

**THE EFFECT OF CLUSTERING TECHNIQUE ON STUDENTS'
ACHIEVEMENT IN WRITING ANALYTICAL EXPOSITION**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By

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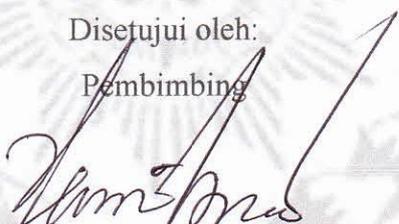
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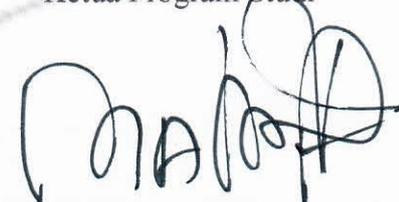

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
9/3/2018	Chapter IV : Data - Discussion	
	Chapter V : Suggestion & Conclusion	
	Abstract, Acknowledgment, Appendices	
12/3/2018	Chapter IV : Data Analysis - Discussion	
	Chapter V : Conclusion & Suggestion	
	Abstract, Acknowledgment, Appendices	
15/3/2018	Chapter IV : Research finding & Discussion	
	Chapter V : Conclusion & Suggestion	
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ABSTRACT

Nurul Aprilia Yusri. 1402050260. *The Effect of Clustering Technique on Students' Achievement in Writing Analytical Exposition*. Skripsi. English Education Departement of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2018.

This study was attempted to investigate the effect of clustering technique on students' achievement in writing analytical exposition. The method used in this study was experimental research design. This research had been conducted at MAN 1 Medan Jalan William Iskandar No. 7B, Bantan Tim, Medan Tembung, Kota Medan, Sumatera Utara. The population of this research were the second grade in academic 2017/2018 which consisted of thirteen classes, the reseacher took 2 classes by using cluster random sampling, XI MIA I was as the experimental class that consisted of 46 students and XI MIA II was as the control class which involved 46 students. Each class was given a pre-test, treatment, and post-test. The control class was taught by using conventional method meanwhile the experimental class was treated by using Clustering Technique. The instrument of this research was written test. The data were analyzed by using t-test formula. Then, the result showed that t_{observe} (3.22) was higher than t_{table} (1.99) with the degree of freedom (df=90). It meant that the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. In conclusion, there was the significant effect on students' achievement in writing analytical exposition by using clustering technique.

Keywords : Clustering Technique, Students' Writing Achievement, Analytical Exposition

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The aim of writing this study is to fulfillment of requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Applying Clustering Technique in writing analytical exposition is useful for the students of eleventh grade at MAN 1 MEDAN of academic year 2017/2018 on Jalan William Iskandar No.7B, Bantan Tim, Medan Tembung, Kota Medan, Sumatera Utara. According to Smalley (2001) Clustering technique is a kind of technique in pre-writing that can help students to explore their ideas related to the topic. In this technique, students are allowed to write down many words relate to the topic area. This way is assumed that it can help students to develop those words into sentences that can be integrated into paragraph. In addition Clustering technique is one of the techniques that can help students to develop and organize their ideas until they can produce a good work of analytical exposition text as they are expected.

Writing is one of the skills that are needed to communicate with other. It is a skill that is extremely needed almost in all subject and field- such as; science and technology, politics, economy, trade, banking, culture, arts, and films- where people meet and communicate for particular purpose by using not only spoken language but also written language. It is also in line with Caswell (2004) says that writing is the vehicle for communication and a skill mandated in all aspects of life. It means that the people can communicate with each other by using writing in daily activity in their life. It is more effective to use by the people who would like

to have better utterances because they have longer time to choose about dictions and think about the sequences of the words to be uttered.

Similar to speaking skill, writing skill is used to convey the meaning of information, ideas, opinion, feelings, and thought that is shared through the symbol of written language. However, writing is more complex to produce than speaking skill for some reasons. As Broughton (1980) explains that writing is different to the speaking skill where writing skill is less spontaneous, more permanent, less flexible, and more standardized. It means that written language is more standardized than spoken language, a writer must produce a good work of writing with less error, more fluent and appropriate. So that in order the messages could be effectively received by the readers, the writer might produce a good work of writing.

Learning how to write in English is so important for students as language learners. Writing will help them mastering the other skills and of course to mastering the language completely. In line with this, based on school 2013 curriculum, it is expected the students must be able to understand and produce written or oral text, it involves four language skills (listening, speaking, reading, and writing) monologue, short functional texts, and essay. As Permendikbud (2013) emphasizes through this curriculum the second grade students of senior high school should be able to produce language into oral and written forms. It means students were not only expected to speak but also writing. Additionally, the students could pour their ideas in writing so that the students could produce a good text.

