneity of the data was analyzed, the writer calculated the data of hypothesis test to know whether there is significant difference between students’ writing skill in experimental class and students’ writing skill in control class. The writer calculated the data by using t-test formula after the writer know the data which had obtained was normal and homogeneous. T-test was used to search whether outlining strategy affect students’ writing skill. Two classes were compared, the experimental class was variable X and the control class was variable Y.

The formula as follows:\[ t_o = \frac{M_x - M_y}{SE_{M_x-M_y}} \]

Where:

\( M_x \) = mean of variable X
\( M_y \) = mean of variable Y
SE = standard error

Therefore, before the writer calculated the data using t-test formula, the writer analyzed the students’ writing of analytical exposition text score by using several processes as follows:

---

1. Determining Mean of Variable X:

\[ M_x = \frac{\sum X}{N_x} \]

2. Determining Mean of Variable Y:

\[ M_y = \frac{\sum Y}{N_y} \]

3. Determining Standard of Deviation Score of Variable X:

\[ SD_x = \frac{\sqrt{\sum X^2}}{N_x} \]

4. Determining Standard of Deviation Score of Variable Y:

\[ SD_y = \frac{\sqrt{\sum Y^2}}{N_y} \]

5. Determining Standard Error of Mean of Variable X:

\[ SEM_x = \frac{SD_x}{\sqrt{N_x - 1}} \]

6. Determining Standard Error of Mean of Variable Y:

\[ SEM_y = \frac{SD_y}{\sqrt{N_y - 1}} \]

7. Determining Standard Error of Difference of Mean of Variable X and Y:

\[ SEM_{x-y} = \sqrt{SEM_x^2 + SEM_y^2} \]

The last procedure is determining \( df \) (degree of freedom) with formula:

\[ df = (N_x + N_y) - 2 \]
Where:

- \( M \) = the average of students score
- \( SD \) = standard deviation
- \( SE \) = standard errors
- \( X \) = experimental class
- \( Y \) = control class
- \( N_x \) = number of students of Experiment class
- \( N_y \) = number of students of Control class
- \( Df \) = degree of freedom

3. Measure of Effect Size

Calculation of the data for experimental study was not over yet. It still needed to prove scientifically how strong the effect of popular songs on students’ learning skill. The writer was using Cohen’s \( d \) to measure this effect.\(^{34}\) The formula is:

\[
d = \frac{(M_x - M_y)}{\text{pooled } SD}
\]

\[
\text{pooled } SD = \sqrt{\frac{(SD_x + SD_y)^2}{2}}
\]

After calculate the data by the formula, there are the guideline from Cohen to determine the size effect of the independent variable of this study,\(^{35}\)

- 0-0.20 = weak effect
- 0.21-0.50 = modest effect
- 0.51-1.00 = moderate effect
- > 1.00 = strong effect

---


\(^{35}\) Ibid., p. 139
4. **Statistical Hypothesis**

Statistical hypothesis are expressed as follow:

If \( t\)-value \(< t\)-table, \(H_o\) is accepted and \(H_a\) is rejected.

If \( t\)-value \(> t\)-table, \(H_a\) is accepted and \(H_o\) is rejected.

c. **Null Hypothesis (\(H_o\))**

There is no significant improvement on students’ writing of analytical exposition text by using outlining strategy and without outlining strategy.

d. **Alternative Hypothesis (\(H_a\))**

There is significant improvement on students’ writing of analytical exposition text by using outlining strategy and without outlining strategy.
CHAPTER IV
RESEARCH FINDINGS AND INTERPRETATION

A. Research Findings

1. Data Description

The study was conducted in at the eleventh grade of SMA IMTEK, the writer chose class XI. B as the experimental class and class XI. A as the controlled class, class XI. B as the experimental class consists of 30 students and class XI. A consists of 30 students but there were in experimental class. There are 2 tables below presenting the results of pre-test and post-test of the experiment class and controlled class, each table consists of 4 columns which consists of student number, pre-test and post-test score, and the last is gained score.

a. Data of Experimental Class

<table>
<thead>
<tr>
<th>Student no</th>
<th>Pre-Test</th>
<th>Post-test</th>
<th>Gained score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>80</td>
<td>83</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>53</td>
<td>60</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
<td>60</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>50</td>
<td>86</td>
<td>36</td>
</tr>
<tr>
<td>8</td>
<td>73</td>
<td>86</td>
<td>13</td>
</tr>
<tr>
<td>9</td>
<td>73</td>
<td>60</td>
<td>-13</td>
</tr>
<tr>
<td>10</td>
<td>66</td>
<td>83</td>
<td>17</td>
</tr>
<tr>
<td>11</td>
<td>90</td>
<td>90</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>96</td>
<td>90</td>
<td>-6</td>
</tr>
<tr>
<td>13</td>
<td>43</td>
<td>73</td>
<td>30</td>
</tr>
<tr>
<td>14</td>
<td>90</td>
<td>96</td>
<td>6</td>
</tr>
<tr>
<td>15</td>
<td>70</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>16</td>
<td>34</td>
<td>70</td>
<td>36</td>
</tr>
<tr>
<td>17</td>
<td>67</td>
<td>50</td>
<td>-17</td>
</tr>
<tr>
<td>18</td>
<td>90</td>
<td>83</td>
<td>-7</td>
</tr>
<tr>
<td>19</td>
<td>60</td>
<td>70</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>83</td>
<td>90</td>
<td>7</td>
</tr>
</tbody>
</table>
From the Data of Experimental class above, it showed that from the highest score pre-test of experimental class is 96 and for the minimum score is 27. Meanwhile, the maximum score post-test of experimental class is 96 and the minimum score of experimental class is 40. Furthermore the average score from 30 students of pre-test is 62,56 and the average score of post-test is 74,9 and from the gained score is 12,33 points. The data was obtained after the writer had conducted a research in experimental class by giving a treatment. From the data of experimental class above, it can be seen that there is a significant difference between students’ achievement of pre-test and post-test.

b. Data of Controlled Class

<table>
<thead>
<tr>
<th>Student No.</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>76</td>
<td>80</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>43</td>
<td>56</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>73</td>
<td>80</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>73</td>
<td>76</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>90</td>
<td>90</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>43</td>
<td>50</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>66</td>
<td>43</td>
<td>-23</td>
</tr>
</tbody>
</table>

Table 4.2
The result of students’ score in controlled class
Based on the data of controlled class above, it can be seen that, from the highest score of pre-test is 83 and from the lowest score of pre-test is 40. Meanwhile, from the table above showed that the highest score of post-test 96 and the lowest score of post-test 36. In addition, the average score from the 34 students above, from the pre-test is 62.83 and from the post-test 65.83. And it is got from the gained score is 3. It means that the score from the controlled class was also increase but it was not significant as experimental class, where is the gained score of control class only 3. It means slightly increase from the average score of control class. From two tables above, it can be inferred that there is higher score from the students of experimental class where is the writer conducted
a research in experimental class with giving a treatment by using outlining strategy in teaching analytical exposition text, if it was compared with the score of controlled class which was lower than experimental class which the writer didn’t give anything treatment in teaching analytical exposition text.

2. Data Analysis

a. Normality of the Data

Normality of the data was analyzed to know whether the data from two classes had been normally distributed or not. The data was displayed by Kolmogorov-Smirnov and Shapiro-Wilk in analyzing normality test. SPSS v 2.0 was used by the writer to analyze data. The result can be seen such as below:

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Group</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
<td>Sig.</td>
</tr>
<tr>
<td>Score</td>
<td>Experiment Class</td>
<td>.095</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Control Class</td>
<td>.178</td>
<td>30</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.