Based on researcher's experience during conducting real teaching practice (PPL), the students had difficulties to understand and produce the written text especially in the analytical exposition. There were still many errors in social function, generic structure, and language feature of analytical exposition. They were difficult to write sentences without being given some clue and express their ideas on the piece paper. They stated that the learning process forced them to memorize the information without knowing what to do with the information. The learning process in classroom tended to the ability of students memorizing the knowledge. Students were forced to remember and fill their brains with all information without demanded to comprehend all the information they remember to relate to their daily life.

The causal factors of the student problem were from themselves or the internal factors: first, the students had low ability and lack of vocabulary so they were difficult in writing. Second, the students had low motivation and they were not interested in doing the task and also the writing activities were not interesting and third, the students felt so bored if they were asked to given full attention when they were studying writing in the class. The student's problem in writing was also influenced by the external factors that is the teacher. Teacher generally asked students to write without giving them enough encouragement and appropriate techniques to develop their eagerness in writing and also the teacher dominantly applied conventional method while teaching and learning process so that make the students felt bored.

In order to overcome such problems that students got, teacher might use many solutions including using the attractive media, delivering the most appropriate materials, and also applying the most appropriate teaching technique. There were many teaching techniques that teachers apply to facilitate their students in the learning process. One of teaching techniques that could be applied by the teacher especially in teaching writing analytical exposition is Clustering technique.

Clustering Technique is a technique to solve these problems. Clustering is one of the four prewriting strategies such as brainstorming, free writing and WH-questions (Smalley:2001). Clustering can also help to plan out various areas of discussion for writing assignment. Dealing with clustering, Maede (2013) states that “Clustering is a powerful tool because it taps into the right brain, which drives creativity. Our right brain is where fresh ideas and original insights are generated. The left brain, in contrast, is more logical and orderly. Both are essential to good writing, but if your left brain is too dominant when you start a piece, it inhibits the free flow of thought. Clustering muffles the left brain for a time so the right brain can play freely of the page. Main ideas are connected to the central topic by drawing lines from the center. Supporting ideas become “branches” off main ideas. Working outward from the center in all directions, the learner produces a growing, organized structure composed of key words, phrases, and images.

From the explanation above, it was concluded that clustering is a technique where people map out their thinking using circles and lines to display

“branches” of our ideas. It is visual road maps to sort ideas. These are popular invention tools that allow the writer to recognize the levels of thinking and figure out the kinds of questions to be answered. Clustering technique is more appropriate for visual learner. Concerning with clustering studies, there have been a number of studies. Fairiyani (2012) proved that clustering technique could improve the students’ writing ability. It is supported by Ghufron (2012) who investigated the Effectiveness of Dyadic Essay Technique in Teaching Writing Viewed from Students’ Creativity. He found that : (1) Clustering Technique is more effective than Dyadic essay Technique in teaching writing; (2) students with high creativity have better writing ability than those having low creativity; and (3) there is an interaction between teaching techniques and creativity in teaching writing.

Based on the explanation above, the researcher was interested in conducting a research entitled “The Effect of Clustering Technique on Students’ Achievement in Writing Analytical Exposition”.

B. The Identification of the Study

Based on the background of the study, the problems of the study were identified as follows:

1. The students had low ability especially in writing analytical exposition.
2. The students had less motivation and uninterested in learning analytical exposition.
3. The teachers dominantly applied conventional method while teaching and learning process.

C. The Scope and Limitation

The scope of this research was focused on writing skill and it was limited on writing analytical exposition.

D. The Formulation of the Problem

The problem of the study was formulated as follow: “Is there any significant effect of applying Clustering Technique on students’ achievement in writing analytical exposition ?”

E. The Objective of the Study

The objective of the study was to investigate the significant effect of Clustering Technique on students’ achievement in writing analytical exposition.

F. The Significance of the Study

The result of this study was expected to be useful theoretically and practically.

1. Theoretically

The finding of this research, theoretically as the valuable reference particularly about writing for those who were interested in teaching or learning writing.

2. Practically

The finding of this research was expected to be contributed for some elements as following:

- a. The teachers, to give an alternative technique in teaching writing to make the teaching become more attractive.
- b. The students, to solve their problem in writing who have lack of vocabulary and aslo motivates the students to be better in writing.
- c. Reseacher, to enrich theory of writing and become reference for further studies.
- d. Other researchers, to help the next research get prior information who were interested in forming study in order fields of research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Writing

Writing is a written form in expressing ideas, feeling, and opinions in a written form. In expressing the thought in a written language, feeling plays important rule as well. Oshima (2006) states that writing is process not a product, it need study and practice to develop the skill. It is concluded that write must make the process included ideas, feeling and opinion to write not only product.

Writing also as a process of putting through ideas. Then, we can combine our ideas into sentences in a form of paragraph, and the paragraph has meaning, so the reader can understand the meaning of the content. Good writing is discovered his subject with a pattern both fresh and origin. In addition Pardiyono (2007) states that In writing, effective text is text that is not only grammatically correct in writing the information or message in the sentence, but also the totality of packaging in the whole text.

Writing is a skills which must be taught and practiced because it is a kind of linguistic behavior, it presents the sounds of language because it provides a very good means of foxing the vocabulary, spelling and sentence pattern. Based on the explanation above, it can be concluded that writing is one of the complex activity. It means that through writing, we express our feelings, ideas, hopes, dreams, as well as our anger, fears, and frustration. Writing is an activity that

needs a thought in order to expand the topic into a text. So for students, writing is one of the skills that need understanding and knowledge how the students interpret of concepts and theories they have studied.

2. Writing Process

Creating a good writing is not as easy as we can see. It needs a set of steps that writers take in the process of creating a finished piece of work. It is appropriate with the statement of Nunan (2003) that the writing is physical and mental act. It is about discovering ideas, thinking about how to communicate and develop them into statements and paragraphs that will be comprehensible to a reader. Writing is a product and also a process. What the readers or audiences read is the writing product. Writing as process is the action of the writers themselves in creating, planning, writing process do not exist in a linear way. Writers sometimes go back and forth among the steps.

Grenville (2001) proposes that even the experience writers do a lot of steps in their head, so fast they often aren't aware they're doing them. In her book, she describes the six-steps of writing process:

1) Getting Ideas

Getting ideas isn't usually a matter of having one giant brainstorm. More often, it's a matter of gradually accumulating a little idea here, another little idea there. Eventually they all add up. In order to get some words down on that blank page, students can get the ideas through making a list (or 'brainstorming' or 'think-thanking'); making a cluster diagram; researching or independent investigation; and free writing.

2) Choosing Ideas

Choosing ideas means that students have to look at all the ideas they have got and assess them. This is where they start to discriminate between the ideas they definitely can't use, and ones that have some potential. To do that, they need to remind themselves what their writing job is trying to do. For example: if the purpose of their writing is to 'entertaining'? The answer will be yes if the idea could engage the readers' feelings, let the readers see or hear something, or make readers want to know what happen next.

3) Outling

In order to make a good writing, it needs to make the outline which is a working plan for a piece of writing. It is such kind of list of all the ideas that students get which are going to be in the piece in the order they should go. Once students have get the outline plan, they can stop worrying about the structure and just concentrate on getting each sentence right.

4) Drafting

Because it is difficult to get our writing right for the first time, we can do as many drafts as we need to get it right. It's natural if the students make their drafts quite a number. Even the experience writers, do need to make as many drafts as they need. Although the first draft can be bad, students don't need to be afraid of their writing. Students can see it as a freedom because their first draft can be as rough and 'wrong' as they like.

5) Revising

After the students have get a piece of writing instead of a blank page and a sinking feeling in their mind, they can do such kind of revising then. Literally, revising means 're-seeing'. The students need to fix the bigger, structural grammar problem and, if necessary, 're-seeing' the whole shape of their writing. The students need to find the places where they need to cut something out, places where they should add something, and places where they need to move or rearrange something.

6) Editing

Basically 'editing' means making our piece of writing as a reader-friendly as possible by making the sentences flow in a clear, easy-to-read way. By editing, students bring their piece of writing into line with accepted way of using English: Using the appropriate grammar for the purposes of their writing, appropriate punctuation and spelling, and appropriate paragraphing.

Another expert, Spivey (2006) states that there are seven steps of writing process. They are:

1) Prewriting

The first stage is prewriting in which the students brainstorm to generate ideas of writing. They can use charts, story webs, and graphic organizers to help them developing a word list for writing, deciding the type of writing and audiences, and determining the purpose of writing.

2) Rought Draft

Having the ideas of writing, the students can put their ideas on paper. At this time, they write without major attention to punctuation, grammar, or neatness. The purpose of rough draft is for the students to focus on their ideas and get them on paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure.

3) Peer Editing

In this stage, the students can share their rough drafts to their classmates and make suggestions to each other for improvement. They help each other to understand the story by asking who, where, when, what, why, and how questions. They look for better words to express their ideas and discuss among themselves how to make their writing clearer.

4) Revising

After the students have got the suggestions, they can use the suggestions they have got from their classmates to make additions or clarify details. They try to improve their writing on their own. The teacher steps in at this stages and gives feedback.

5) Editing

In this stage, the students need for their teacher's help to correct all their mistakes in grammar and spelling.

6) Final Draft

When they have finish editing their writing, students can produce a copy of their writing with all corrections made from the editing stage and then discuss

this final draft with the teacher. The teacher may offer the last suggestions for improvement at this point.

7) Publishing

The writing process is finally at its end. Students publish their writing by making a copy in their neatest handwriting or using a word processor. This is the time for students to celebrate, they may share their writing with the class during the story time, make a class book or a personal portfolio, or send their work to the local newspaper and magazines for publications.

Based on the theory above, It was concluded that this study used the process of this writing as purposed by Spivey like pre-writing, drafting, pre-editing, revising, editing, final version and publishing. It means that before starting to write it must be planed what that will write, check what we have written, revise before sending and publish the written.