As stated in the table above, the score of normality data showed that there is a significant score between experimental class which was 0.699 and the controlled class was 0.016. The data was normally distributed if the data is higher in a significance $\alpha = 0.05$. It means that the data is normally distributed because both classes’ significances are above 0.05.
Table 4.5
Normality Test of Post-Test

<table>
<thead>
<tr>
<th>Tests of Normality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Score</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

\(a\). This is a lower bound of the true significance.

From the result of normality between post-test of experimental class and post-test of controlled class, the table shows that there is a significance of the experimental class was 0.56 and the controlled class was 0.387. The data was normal distributed if the data is higher in a significance \(\alpha = 0.05\). That means the writer can conclude that the data is normally distributed because both classes’ significances are above 0.05.

b. Homogeneity of the Data

Homogeneity test is done after the writer knew the result of normality test both of experimental class and controlled class, the homogeneity test was done in order to analyze the similarity of the sample in both classes. Levene statistic test was used by the writer to calculate the homogeneity test. The results are presented as follows:

Table 4.6
Homogeneity of Pre-Test

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene Statistic</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>4.024</td>
</tr>
</tbody>
</table>
From the table above, the writer can conclude that there is significance between pre-test of experimental class and controlled class which was the data 0.013. Based on the result of significance of homogeneity pre-test which was 0.013 which was higher than 0.05, it can be said that the data of pre-test was homogenous.

### Table 4.7
**Homogeneity of Post-Test**

<table>
<thead>
<tr>
<th>Control Class of Post-Test</th>
<th>Test of Homogeneity of Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene Statistic</td>
<td>df1</td>
</tr>
<tr>
<td>0.382</td>
<td>6</td>
</tr>
</tbody>
</table>

The homogeneity between pots-test of experimental class and controlled class above, the result showed that there is high significance between experimental class and controlled class which the result was 0.881. Therefore, the data of post-test was homogenous because it was higher than 0.05

c. **Hypothesis Test**

### Table 4.8
**The Statistical Calculation of the Gain Score of the Experimental and Controlled Class**

<table>
<thead>
<tr>
<th>No</th>
<th>Student (X)</th>
<th>Student (Y)</th>
<th>X-MX</th>
<th>Y-MY</th>
<th>(X-MX)^2</th>
<th>(Y-MY)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>4</td>
<td>-12.33</td>
<td>1</td>
<td>152.0289</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>13</td>
<td>17.67</td>
<td>-2.03</td>
<td>312.2289</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>7</td>
<td>-2.33</td>
<td>4</td>
<td>5.4289</td>
<td>16</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>3</td>
<td>-9.33</td>
<td>0</td>
<td>87.0489</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>0</td>
<td>-5.33</td>
<td>-3</td>
<td>28.4089</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>7</td>
<td>-12.33</td>
<td>4</td>
<td>152.0289</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>36</td>
<td>-23</td>
<td>23.67</td>
<td>-26</td>
<td>560.2689</td>
<td>676</td>
</tr>
<tr>
<td>8</td>
<td>13</td>
<td>-10</td>
<td>0.67</td>
<td>-13</td>
<td>0.4489</td>
<td>169</td>
</tr>
<tr>
<td>9</td>
<td>-13</td>
<td>6</td>
<td>-25.33</td>
<td>3</td>
<td>641.6089</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>17</td>
<td>-17</td>
<td>4.67</td>
<td>-20</td>
<td>21.8089</td>
<td>400</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
<td>6</td>
<td>-12.33</td>
<td>3</td>
<td>152.0289</td>
<td>9</td>
</tr>
<tr>
<td>12</td>
<td>-6</td>
<td>3</td>
<td>-18.33</td>
<td>0</td>
<td>335.9889</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>30</td>
<td>3</td>
<td>17.67</td>
<td>0</td>
<td>312.2289</td>
<td>0</td>
</tr>
</tbody>
</table>
The procedure of calculation as follows:

1. Determining mean of variable X (Experiment Class):
   
   \[ M_x = \frac{\sum f_x}{N_x} = \frac{370}{30} = 12.33 \]

2. Determining mean of variable Y (Control Class):
   
   \[ M_y = \frac{\sum f_y}{N_y} = \frac{90}{30} = 3 \]

3. Determining standard deviation of variable X:

   \[ SD_x = \sqrt{\frac{\sum f_x^2}{N_x}} = \sqrt{\frac{6511.1}{30}} = \sqrt{217.03} = 14.73 \]

4. Determining standard deviation of variable Y:

   \[ SD_y = \sqrt{\frac{\sum f_y^2}{N_y}} = \sqrt{\frac{3218}{30}} = \sqrt{107.26} = 10.35 \]

5. Determining standard error of mean variable X:

   \[ SE_{M_x} = \frac{SD_x}{\sqrt{N-1}} = \frac{14.73}{\sqrt{30-1}} = \frac{14.73}{5.38} = 2.73 \]

6. Determining standard error of mean variable Y:
7. Determining standard error of different mean of variable x and mean of variable Y:

\[
SE_{M_Y} = \frac{SD_Y}{\sqrt{N-1}} = \frac{10.35}{\sqrt{30-1}} = \frac{10.35}{5.38} = 1.92
\]

\[
SE_{M_x-M_Y} = \sqrt{SE_{M_x}^2 + SE_{M_Y}^2}
= \sqrt{2.73^2 + 1.92^2}
= \sqrt{7.4529 + 3.6864}
= \sqrt{11.1393}
= 3.33
\]

8. Statistical t-test formula:

\[
t_0 = \frac{M_x-M_y}{SE_{M_x-M_Y}} = \frac{12.33 - 3}{3.33} = \frac{9.33}{3.33} = 2.80
\]

9. Determining with degree of freedom (df) in significant level of 5 %

\[
Df = (N_x + N_y) - 2 = (30 + 30) - 2 = 60 - 2 = 58
\]

From the calculation above, the degree of comparison (df) value is 58 and from degree of significant value 0.05 or \(t_{table}\) is 1.672.

10. Effect Size Measurement

\[
d = \frac{(M_x-M_y)}{Pooled\ SD} = \frac{12.33 - 3}{12.54} = \frac{9.33}{12.54} = 0.7464
\]

*calculation of pooled:

\[
Pooled\ SD = \frac{(SD_x + SD_y)}{2} = \frac{(14.73 + 10.35)}{2} = 12.54
\]

Based on the calculation above, the result of \(d\) was 0.7464 and compared by Cohen’s guideline became 0.7464 > 1.00. It means that the effect of the independent variable was moderate effect.

According to calculation data above, the average gained score of experimental class was 12.33 and controlled class was 3. Standard deviation
gained score of experimental class was 14.73 and controlled class was 10.35. The average standard error of experimental class and controlled class was 3.33, the score for experimental class was 2.73 and controlled class 1.92. And the result of $t_{\text{observe}}$ from the experimental and controlled class was 2.80. Moreover the degree of freedom (df) from calculation above was 58, so the value of df 58 in the table $t_{\text{score}}$ at significance level of 5% was 1.672 and the $t_{\text{observe}}$ was 2.80. The result of comparison between $t_{\text{observe}}$ and $t_{\text{table}}$ was 2.80 > 1.672, it means $t_{\text{observe}}$ > $t_{\text{table}}$. Therefore, the result of data analysis proves that the null hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_a$) is accepted which showed that there was large effect of the students’ score in writing of analytical exposition text before and after using outlining strategy at eleventh grade of SMA IMTEK.

B. Interpretation

From the research that the writer had conducted approximately 1 month in November 2017 that the writer had conducted a research in writing skill of analytical exposition text by using outlining strategy which the result approved that using outlining strategy in writing analytical exposition text is effective. Therefore, the score showed that the result of average score pre-test of experimental class was 62.56 and average pre-test of controlled class was 62.83, it means that pre-test of controlled class was higher than pre-test of experimental class where there was slightly significance difference both of class before giving a treatment. If it was compared by post-test of experimental class which was 74.9 and controlled class which was 65.83, where there was significant improve in experimental class rather than in controlled class.