3. Academic Writing

Academic writing is any writing done to fulfill a requirement of a college or university. Academic writing is also used for publications that are read by teacher and researchers or presented at conferences. A very broad definition of academic writing could include any writing assignment given in an academic setting. Hyland (2004) states that academic writing is a number of text types and genres, what they have in common, the conventions that academic writers traditionally follow, has been a subject of debate.

However, academic writing does many of the things that personal writing does not. It has its own set of rules and practices like:

- a. These rules and practices may be organised around a formal order or structure in which to present ideas, in addition to ensuring that ideas are supported by author citations in the literature.
- b. In contrast to personal writing contexts, academic writing is different because it deals with the underlying theories and causes governing processes and practices in everyday life, as well as exploring alternative explanations for these events.
- c. Academic writing follows a particular 'tone' and adheres to traditional conventions of punctuation, grammar, and spelling.

3.1 Characteristics of Academic Writing

- a) Planning - There is a certain amount of planning before you start writing the paper; so, it will be analytical and organized.
- b) Outline - A proper outline is a must for academic writing. An outline will not only help you formulate your thoughts, but will sometimes make you aware of certain relationships between topics. It will help you determine the pertinent information to be included in your paper
- c) Tone - A formal tone is used. You do not use slang words, jargon, abbreviations, or many clichés

- d) Language - The language in your paper needs to be clear and words need to be chosen for their precision. A thesaurus is a good tool to help you pick just the right words to explain the issues
- e) Point-of-view - The point of view in the third person, as the focus of academic writing is to educate on the facts, not support an opinion
- f) Approach - Deductive reasoning is a big part of academic writing as your readers have to follow the path that brought you to your conclusion.

3.2 Academic Writing Structure

An academic paper has three distinct sections - the introduction, body and conclusion.

a. Introduction

In the introduction, you must grab the writer's attention and identify the thesis of the paper. You can do this by starting with:

1. Several questions
2. A quote from a famous work or person
3. Some interesting facts or information
4. A definition of an important term related to the work

b. Body

This is the main part of the work and the paragraphs must be clearly written and be arranged in a logical order, like chronologically or in order of importance. Each initial sentence links the preceding paragraph and the whole section flows smoothly.

c. Conclusion

In the conclusion, you re-emphasize the thesis and summarize all the main points. The conclusion consists of one paragraph which shows the final conclusion to the reader.

4. Writing Scoring

The scoring of students' performance in writing analytical exposition, some criteria will be used. Hughes (2003) categorizes that there are five scoring components scales namely content, organization, vocabulary, language use, and mechanism. The specific of each categories is describe in detail in the following stages:

a. Content

The score of content depends on the students' ability to write ideas, information in the from of logical sentence.

Table 2.1

The Criteria of Scoring Content

27-30	Excellent to very good : knowledge able substantive through development of topic sentence relevant to assigned topic.
22-26	Good to average : some knowledge able of subject adequate range-limited development of topic sentence mostly relevant to topic, but lack detail.
17-21	Fair to poor : limited knowledge of subject little substance in adequate development of topic.
13-16	Very poor : does not show knowledge of subject – not substantive not pertinent or not enough to evaluate.

b. Organization

The organization refers to the students' ability write the ideas, information in logical order. The topic and supporting sentences were clearly stated.

Table 2.2

The Criteria of Scoring Organization

18-20	Very good : exact word, effective word choice and usage, worked from mastery appropriate register.
14-17	Good to average : adequate range, occasional error of word, choice but meaning not or obscured.
10-13	Fair to poor : limited range, frequent error of words, choice usage meaning confused or obscured.
7-9	Very poor : essentially a translation knowledge of vocabulary, word form or not enough to evaluate.

c. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the ability to use synonym, prefix, suffixes, exactly.

Table 2.3

The Criteria of Scoring Vocabulary

18-20	Very good : exact word, effective word choice and usage, worked from mastery appropriate register.
14-17	Good to average : adequate range, occasional error of word, choice but meaning not or obscured.
10-13	Fair to poor : limited range, frequent error of words, choice usage meaning confused or obscured.
7-9	Very poor : essentially a translation knowledge of vocabulary, word form or not enough to evaluate.

d. Language Use

It refers to the student's achievement in writing simple, complex. Or compound sentence correctly and logically. It also refers to the ability to usage agreement of the sentence and some other words such as noun, adjctives, verbs, and the time signals.

Table 2.4

The Criteria of Scoring Language Use

22-25	Excellent to very good : effective complex construction few error argument, test, word other / function, articles, pronouns, preposition.
18-21	Good average : effective but simple, construction minor problem to complex construction several errors of agreement, tense, number word order / function, article, pronoun, preposition but meaning seldom obscured.
11-17	Fair to poor : major problem in simple / complex construction frequent of errors of agreement, tense, number word order / function, articles, pronouns, preposition but meaning confused on obscured.
5-10	Very poor : virtually no mastery of sentence construction rules dominated by errors does not communicative or not enough to evaluate.

e. Mechanism

Mechanism refers to the students' achievement in using words appropriately using function correctly : paragraph and text can read correctly.