Moreover, according to hypothesis test of t-test, it showed that the result of $t_{\text{observe}}$ was 2.80, and the degree of freedom (df) was used in the significance level of 5% was 1.672. The result approved that t-test to > $t_{\text{table}}$ (2.80 > 1.672) it means that t-test was higher in rather than t-table. Therefore, the alternative hypothesis ($H_a$) is accepted and the Null hypothesis ($H_0$) is rejected.
From those results it can interpreted that there is significant different in the score of students’ writing of analytical exposition text by using outlining strategy and slightly difference between students’ score without using outlining in SMA IMTEK. Therefore, the conclusion of the research in teaching analytical exposition text by using outlining strategy in SMA IMTEK is effective.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The research is quasi-experimental design which was quantitatively methodology; and the research is intended to search the significant result of outlining strategy whether the strategy is effective or not in teaching analytical exposition text in SMA IMTEK. The result of comparison between t-observe and t-table was $2.80 > 1.672$, it means $t$-observe $> t$-table. Therefore, the result of data analysis proved that the null hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_a$) is accepted. It can be concluded that there was a significant different between students’ score of analytical exposition text by using outlining strategy in experimental class rather than teaching analytical exposition text without giving a treatment in control class. Finally, based on the result of statistical hypothesis, the conclusion can be seen that using outlining strategy in writing skill of analytical exposition text in eleventh grade of SMA IMTEK is effective.

B. Suggestion

Based on the research, there are some suggestion that the writer delivered to such as below:

1. For the English teacher, based on the writer assumptions during a research that it was not easy to teach students to write a text in English, moreover English in Indonesia is included as foreign language, so that students were not familiar in English, above all the writer suggested to many English teacher to use a strategy to facilitate students in expressing their idea especially in pre-writing, so that in pre-writing like outlining strategy students firstly can make a concept based on their idea such as in formal outlining, which can be expanded to broader idea, so that students can’t lose inspiration when they are writing such as analytical exposition text. Furthermore, teacher can find a strategy which is suitable with type a text.
Also teacher in teaching genre of text should know more about theory such as each genre text, so that teacher will know about a strategy which is suitable with genre text is being explained.

2. For students, they should practice more in writing skill, analytical exposition text can be alternative text to strengthen students’ writing skill, for example, it is better for students to find more current issues which are happening at that time. And students can make outlining strategy in writing before they make a broader idea, and then, students can adapt it into a text. By continuously practice students can be an expert in writing and also can enrich their vocabularies, furthermore students can be critical people with current issue.

3. For other researchers, it can be basic information if he or she will conduct with the same variable, because the outlining strategy can help students in writing analytical exposition text, moreover it can be also used to other kind of genre text.
REFERENCES


Tok Sukran and Kandemir Anil. “Effects of Creative Writing Activities on Students’ Achievement in Writing, Writing Dispositions and Attitude to English”. *Procedia-Behavioral and Sciences*, 174, 2015.


APPENDICIES
Appendix 1

RPP I (Kelas Eksperimen)

Rencana Pelaksanaan Pembelajaran

Sekolah : SMA IMTEK
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI. B
Alokasi Waktu : 2 x 40 Menit

A. Standar Kompetensi

2. Memahami makna teks fungsional pendek dan monolog berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari
4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

2.2. Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: analytical exposition
4.2. Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: analytical exposition

C. Indikator Pembelajaran

2.2.1 Mengidentifikasi makna dalam teks analytical exposition
2.2.2 Mengemukakan makna/ide pokok yang terdapat dalam contoh analytical exposition text
2.2.3 Menjelaskan langkah-langkah (generic structure) dalam Wacana analytical exposition text
4.2.2 Menjelaskan unsur-unsur kebahasaan (language features) dalam wacana analytical exposition text

4.2.3 Menyusun paragraph/esai dalam bentuk analytical exposition text

D. Tujuan Pembelajaran

Setelah mengikuti pembelajaran ini, peserta didik mampu:
1. Memahami struktur paragraf dan ciri kebahasaan yang ada dalam analytical exposition text
2. Menemukan ide/gagasan dengan menggunakan strategi outlining
3. Mampu menyusun esai paragraph dalam bentuk analytical exposition text
4. Mampu menghasilkan text essai yang berbentuk analytical exposition text dengan topic yang telah ditentukan yaitu tentang “The important of breakfast”

E. Materi Pembelajaran

1. Generic structure of Analytical Exposition Text
   Thesis Statement: The author’s point of view is called the thesis of the argument and this is written in the introduction. The introduction may include a preview of the arguments that will follow in the next section of the text. A question or emotional statement used to get audience attention.
   Arguments: A new paragraph is used to state argument. Each new paragraph begins with a topic sentence that introduces a new argument. After the topic sentence comes details that support the argument. Emotive words are used to persuade the audience to believe the author.
   Reiteration: A conclusion that sums up the arguments and reinforces the author’s point of view.
F. Language Feature of Analytical Exposition Text

a. The use of words that show the authors’ attitude (modality).

Modality is about a writer attitude towards the world. A writer can express certainty, possibility, willingness, obligation, necessity and ability by using modal words and expression, e.g. will, may, must, always, rarely.

b. The use of words that express feelings (emotive words).

Emotive word is word choice that is used to evoke emotion, e.g. interested, amazed, happy, love.

c. The use of words to link cause and effect.

There are conjunction, transition and preposition, e.g. because, therefore, due to.

d. Words that qualify.

Word that precedes an adjective or adverb increasing or decreasing the quality signified by the word it modifies, e.g. usually, probably.

e. Using linking words

Linking words help writers to build a logical argument by linking one statement to another. It can be form of linking arguments (firstly, on the other hand), providing examples (for instance, for example), additions and conclusion (most probably, so all in all I believe that).

f. Evaluative language.

In order to express an opinion or point of view, a writer must use evaluative language. Evaluative language means words that show a judgment of a person or thing, or by showing emotion. Evaluative language goes beyond facts that everyone would agree on (e.g. important, significant, and valuable).
G. Example of Analytical Exposition Text

Smoking at Restaurants

Smoking in restaurants is just not right. It must not be allowed because it is rude, harmful to others and dangerous for the smokers themselves.

First of all, smoking in restaurants is impolite. The smell of the smoke affects all people and may affect their food. People pay to taste good food and not to be put off by full-smelling smoke.

Another reason smoking should not be allowed at restaurants is the harm it can do to others. Passive smoking, that is breathing in smoke made by a smoker, can lead to asthma attack and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just at restaurants.