Table 2.5

The Criteria of Scoring Mechanism

5	Excellent to very good : demonstrative mastery of conversation few errors spelling, punctuation, and capitalization, writing sentence.
4	Good to average : occasional errors of spelling, punctuation, capitalization writing sentence.

3	Fair to poor : frequent errors of spelling, function, capitalization writing sentences poor hand writing sentence poor hand writing meaning confused or obscured.
2	Very poor : no mastery of convention dominated by error of spelling, punctuation, and capitalization paragraph – hand writing not enough to evaluate.

Based on these indicators, then the students ability in writing their daily activity using chronological order is classified in quantitative and qualitative systems. The scales are as follows:

Table 2.6

The Scales of Qualitative and Quantitative

Skills	
Qualitative Form	Quantitative Form
Excellent to very good	90-100
Good to average	70-89
Fair to poor	30-69
Very poor	0-29

5. Analytical Exposition

Analytical exposition is a kind of text that belongs to the type of argumentation text where the text contains detailed author's thinking about a phenomenon that is around. Coffin (2001) states that analytical exposition is the text which is used to put forward a point of view or an argument. The social function of this text is to convince the reader that the presented topic is an important topic for discussion or attention by way of arguments or the opinions that support the idea or topic. It 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.

5.1 The Purposes of Analytical Exposition

- a. To persuade the readers that an idea is an important matter.
- b. To persuade the readers or listeners that there is something that, certainly, needs to get attention.
- c. To analyze a topic and to persuade the reader that this opinion is correct and supported by arguments.

5.2 The Generic Structure of Analytical Exposition

- a. Thesis: In the thesis section, the author introduces the topic or main idea that will be discussed. The thesis has always been in the first paragraph of an analytical exposition.
- b. Argument: The topic discussed by the author is a very important topic or needs attention. In this section, the author presents the arguments or the opinions that support the idea of the author, usually in a text. Analytical expositions have more than two arguments. The more arguments appear, the more confident the reader.
- c. Reiteration: This section is always located at the end of the paragraph. Reiteration contains rewriting or replacement of ideas that contained in the first paragraph. Reiteration is also commonly called the conclusion.

5.3 The Language Features of Analytical Exposition

- a. Using relational process : Relationships between and among leaders, workers, followers, partners, co-workers, etc. people knowing and caring about people.
- b. Using external conjunctions = Enhancing by linking to real world events (Holocaust, the Final Solution, death trains).
- c. Using internal conjunction = Elaborating and itemizing steps in an argument (Firstly, secondly, next, finally).
- d. Using causal conjunction = the cause of an event, because.
- e. Using contrastive conjunction = but, nevertheless.
- f. Using simple present tense = Bruno is quiet boy.
- g. Focusing on generic human and non-human participants, e.g.: car, pollution, leaded petrol car.
- h. Using abstract noun, e.g.: policy, government.
- i. Using relational processes, e.g.: It is important.
- j. Using modal verbs, e.g.: We must preserve.
- k. Using modal adverbs, e.g.: Certainly.
- l. Using passive sentence.

5.4 The Examples and Structures of Analytical Exposition

Table 2.7

Examples and Structure of Analytical Exposition

Is Smoking Good for Us?	
Thesis	Before we are going to smoke, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nearly a quarter of smokers die because of diseases caused by smoking.
Arguments	Ninety percent of lung cancers are caused by smoking. If we smoke five cigarettes a day, we are six times more likely to die of lung cancer than a non smoker. If we smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffer of bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers. Additionally, children of smoker are more likely to develop bronchitis and pneumonia. In one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.
Reiteration	Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is not good for every body else.

Notes on the generic structure:

From the generic structure, what make big different is that analytical exposition ends with paragraph to strengthen the thesis while hortatory makes a recommendation for readers.

Thesis: This pre-conclusive paragraph states the writer's point of view about the topic discussed. Writer has show himself in clear position of the discussed topic.

Paragraph 1 is the thesis of this analytical exposition text. It states the fact of the

very fatal impact of the smoking habit. Clearly the writer wants to say that smoking is not a good habit.

Arguments: Presenting arguments in analytical exposition text is as important as giving conflict plot in narrative text. The series of argument will strengthen the thesis stated before. In this example of analytical exposition text, paragraph 2 and 3 are the detail arguments presented in a reporting fact to support that smoking is not good even for smokers themselves. Furthermore, people who do not smoke but they are in smoky area have the bad effect too from the smoking habit.

Reiteration: This end paragraph actually is restating the thesis. It is something like conclusive paragraph from the previous arguments. The last paragraph of this example of analytical exposition points again that smoking is not good for smokers and people around smokers. However smoking is very good for Cigarette Companies.