Therefore, smoking at restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

Contoh penggunaan outlining strategy

I. Thesis statement: Smoking in restaurants is just not right

II. Argument I
   A. Point
      1. Elaboration: First of all, smoking in restaurants is impolite
      2. Elaboration: The smell of the smoke affects all people and may affect their food

III. Argument II
   A. Point
      1. Elaboration: Finally, smoking is dangerous and a health risk to the smokers
2. Elaboration: Cigarettes cause heart and lung disease

IV. Conclusion: Therefore, smoking at restaurants is impolite

H. Media Pembelajaran

1. Handout berupa contoh analytical exposition text

I. Metode Pembelajaran

1. Outlining strategy
2. Grammar translation method

J. Langkah-langkah kegiatan pembelajaran

Kegiatan awal 5-10 menit

1. Memberi dan menjawab salam
2. Berdo’a bersama
3. Mengecek kehadiran dan menyatakan kehadiran siswa
4. Memberikan Ice Breaking terlebih dahulu untuk memotivasi siswa dalam belajar
5. Menjelaskan mengenai tujuan pembelajaran hari ini

Kegiatan Inti

Elaborasi (60-70 menit)

1. Guru membagi siswa kedalam 7 kelompok setiap kelompok terdiri dari 5 orang
2. Guru memberikan handout berisi analytical exposition text untuk dipelajari
3. Guru memberikan handout yang berisi analytical exposition text pada masing-masing kelompok
4. Guru meminta siswa untuk berdiskusi dalam kelompok mereka dan meminta siswa untuk menemukan ide pokok yang ada dalam analytical exposition text.
5. Setelah siswa selesai berdiskusi, guru meminta siswa untuk mempresentasikan hasil dari diskusi mereka, setiap kelompok menunjuk satu orang untuk mempresentasikan kerja kelompok.
6. Guru bertanya kepada siswa tentang jenis teks apa yang telah mereka diskusikan
7. Siswa mendengarkan dan memperhatikan penjelasan dari guru tentang pengertian, pola paragraf dan struktur kebahasaan paragraf analytical exposition text
8. Guru bersama siswa menganalisa pola paragraf dan struktur kebahasaan paragraf analytical exposition text dengan menggunakan handout berisi contoh yang telah mereka diskusikan.
9. Guru memperkenalkan strategi outlining untuk memudahkan siswa dalam membuat analytical exposition text
10. Guru memberikan desain strategi outlining untuk membuat analytical exposition text
11. Dalam handout berisi analytical exposition text yang telah diberikan, guru meminta siswa untuk menganalisa teks dengan menggunakan pola outlining strategy
12. Setelah mereka menganalisa teks dengan menggunakan outlining strategy, siswa diminta untuk menghasilkan pola outlining strategy dalam bentuk teks analytical exposition dengan judul “Smoking at Restaurants” yang telah diberikan dalam handout.

Konfirmasi (5 menit)
1. Bertanya kepada siswa tentang paragraf analytical exposition text dengan menggunakan outlining strategy
2. Memberikan umpan balik positif dan penguatan dalam bentuk lisan (good job, great, well done), tulisan, isyarat (giving applause), maupun hadiah terhadap keberhasilan peserta didik.

Kegiatan Akhir Penutup (5 menit)
1. Memberi kesempatan kepada peserta didik untuk bertanya
2. Mengulas secara singkat apa yang telah dipelajari hari ini
3. Feedback untuk mengetahui daya serap siswa
4. Memberi tugas/pekerjaan rumah

K. Sumber Belajar
1. English Book for Senior High School Grade XI KTSP 2006 Penerbit Tim Masmedia Buana Pustaka

L. Penilaian

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Teknik</th>
<th>Bentuk Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Memahami struktur paragraf dan ciri kebahasaan yang ada dalam analytical exposition text</td>
<td>Tes lisan</td>
<td>Tanya jawab</td>
</tr>
<tr>
<td>2. Menemukan ide dengan menggunakan strategi outlining</td>
<td>Tes tertulis</td>
<td>Esai</td>
</tr>
<tr>
<td>3. Menuangkan ide dari strategi outlining kedalam analytical exposition text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Menghasilkan teks esai</td>
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</tbody>
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Nilai = \( \text{Jumlah skor maksimal} \times 100 \)

30

Tangerang, 7 November 2017

Guru Praktikan

SEHA
Appendix 2

RPP II (Kelas Eksperimen)

Rencana Pelaksanaan Pembelajaran

Sekolah : SMA IMTEK
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI. B
Alokasi Waktu : 2 x 40 Menit

A. Standar Kompetensi

2. Memahami makna teks fungsional pendek dan monolog berbentuk reports, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari

4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

2.2. Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk analytical exposition

4.2. Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: analytical exposition

C. Indikator Pembelajaran

2.2.1. Mengidentifikasi makna dalam teks analytical exposition
2.2.2 Mengemukakan makna/ide pokok yang terdapat dalam contoh analytical exposition text
2.2.3 Menjelaskan langkah-langkah (generic structure) dalam Wacana analytical exposition text
4.2.2 Menjelaskan unsur-unsur kebahasaan (language features) dalam wacana analytical exposition text
4.2.3 Menyusun paragraph/esai dalam bentuk analytical exposition text

D. Tujuan Pembelajaran

Setelah mengikuti pembelajaran ini, peserta didik mampu:
5. Memahami struktur paragraf dan ciri kebahasaan yang ada dalam analytical exposition text
6. Menemukan ide/gagasan dengan menggunakan strategi outlining
7. Mampu menyusun esai paragraph dalam bentuk analytical exposition text
8. Mampu menghasilkan text essai yang berbentuk analytical exposition text dengan topic yang telah ditentukan yaitu tentang

E. Materi Pembelajaran

2. Generic structure of Analytical Exposition Text

Thesis Statement : The author’s point of view is called the thesis of the argument and this is written in the introduction. The introduction may include a preview of the arguments that will follow in the next section of the text. A question or emotional statement used to get audience attention.

Arguments : A new paragraph is used to state argument. Each new paragraph begins with a topic sentence that introduces a new argument. After the topic
sentence comes details that support the argument. Emotive words are used to persuade the audience to believe the author.

Reiteration: A conclusion that sums up the arguments and reinforces the author’s point of view.

F. Language Feature of Analytical Exposition Text
   
a. The use of words that show the authors’ attitude (modality).
   
   Modality is about a writer attitude towards the world. A writer can express certainty, possibility, willingness, obligation, necessity and ability by using modal words and expression, e.g. will, may, must, always, rarely.

   b. The use of words that express feelings (emotive words).
   
   Emotive word is word choice that is used to evoke emotion, e.g. interested, amazed, happy, love.

   c. The use of words to link cause and effect.
   
   There are conjunction, transition and preposition, e.g. because, therefore, due to.

   d. Words that qualify.
   
   Word that precedes an adjective or adverb increasing or decreasing the quality signified by the word it modifies, e.g. usually, probably.

   e. Using linking words
   
   Linking words help writers to build a logical argument by linking one statement to another. It can be form of linking arguments (firstly, on the other hand), providing examples (for instance, for example), additions and conclusion (most probably, so all in all I believe that).

   f. Evaluative language.
   
   In order to express an opinion or point of view, a writer must use evaluative language. Evaluative language means words that show a judgment of a person or thing, or by showing emotion. Evaluative
language goes beyond facts that everyone would agree on (e.g. important, significant, and valuable).

G. Example of Analytical Exposition Text

Children and Television

Our topic today is television and how it affects us. As you know that today children watch a lot of TV. The average child watches about three and a half hours every day. More and more parents are worried that television will affect their kids.

What do they worry about? Well, one thing that parents worry is how violence on television affects their kids.

The first opinion is that violence on television make children more aggressive. Many parents think that violence on television affects children to gradually accept violence as a way to solve problems. There are two reasons for this view. The first reason is that there is a lot of violence on television today. Some people have counted the violent actions on TV is about 10 per hour. OK, ten violent actions per hour of TV. And guess what/the most violent show on TV are children’s cartoons. Cartoons have an average of 18 violent actions per hour! So, let’s think about this. By the time a child is twelve, he or she will see a total about 8000 murders and 100,000 other violent actions on television. That is a lot of violence! Parents are worried that all this stuff will make their children become more violent.

The second reason that parents are worried about violence on TV is that children like to imitate things that they see. Children learn by imitating adults and, like it or not. Children from two or five years old may not know the difference between something on TV and real life. One very sad example of this happened to a little five-year-old boy. The little boy saw cartoon on TV where the cartoon characters lit abed on fire and said
“Fire is fun! The same day this little imitated what he saw on TV, and lit his two-year-old sister's bed on fire. His sister died in the fire, and their house burned down. Why did he do it? Was it because he watched it on TV? Many people think so.

So, this is one example of how children can imitate violence they see on TV. Because there’s a lot of violence on TV, many parents want to stop it.

Contoh penggunaan outlining strategy

<table>
<thead>
<tr>
<th>I. Thesis statement</th>
<th>the impact of television to children can’t be avoided</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Argument I</td>
<td></td>
</tr>
<tr>
<td>1. Elaboration</td>
<td>The first opinion is that violence on television make children more aggressive</td>
</tr>
<tr>
<td>2. Elaboration</td>
<td>The first reason is that there is a lot of violence on television today</td>
</tr>
<tr>
<td>II. Argument II</td>
<td></td>
</tr>
<tr>
<td>B.     Point</td>
<td></td>
</tr>
<tr>
<td>1. Elaboration</td>
<td>The second reason that parents are worried about violence on TV is that children like to imitate things that they see</td>
</tr>
<tr>
<td>2. Elaboration</td>
<td>One very sad example of this happened to a little five-year-old boy.</td>
</tr>
<tr>
<td>III. Conclusion</td>
<td>So, this is one example of how children can imitate violence they see on TV</td>
</tr>
</tbody>
</table>

H. Media Pembelajaran

1. Handout berupa contoh teks analytical exposition
I. Metode Pembelajaran

1. Outlining strategy
2. Grammar translation method

J. Langkah-langkah kegiatan pembelajaran

Kegiatan awal 5-10 menit

1. Memberi dan menjawab salam
2. Berdo’a bersama
3. Mengecek kehadiran dan menyatakan kehadiran siswa
4. Memberikan Ice Breaking terlebih dahulu untuk memotivasi siswa dalam belajar
5. Menjelaskan mengenai tujuan pembelajaran hari ini

K. Kegiatan Inti

Elaborasi (60-70 menit)

6. Guru membagi siswa kedalam 7 kelompok setiap kelompok terdiri dari 5 orang
7. Guru membagikan handout yang berisi contoh analytical exposition text pada tiap-tiap kelompok
8. Guru meminta siswa untuk berdiskusi dalam kelompok mereka untuk menemukan ide pokok dari text berjudul “Children and Television”
10. Guru bersama siswa menganalisa generic structure dari sebuah analytical exposition text
11. Setelah siswa mengetahui tentang pola (design) strategi outlining seperti yang telah dijelaskan pada pertemuan pertama, siswa diminta untuk menganalisa contoh analytical exposition text dengan judul “Children and television” dengan menggunakan pola strategi outlining
Selanjutnya, guru meminta siswa untuk membuat pola outlining strategy yang berjudul “The benefits of swimming” dari sebuah teks analytical exposition.

Sebagai tugas rumah, guru meminta siswa untuk membuat sebuah analytical exposition teks dengan pola outlining strategy yang telah mereka buat.

Konfirmasi (5 menit)

Bertanya kepada siswa tentang paragraf analytical exposition text dengan menggunakan outlining strategy

Memberikan umpan balik positif dan penguatan dalam bentuk lisan (good job, great, well done), tulisan, isyarat (giving applause), maupun hadiah terhadap keberhasilan peserta didik.

Kegiatan Akhir Penutup (5 menit)

Memberi kesempatan kepada peserta didik untuk bertanya

Mengulas secara singkat apa yang telah dipelajari hari ini

Feedback untuk mengetahui daya serap siswa

Memberi tugas/pekerjaan rumah

I. Sumber Belajar

1. English Book for Senior High School Grade XI KTSP 2006 Penerbit Tim Masmedia Buana Pustaka
J. Penilaian

<table>
<thead>
<tr>
<th>Indicator</th>
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<td>6. Menemukan ide dengan menggunakan strategi outlining</td>
<td>Tes tertulis</td>
<td>Esai</td>
</tr>
<tr>
<td>7. Menuangkan ide dari strategi outlining kedalam analytical exposition text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Menghasilkan teks esai analytical exposition text dengan topic yang telah ditentukan</td>
<td></td>
<td></td>
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</table>

Nilai = (Jumlah skor maksimal) x 100

30

Tangerang, 9 November 2017
Guru Praktikan
SEHA
Appendix 3

RPP III (Kelas Eksperimen)

Rencana Pelaksanaan Pembelajaran

Sekolah : SMA IMTEK
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI. B
Alokasi Waktu : 2 x 40 Menit

A. Standar Kompetensi

2. Memahami makna teks fungsional pendek dan monolog berbentuk reports, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari

4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari

B. Kompetensi Dasar

2.2. Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk analytical exposition

4.2. Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: analytical exposition

C. Indikator Pembelajaran

2.2.1. Mengidentifikasi makna dalam teks analytical exposition

2.2.2. Mengemukakan makna/ide pokok yang terdapat dalam contoh analytical exposition text
2.2.3 Menjelaskan langkah-langkah (generic structure) dalam Wacana analytical exposition text
4.2.2 Menjelaskan unsur-unsur kebahasaan (language features) dalam wacana analytical exposition text
4.2.3 Menyusun paragraph/esai dalam bentuk analytical exposition text.

D. Tujuan Pembelajaran

Setelah mengikuti pembelajaran ini, peserta didik mampu:
1. Memahami struktur paragraf dan ciri kebahasaan yang ada dalam analytical exposition text
2. Menemukan ide/gagasan dengan menggunakan strategi outlining
3. Mampu menyusun esai paragraph dalam bentuk analytical exposition text
4. Mampu menghasilkan text essay yang berbentuk analytical exposition text dengan topic yang telah ditentukan yaitu tentang

E. Materi Pembelajaran

1. Generic structure of Analytical Exposition Text

Thesis Statement : The author’s point of view is called the thesis of the argument and this is written in the introduction. The introduction may include a preview of the arguments that will follow in the next section of the text. A question or emotional statement used to get audience attention.

Arguments : A new paragraph is used to state argument. Each new paragraph begins with a topic sentence that introduces a new argument. After the topic sentence comes details that support the argument. Emotive
words are used to persuade the audience to believe the author.

Reiteration: A conclusion that sums up the arguments and reinforces the author’s point of view.

F. Language Feature of Analytical Exposition Text
   a. The use of words that show the authors’ attitude (modality).
      Modality is about a writer attitude towards the world. A writer can express certainty, possibility, willingness, obligation, necessity and ability by using modal words and expression, e.g. will, may, must, always, rarely.
   b. The use of words that express feelings (emotive words).
      Emotive word is word choice that is used to evoke emotion, e.g. interested, amazed, happy, love.
   c. The use of words to link cause and effect.
      There are conjunction, transition and preposition, e.g. because, therefore, due to.
   d. Words that qualify.
      Word that precedes an adjective or adverb increasing or decreasing the quality signified by the word it modifies, e.g. usually, probably.
   e. Using linking words
      Linking words help writers to build a logical argument by linking one statement to another. It can be form of linking arguments (firstly, on the other hand), providing examples (for instance, for example), additions and conclusion (most probably, so all in all I believe that).
   f. Evaluative language.
      In order to express an opinion or point of view, a writer must use evaluative language. Evaluative language means words that show a judgment of a person or thing, or by showing emotion. Evaluative language goes beyond facts that everyone would agree on (e.g. important, significant, and valuable).
G. Example of Analytical Exposition Text

**The Benefit of Breakfast**

Breakfast is often described as the most important meal of the day, and rightfully so — it not only provides important daily nutrients such as protein, fiber, calcium and carbohydrates, but it also helps improve school performance.

Breakfast provides the body and brain with fuel after an overnight fast. Apart from providing us with energy, breakfast foods are good sources of important nutrients such as calcium, iron and B vitamins as well as protein and fibre. The body needs these essential nutrients and research shows that if these are missed at breakfast, they are less likely to be compensated for later in the day.