6. Clustering Technique

There are some definitions of clustering technique stated by experts. Hoshima and Hogue (1991) define clustering technique as another way of brainstorming technique in pre-writing process besides listing and free-writing that is used to generate ideas after topic is chosen and narrowed to a specific focus.

Clustering is also named as diagramming, is a strategy in producing material for a paper which is helpful for people who like thinks visually (Langan: 2006). In diagramming, people use lines, boxes, arrows, and circles show the

connections among the ideas and details that occur. The rule in diagramming is that there is no right or wrong way of diagramming so that the various ideas and details relate to one another. He implies that clustering technique helps a visual learner in connecting ideas used various shapes and there is no a strict rule that limits the occurred ideas.

Wilson and Glazier (2011) states that Clustering technique is defined as one of the techniques or way to put the ideas onto the paper before the writer start to write a draft. In using clustering, the writer makes a circle in the centre of the paper then draws the lines while the writer gets the ideas in mind. The writer can free mind from the limitation sentences and paragraphs to produce authentic details and ideas. This is the advantage of clustering technique used in writing in which people can freely write down any ideas come in mind without being afraid of being wrong or worry of whether the ideas is appropriate or not. It is kind of technique in pre-writing that give a bigger space for writer to explore ideas that is essentially abroad.

6.1 The Advantage and Disadvantage of Clustering Technique

a. The advantages of Clustering Technique can be list as follows :

- 1) Clustering technique help the writer find and generate ideas and, having found them, to structure and restructure them long before any order-ing actually takes place.
- 2) Clustering technique is a technique for collecting thoughts around some stimulus, for finding a focus, and for allowing a sense of the whole configuration to emerge even though all the details are not yet apparent.
- 3) Clustering technique is a technique for engaging and utilizing the raw materials of one's experience and giving them a tenta-tive shape. In short, it is a discovery process.
- 4) Clustering technique is a simple process tak-ing thirty seconds to two minutes, just long enough to let ideas spill out onto a page until an idea presents itself that the writer can de-velop into a whole.
- 5) Clustering employs free-association of ideas, creating a "struc-ture" quite unlike the traditional outline method, but equally effective. They represent one way that visual and tactile-kinesthetic learners may adapt their learning needs to fit the given situation.
- 6) Clustering technique is useful not only for organizing information, but for generating ideas. It is used to create patterns, build connections, and establish associations between the student's own experience and new information, between known facts and new concepts, between parts of a concept or problem and its whole.

b. The disadvantages of Clustering Technique can be list as follows :

- 1) Clustering technique is used as a learning strategy, it will be difficult to control the activities and student success.
- 2) It is difficult to plan due to hit in learning by students in the learning habit.
- 3) Allows to happen a long learning process that will be constrained by time.
- 4) During the provision of learning success is determined by the student's ability to master the subject matter, the clustering technique model will be difficult to be implemented by each teacher.

6.2 The Application of Clustering Technique

One technique that is expected to help achieve successful learning is clustering techniques. The clustering technique is a way of sorting out interrelated thoughts by pouring them on paper as quickly as possible, without considering the truth or value (DePorter: 2000). This means a thought grouped on paper is almost the same as the thinking process that occurs in the brain, although in a simplified form. The clustering technique is a way of sorting out ideas and pouring them onto paper as quickly as possible, by way of:

1. Write down a subject area or topic that we want to think about in the middle of a page. Then give a circle around the subject area or the topic that has already written in the middle of a page.
2. Connect the ideas to the central circle while we are thinking of them.

3. Connect the ideas that occur in mind to the appropriate circles. Keep writing down ideas come in mind and connect them to the circles until you cannot think anything else.
4. Analyze the clustering you have already worked to see whether one specific circle with its joining circles gives you enough ideas to start writing the first draft of writing.
5. Cluster again to grow the branches if this clustering does not give enough ideas to write a draft.