Breakfast can be good for waistline too, research shows those who eat breakfast are less likely to be overweight and more likely to be within their ideal weight range compared with breakfast skippers. If you skip breakfast, you’re more likely to reach for high sugar and fatty snacks mid-morning.

Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function. Many Breakfast provides energy studies have shown how eating breakfast can improve memory and concentration levels and it can also make us happier as it can improve mood and lower stress levels. In studies amongst children, breakfast can improve attainment, behaviour and has been linked to improved grades. Just like any other organ in the body, the brain needs energy to work at it’s best!

So, it is important for us to have breakfast
I. Thesis statement: Breakfast is often described as the most important meal of the day, and rightfully.

II. Argument I
   A. Point
      1. Elaboration: Breakfast provides the body and brain with fuel after an overnight fast
      2. Elaboration: The body needs these essential nutrients

III. Argument II
   A. Point
      1. Elaboration: Breakfast can be good for waistline too
      2. Elaboration: Breakfast also restores glucose levels, an essential carbohydrate that is needed for the brain to function

IV. Conclusion: So, it is important for us to have breakfast.

H. Media Pembelajaran
   1. Handout berupa contoh analytical exposition text

I. Metode Pembelajaran
   1. Outlining strategy
   2. Grammar translation method

J. Langkah langkah kegiatan pembelajaran

Kegiatan awal 5-10 menit
   1. Memberi dan menjawab salam
   2. Berdo’a bersama
   3. Mengecek kehadiran dan menyatakan kehadiran siswa
   4. Memberikan Ice Breaking terlebih dahulu untuk memotivasi siswa dalam belajar
   5. Menjelaskan mengenai tujuan pembelajaran hari ini
**Kegiatan Inti**

*Elaborasi (60-70 menit)*

6. Guru membagi siswa kedalam 7 kelompok setiap kelompok terdiri dari 5 orang

7. Guru membagikan handout yang berisi contoh analytical exposition text pada tiap-tiap kelompok

8. Guru meminta siswa untuk berdiskusi dalam kelompok mereka dan meminta siswa untuk menemukan ide pokok dari text berjudul “The Benefit of Breakfast”


10. Guru bersama siswa menganalisa generic structure dari sebuah analytical exposition text

11. Selanjutnya siswa diminta untuk menghasilkan pola strategi outlining dengan gagasan/ide mereka berjudul “Disadvantage of Littering”.

12. Sebagai pekerjaan rumah, siswa diminta untuk membuat sebuah teks analytical exposition dengan judul “Disadvantage of Littering” dengan pola strategi outlining yang telah mereka buat.

**Konfirmasi (5 menit)**

13. Bertanya kepada siswa tentang paragraf analytical expositition text dengan menggunakan outlining strategy

14. Memberikan umpan balik positif dan penguatan dalam bentuk lisan (*good job, great, well done*), tulisan, isyarat (*giving applause*), maupun hadiah terhadap keberhasilan peserta didik.

**Kegiatan Akhir Penutup (5 menit)**

15. Memberi kesempatan kepada peserta didik untuk bertanya

16. Mengulas secara singkat apa yang telah dipelajari hari ini

17. Feedback untuk mengetahui daya serap siswa

18. Memberi tugas/pekerjaan rumah
### K. Sumber Belajar

1. English Book for Senior High School Grade XI KTSP 2006
   Penerbit Tim Masmedia Buana Pustaka

### L. Penilaian

<table>
<thead>
<tr>
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<td>12. Menghasilkan teks esai analytical exposition text dengan topic yang telah ditentukan</td>
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</table>

Nilai = (Jumlah skor maksimal) x 100

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Tangerang, 16 November 2017

Guru Praktikan

SEHA
Appendix 4

RPP IV (Kelas Eksperimen)

Rencana Pelaksanaan Pembelajaran

Sekolah : SMA IMTEK
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI. B
Alokasi Waktu : 2 x 40 Menit

A. Standar Kompetensi

2. Memahami makna teks fungsional pendek dan monolog berbentuk reports, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari
4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

2.2. Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk analytical exposition
4.2. Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: analytical exposition

C. Indikator Pembelajaran

2.2.1 Mengidentifikasi makna dalam teks analytical exposition
2.2.2 Mengemukakan makna/ide pokok yang terdapat dalam contoh analytical exposition text
2.2.3 Menjelaskan langkah-langkah (generic structure) dalam Wacana analytical exposition text
4.2.2 Menjelaskan unsur-unsur kebahasaan (language features) dalam wacana analytical exposition text
4.2.3 Menyusun paragraph/esai dalam bentuk analytical exposition text.

D. Tujuan Pemelajaran
Setelah mengikuti pembelajaran ini, peserta didik mampu:
2. Memahami struktur paragraf dan ciri kebahasaan yang ada dalam analytical exposition text
3. Menemukan ide/gagasan dengan menggunakan strategi outlining
4. Mampu menyusun esai paragraph dalam bentuk analytical exposition text
5. Mampu menghasilkan text essai yang berbentuk analytical exposition text dengan topic yang telah ditentukan yaitu tentang “The benefits of having a sport in the morning”

E. Materi Pemelajaran
a. Generic structure of Analytical Exposition Text

Thesis Statement : The author’s point of view is called the thesis of the argument and this is written in the introduction. The introduction may include a preview of the arguments that will follow in the next section of the text. A question or emotional statement used to get audience attention.

Arguments : A new paragraph is used to state argument. Each new paragraph begins with a topic sentence that introduces a new argument. After the topic sentence comes details that support the argument. Emotive
words are used to persuade the audience to believe the author.

Reiteration: A conclusion that sums up the arguments and reinforces the author’s point of view.

F. Language Feature of Analytical Exposition Text

a. The use of words that show the authors’ attitude (modality).
   Modality is about a writer attitude towards the world. A writer can express certainty, possibility, willingness, obligation, necessity and ability by using modal words and expression, e.g. will, may, must, always, rarely.

b. The use of words that express feelings (emotive words).
   Emotive word is word choice that is used to evoke emotion, e.g. interested, amazed, happy, love.

c. The use of words to link cause and effect.
   There are conjunction, transition and preposition, e.g. because, therefore, due to.

d. Words that qualify.
   Word that precedes an adjective or adverb increasing or decreasing the quality signified by the word it modifies, e.g. usually, probably.

e. Using linking words
   Linking words help writers to build a logical argument by linking one statement to another. It can be form of linking arguments (firstly, on the other hand), providing examples (for instance, for example), additions and conclusion (most probably, so all in all I believe that).

f. Evaluative language.
   In order to express an opinion or point of view, a writer must use evaluative language. Evaluative language means words that show a judgment of a person or thing, or by showing emotion. Evaluative
language goes beyond facts that everyone would agree on (e.g. *important, significant, and valuable*).

**G. Example of Analytical Exposition Text**

**Garbage Service Need Improvement**

There have been many complaints recently about the ABC garbage collection service. The official department has agreed that the service needs improvement. But nothing has been done! In some streets the garbage is collected only once a month because the workmen are not supervised. In other streets, collection is more frequent but half of the garbage is left in the road. The workmen are too lazy to pick it up and put it in the trucks. In some parts of the colony, house-holders are dumping their garbage on the waste land. This is dangerous and an unhealthy to do. These ‘dumps’ may catch fire and they will certainly attract rats and flies. It is the duty of the official department to collect all the garbage efficiently and regularly.
VI. Thesis statement: There have been many complaints recently about the ABC garbage collection service

VII. Argument I
  B. Point
    3. Elaboration: In some streets the garbage is collected only once a month because the workmen are not supervised
    4. Elaboration: The workmen are too lazy to pick it up and put it in the trucks.

VIII. Argument II
  B. Point
    3. Elaboration: In some parts of the colony, house-holders are dumping their garbage on the waste land
    4. Elaboration: These ‘dumps’ may catch fire

IX. Conclusion: It is the duty of the official department

H. Media Pembelajaran
   1. Handout berupa contoh analytical exposition text

I. Metode Pembelajaran
   1. Outlining strategy
   2. Grammar translation method

J. Langkah-langkah kegiatan pembelajaran Kegiatan awal 5-10 menit
   1. Memberi dan menjawab salam
   2. Berdo’a bersama
   3. Mengecek kehadiran dan menyatakan kehadiran siswa
   4. Memberikan Ice Breaking terlebih dahulu untuk memotivasi siswa dalam belajar
   5. Menjelaskan mengenai tujuan pembelajaran hari ini
**Kegiatan Inti**

*Elaborasi (60-70 menit)*

1. Guru membagi siswa kedalam 7 kelompok setiap kelompok terdiri dari 5 orang
2. Guru membagikan handout yang berisi contoh analytical exposition text pada tiap-tiap kelompok
3. Guru meminta siswa untuk berdiskusi dalam kelompok mereka dan meminta siswa untuk menemukan ide pokok dari text berjudul “Garbage Service Need Improvement”
4. Selanjutnya, Guru meminta perwakilan kelompok untuk mempresentasikan hasil dari yang mereka diskusikan.
5. Guru bersama siswa menganalisa generic structure dari sebuah analytical ekspotion text
6. Selanjutnya guru meminta siswa untuk membuat pola outlining strategy dengan judul “The Benefits of Having a Sport in the Morning”
7. Selanjutnya siswa diminta untuk menghasilkan pola strategi outlining dengan gagasan/ide mereka.
8. Setelah siswa menghasilkan pola outlining strategi, selanjutnya siswa diminta untuk membuat analytical exposition teks secara lengkap.

**Konfirmasi (5 menit)**

1. Bertanya kepada siswa tentang paragraf analytical exposition text dengan menggunakan outlining strategy
2. Memberikan umpan balik positif dan penguatan dalam bentuk lisan *(good job, great, well done)*, tulisan, isyarat *(giving applause)*, maupun hadiah terhadap keberhasilan peserta didik.

**Kegiatan Akhir Penutup (5 menit)**

1. Memberi kesempatan kepada peserta didik untuk bertanya
2. Mengulas secara singkat apa yang telah dipelajari hari ini
3. Feedback untuk mengetahui daya serap siswa
K. Sumber Belajar
1. English Book for Senior High School Grade XI KTSP 2006 Penerbit Tim Masmedia Buana Pustaka

L. Penilian

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Teknik</th>
<th>Bentuk Instrumen</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Memahami struktur paragraf dan ciri kebahasaan yang ada dalam analytical exposition text</td>
<td>Tes lisan</td>
<td>Tanya jawab</td>
</tr>
<tr>
<td>14. Menemukan ide dengan menggunakan strategi outlining</td>
<td>Tes tertulis</td>
<td>Esai</td>
</tr>
<tr>
<td>15. Menuangkan ide dari strategi outlining kedalam analytical exposition text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Menghasilkan teks esai analytical exposition text dengan topic yang telah ditentukan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nilai = (Jumlah skor maksimal) x 100

30

Tangerang, 21 November 2017

Guru Praktikan

SEHA
Appendix 5

Instrument of the test
Experiment Class
(Pre-test)

Name : [Handwritten]
Class : [Handwritten]

Write an analytical Exposition text with the title “Should be banned to bring handphone in the school ?”

<table>
<thead>
<tr>
<th>Should be banned to bring handphone in the school ?</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis</strong> : Mobile Phone is a sophisticated communication tool and handphone can also connect all social networking.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Argument</strong> : Less agree because mobile phones can interfere with learning and bear teaching activities and mobile phones can also bring positive and negative impact and negative impact is when brought to school will be disturbing and not allowed by all teachers because all and all bad things can happen by mobile phone.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Reiteration</strong> : the conclusion is we have to use the phone according to what we need and keep the negative things in the phone.</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
</tr>
</tbody>
</table>
Appendix 6

Table 3.1
Rubric of Analytic Scoring by John Anderson

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grammar</td>
<td>6</td>
<td>Few (if any) noticeable errors of grammar or word order</td>
</tr>
<tr>
<td>1</td>
<td>Grammar</td>
<td>5</td>
<td>Some errors of grammar or word order which do not, however interfere with comprehension</td>
</tr>
<tr>
<td>1</td>
<td>Grammar</td>
<td>5</td>
<td>Errors of grammar or word order fairly frequent; occasional rereading necessary for full comprehension</td>
</tr>
<tr>
<td>1</td>
<td>Grammar</td>
<td>3</td>
<td>Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader’s part.</td>
</tr>
<tr>
<td>1</td>
<td>Grammar</td>
<td>2</td>
<td>Errors of grammar or word order very frequent; reader often has to rely on own interpretation.</td>
</tr>
<tr>
<td>1</td>
<td>Grammar</td>
<td>1</td>
<td>Errors of grammar or word order so severe as to make comprehension virtually impossible.</td>
</tr>
<tr>
<td>No</td>
<td>Aspect</td>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>----</td>
<td>--------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>2</td>
<td>Vocabulary</td>
<td>6</td>
<td>Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Occasionally uses inappropriate terms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>relies or circumlocutions; expression of ideas hardly impaired</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Uses wrong or inappropriate words fairly frequent; expression of ideas may be limited because of ideas inadequate vocabulary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Limited vocabulary and frequent errors clearly hinder expression of ideas.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Vocabulary so limited and so frequently misused that reader must often rely on own interpretation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Vocabulary limitation so extreme as to make writing virtually impossible</td>
</tr>
<tr>
<td>3</td>
<td>Mechanic</td>
<td>1</td>
<td>Few (if any) noticeable lapses in punctuation or spelling.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Errors in punctuation or spelling fairly frequent; occasional rereading necessary for full comprehension.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Frequent errors in spelling or punctuation; lead sometimes to obscurity.</td>
</tr>
</tbody>
</table>
|    |         | 6 | Errors in spelling or punctuation so
frequent that reader must often rely on own interpretation.
Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Fluency</td>
<td>6</td>
<td>Choice of structures and vocabulary consistently appropriate; like that of educated native writer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
<td>Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>‘Patchy’, with some structures or vocabulary items noticeably inappropriate to general style.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Structures or vocabulary items sometimes not only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Inappropriate but also misused; little sense of ease of communication.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Communication often impaired by completely inappropriate or misused structures or vocabulary items.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A ‘hotch-potch’ of half learned misused structures and vocabulary items rendering communication almost impossible.</td>
</tr>
<tr>
<td>Score</td>
<td>Organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Highly organized; clear progression of ideas well linked; like educated native writer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Material well organized; links could occasionally be clearer but communication not impaired.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Some lack of organization; re-reading required for clarification of ideas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Little or no attempt at connectivity, though reader can deduce some organization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Individual ideas may be clear, but very difficult to deduce connection between them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Lack of organization so severe that communication is seriously impaired.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 7

Instrument of the test
(Post-Test)

Name: Junaeriyan
Class: XIB

Write an analytical Exposition text with the title "Are Social Media Bad for Teenagers?"