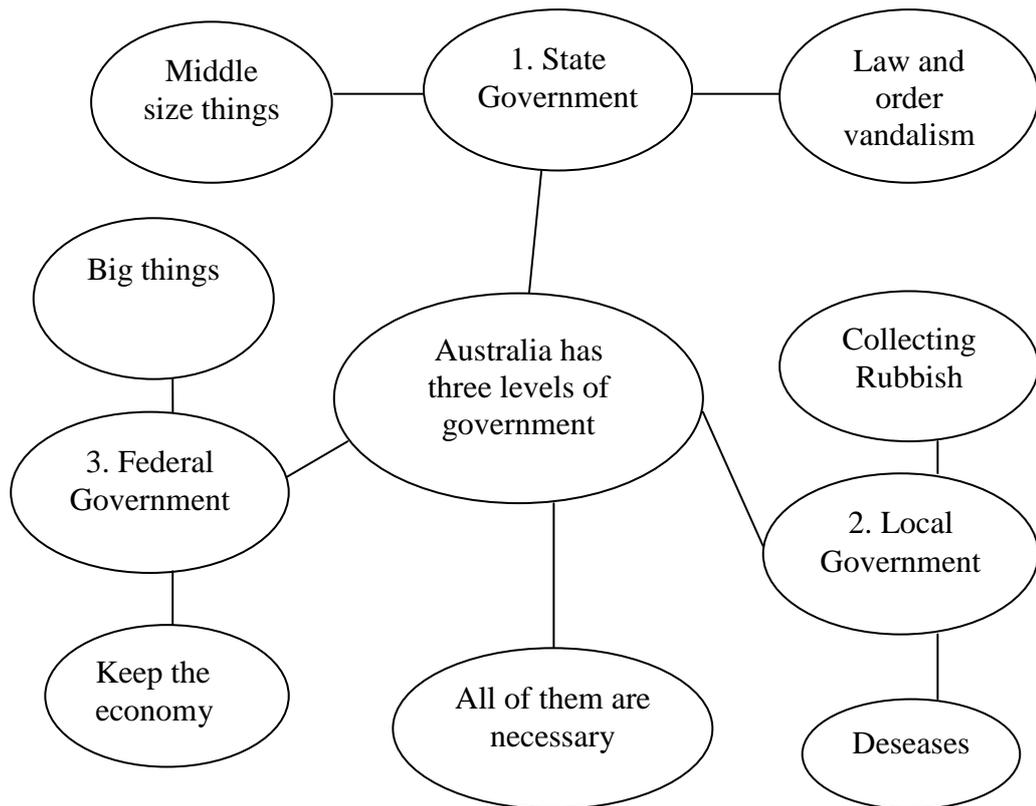


Diagram 2.1 Model of Clustering Technique (Deporter, 2000)

From the diagram above it is seen that this is an analytical exposition text entitled "Australia". The title or topic of this text is "Australia", we can see from the diagram, in the centre of the bubble is "Australia has three levels of government". It is the main opinion or idea of the text. And then, it is connected with another bubbles using line. Those three bubbles take part as the arguments: "State governments, local government, and federal government. Each of the argument also has its own branch in form of bubble which is connected by line too. It takes part as supplementary information of the main idea. For example, federal government has characteristics: it is necessary for the big things and they keep the economy in order and look after things like defence. The next branch, the state government looks after the middle sized things. For examples they look after law and order, preventing things like vandalism in schools. The third bubble contains "local governments" which has supplementary information: it is look after the small things. They look after things like collecting rubbish. Otherwise everyone would have diseases. The last branch from the centre bubble which is without addition bubble, it states "All of them are necessary". It means that all of those three governments are necessary and have the same role in the country. It is the conclusion of the text; the writer restates his/her statement in the first paragraph.

7. Conventional Method (Lecture Method)

The conventional method emphasizes the importance of mastering the lesson material. Conventional method was based on conventional approach to the target language, which regards the language as a body of grammatical rules and an enormous number of words that were combined according to the rules. Conventional method thus focuses on grammatical structures and isolated items of vocabulary. One of conventional method is lecture method. Sudjana (2000) states that a lecture method is defined as one person speaking more or less continuously, to a group of people on a particular subject of them. Lecture is a teaching method where a teacher is the central focus of information transfer. Typically, a teacher will stand before a class and present information for the students to learn. Sometimes, they will write on a board or use an overhead projector to provide visuals for students. Students are expected to take notes while listening to the lecture. Usually, very little exchange occurs between the instructor and the students during the lecture.

From the passage above, it can be concluded that lecture method was teaching technique in which the teacher become the controller or teacher centered approach and the students just respond what the teacher ask and they study in silent way.

7.1 Advantages of Conventional Method (Lecture Method)

Killer (2007) state that the lecture method has advantages in teaching learning activities. Many facts can be presented as a short time in an impressive way, the teacher can suitable very good interest in the subject, lecture can present a member of facts belonging to different subjects and also it can facilitate interdisciplinary approach to topics, and the lecture appeal to those learners who learn by listening.

So in conventional method, the student just listen the explanation of the teacher about the subject. When teacher explained about the subject, the teacher used national language, so the students did not use their language like mother tounge language. It means that the student can know the using of national language.

7.2 Disadvantage of Conventional Method (Lecture Method)

Killer (2007) states that the conventional method also have disadvantages. The lecture may not be effective for higher order thinking skills, depending on the knowledge base and skill of the teacher. The lecture method can stifle learners' creativity, learners are often passive where lecture fails to give feedback to both the teacher and the students. The teacher cannot keep students attention for a long time or for the whole lesson. Information tends to be forgotten quickly if taught through the lecture method.

So the weakness of lecturing method in learning process was not interactive because the students just listened the explanation of the teacher. The

students should paid more attention if they want to understand about the subject. It means the students were not more active in learning process.