<table>
<thead>
<tr>
<th>Are Social Media bad for Teenagers?</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis: Social media is a socialization media that is widely used among people, especially teenagers.</td>
<td>5</td>
</tr>
<tr>
<td>Arguments: I think social media is good when used properly. For example, we can communicate with people far away by using social media. And with social media, we can add friends through Facebook and with social media we can change the hobby by making videos. For example, how to cook or how to play the right ball. And with social media we can make video calls so that we can meet face to face with others who are far apart.</td>
<td>6</td>
</tr>
<tr>
<td>Retention: Social media is good because many benefits but social media also has a negative side.</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
</tr>
</tbody>
</table>
## Appendix 8

### Rubric of Analytic Scoring by John Anderson

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grammar</td>
<td>6</td>
<td>Few (if any) noticeable errors of grammar or word order</td>
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<td></td>
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<td>Errors of grammar or word order fairly frequent; occasional rereading necessary for full comprehension</td>
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<tr>
<td></td>
<td></td>
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<td>Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader’s part.</td>
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<td>Errors of grammar or word order very frequent; reader often has to rely on own interpretation.</td>
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<tr>
<td></td>
<td></td>
<td>1</td>
<td>Errors of grammar or word order so severe as to make comprehension virtually impossible.</td>
</tr>
<tr>
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<td>Aspect</td>
<td>Score</td>
<td>Description</td>
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<td>----</td>
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<tr>
<td>2</td>
<td>Vocabulary</td>
<td>6</td>
<td>Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer. Occasional uses inappropriate terms relies or circumlocutions; expression of ideas hardly impaired. Uses wrong or inappropriate words fairly frequent; expression of ideas may be limited because of ideas inadequate vocabulary. Limited vocabulary and frequent errors clearly hinder expression of ideas. Vocabulary so limited and so frequently misused that reader must often rely on own interpretation. Vocabulary limitation so extreme as to make writing virtually impossible.</td>
</tr>
<tr>
<td>3</td>
<td>Mechanic</td>
<td>1</td>
<td>Few (if any) noticeable lapses in punctuation or spelling.</td>
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<td></td>
<td></td>
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<td>3</td>
<td>Errors in punctuation or spelling fairly frequent; occasional rereading necessary for full comprehension.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Frequent errors in spelling or punctuation; lead sometimes to</td>
</tr>
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<td></td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
obscurity.
Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

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<tr>
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<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Fluency</td>
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<td></td>
<td>4</td>
<td>Structures or vocabulary items sometimes not only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Inappropriate but also misused; little sense of ease of communication. Communication often impaired by completely inappropriate or misused structures or vocabulary items.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>A ‘hotch-potch’ of half learned misused structures and vocabulary items rendering communication almost impossible.</td>
</tr>
<tr>
<td>No</td>
<td>Aspect</td>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>----</td>
<td>-------------</td>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Organization</td>
<td>6</td>
<td>Highly organized; clear progression of ideas well linked; like educated native writer.</td>
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<td>2</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Lack of organization so severe that communication is seriously impaired.</td>
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</tbody>
</table>
## Appendix 9

### Students’ Score of Experimental Class

<table>
<thead>
<tr>
<th>Student no</th>
<th>Pre-Test</th>
<th>Post-test</th>
<th>Gained score</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>2</td>
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<td>73</td>
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</tr>
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<td>-17</td>
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<td>90</td>
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Appendix 10

The Result of Students’ Score of Controlled Class

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<td>Minimum Score</td>
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### Appendix 11

#### The Statistical Calculation of the Gain Score of the Experimental and Control Class

<table>
<thead>
<tr>
<th>No</th>
<th>Student (X)</th>
<th>Student (Y)</th>
<th>X-MX</th>
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</table>

**SUM** 370  90  37.42  -12.03  6511.147  3218

**MEAN** 12.3  3  1.247  -0.401  217.0382333  107.26
Appendix 12

PENGESAHAN PROPOSAL SKRIPSI

Nama: Soha
NIM: 112194000014
Jurusan/Prodi: Pendidikan Bahasa Inggris
Judul Proposal: The Effectiveness of Outlining Strategy on Students’ Writing of Analytical Exposition Text (A Quasi-Experimental Study) at the Eleventh Grade of SMA IMTEK

Tanggal Penyusunan: 20 Januari 2017

Pengujii I:
NIP. 19631010199103091

Pengujii II:
NIP. 196910071995031003

Oleh perbaikan:
1. Dr. Jumadi Hamid, M. Pd.
2. Yenny Rahmadani, M. C. D.

Zahril Amry Wiran
Appendix 13

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01.3/....../2017
Lamp. : Bimbingan Skripsi
Hal : Bimbingan Skripsi

Kepada Yth.

Dr. Farida Hamid, M.Pd
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing l(materi/teknis) penulisan skripsi mahasiswa:

Nama : SEHA
NIM : 1112014000014
Jurusan : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)

Judul Skripsi : The Effectiveness of Outlining Strategy on Students’ Writing of Analytical Exposition Text (A Quasy-Experimental Study at the Eleventh Grade of SMA IMTEK).


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan
Kepala Pendidikan Bahasa Inggris

Dr. Ailek, M.Pd
NIP. 19690912 200901 1

Tembusan
1. Dekan FITK
Appendix 14

KEMENTERIAN AGAMA
UN JAKARTA
FITK

FORM (FR)

No. Dokumen: FITK-PR-ARO-081
Tgl. Terbit: 1 Maret 2010
No. Revisi: 01
Hsl: 01

SURAT BIMBINGAN SKRIPSI

Nomor: Un.01/F.1/KM.01.3/....../2017
Lamp.:
Hal: Bimbingan Skripsi

Jakarta, 8 Maret 2017

Kepada Yth.

Yenny Rahmaswati, M. Ed.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta

Assalamu 'alaikum wr.wb.

Dengan ini diharapkan kesedian Saudara untuk menjadi pembimbing Il(materi/ekon) penulisan skripsi mahasiswa.

Nama: SEHA
NIM: 1112014000014
Jurusan: Pendidikan Bahasa Inggris
Semester: X (Sekolah)

Judul Skripsi: The Effectiveness of Outlining Strategy on Students’ Writing of Analytical Exposition Text (A Quasy-Experimental Study at the Eleventh Grade of SMA IMTEK).


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu 'alaikum wr.wb.

a.n. Dekan
Kaprof Pendidikan Bahasa Inggris
Dr. Asta, M.Pd
NIP. 19690912 200901 1

Tambahan
1. Dekan FITK
Appendix 15

KEMENTERIAN AGAMA
UIN JAKARTA
FITK

FORM (FR)

SURAT PERMOHONAN IZIN PENELITIAN

Nomor: Un.01/F1/KM.01.3/....../2017
Lamp.: Outline/Proposal
Hal.: Permohonan Izin Penelitian

Jakarta, 16 Oktober 2017

Kepada Yth.

Kepala Sekolah SMA IMTEK, di:

Tempat:

Assalamu’alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama: SEHA
NIM: 1112014000014
Jurusan: Pendidikan Bahasa Inggris
Semester: XI (Sebelas)
Judul Skripsi: The Effectiveness of Outlining Strategy on Students’ Writing of Exposition Text (A Quasy Experimental Study of The Eleventh Grade of SMA IMTEK)

adalah benar mahasiswa Fakultas Ilimu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun Skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimakau.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan
Ketua Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
Surat Keterangan
Nomor: 036/SMA IMTEK/XI/2017

Yang bertanda tangan di bawah ini, Kepala SMA IMTEK:
Nama: CECEP MUHDI, S.Pd
NIP / NRP: -
Jabatan: Kepala Sekolah

Menerangkan dengan sesungguhnya bahwa:
Nama: SEHA
NIM: 1112014000014
Program Studi: Pendidikan Bahasa Inggris
Judul Skripsi: “The Effectiveness of Outlining Strategy on Students’ Writing of Analytical Exposition Text (A Quasy Experimental Study at The Eleventh Grade of SMA IMTEK)”


Tangerang, 30 Nopember 2017
Kepala Sekolah

CECEP MUHDI, S.Pd