Based on explanation above it can be concluded that the conventional method (lecture) generally was the learning center teachers, and placing students as objects in the study. So here the teacher acted as versatile and as a learning resource. Conventional (lecture) learning system has a characteristic that the learning management was determined by the teacher. The role of students only performed activities in accordance with the instructions of teachers. The lecture method was more focused effort or spend the subject matter, so that the lecturing method was more oriented on the text subject matter. Teacher tended to deliver any material, problems understanding or the reception.quality of the material the students got less attention seriously. The lecture method was conventional method, because it has always been used as a means of verbal communication between teachers and students in learning process and like the other method in teaching learning, the lecture method has the advantages and disadvantages in teaching process.

B. Relevant Studies

Some researchers which dealt with the using of Clustering Technique were as follow: First, a study done by Yunita (2012) entitles “The Effectiveness of Clustering Technique in Writing Recount Text”. In her study, she investigated whether there was any significant improvement on students’ writing recount text after using clustering technique in the first grade of SMAN 87 Jakarta academic year 2011/2012. Her finding showed that there was improvement of students’ ability in writing recount text after clustering was applied. Second, a study done by Megawati (2013) entitles “The Effectiveness of Using Clustering Technique toward Students’ Ability in Descriptive Writing”. In her study, she investigated whether there was any significant improvement on students’ writing descriptive text after using clustering technique in the first grade students of SMP Mabad Rempoa. Her finding showed that there was improvement of the students’ ability in writing descriptive text after applying clustering technique. Third, it was taken from a journal by Sabarun (2013) entitles “The Effect of Clustering Technique on Writing Expository Essays of EFL Students”. In his study, he investigated whether there was any significant improvement on writing expository essays of EFL students after using clustering technique. His finding showed that there was significant improvement on writing expository essays of EFL students after applying clustering technique.

The previous study had the difference and similarity with this present study. The similarity both previous studies and present study discuss about Clustering Technique meanwhile the differences for the first research was

concerned on recount text the second research was focused on descriptive text the third research was focused on expository essays whereas in this study was focus on analytical exposition.

C. Conceptual Framework

Since the English subject has been a compulsory subject in school, students need to master the subject in order to accomplish the students achievement. A high school of students must produce a good writing of recount text with some standards requires students have much attention in their writing; choice of words, grammar, vocabulary, spelling, and so on. However, writing has so many difficulties and complexities that may hamper teaching and learning process. It brings some problems for student to produce a good work of recount text writing as teacher expected. Moreover, teacher generally asked students to write a recount text without giving them enough encouragement and appropriate techniques to develop students' eagerness in writing.

Furthermore, teacher provides some guidelines and procedures to minimize students' problems and difficulties in writing recount text. However, this way does not give significant effect to students to successfully write an analytical exposition with less problems. In some case, students even do not know how to star their writing or how to develop the ideas in the first paragraph of writing. Considering this problem, there would be a technique that can effectively help students to develop a good writing of analytical exposition.

Clustering technique is a technique of pre-writing that can help students in exploring and developing ideas until they can produce a good work of analytical exposition writing. In clustering technique, students are allowed to write as many as words related to the topic that the students required to write in their paper. This technique is assumed that it can help students to develop these words into sentences and paragraphs. Clustering technique was assumed that it is an answer for the questions in helping students to write analytical exposition.

D. Hypothesis

The hypothesis of this research were drawn as follow:

Ha: There is a significant effect of clustering technique on students' achievement in writing analytical exposition text

Ho: There is no a significant effect of clustering technique on students' achievement in writing analytical exposition text

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at MAN 1 MEDAN located on Jalan William Iskandar No.7B, Bantan Tim, Medan Tembung, Kota Medan, Sumatera Utara. The location was chosen because the researcher found problems in writing analytical exposition faced by the students.

B. Population and Sample

1. Population

The population of this research were the second grade students of MAN 1 MEDAN of the academic year 2017/2018, which consist of thirteen classes and three departments, first was science department class (MIA), second was social class (IIS) and third was religion department (IIK). They were XI MIA I, XI MIA II, XI MIA III, XI MIA IV, XI MIA V, XI MIA VI, XI MIA VII, XI MIA VIII, XI IIS I, XI IIS II, XI IIS III, XI IIS IV and XI IIK I with the total students 529. So, the population of this research were 529 students.

2. Sample

By using cluster random sampling technique, two classes were chosen as the sample. They are XI MIA I and XI MIA II, each class consists of 46 students. It was presented in the following table:

Table 3.1
Population and Sample

No.	Class	Population	Sample
1	XI MIA I	46	46
2	XI MIA II	46	46
3	XI MIA III	46	-
4	XI MIA IV	45	-
5	XI MIA V	44	-
6	XI MIA VI	42	-
7	XI MIA VII	45	-
8	XI MIA VIII	36	-
9	XI IIS I	39	-
10	XI IIS II	39	-
11	XI IIS III	29	-
12	XI IIS IV	30	-
13	XI IIK I	42	-
Total of the students		529	92

C. Research Design

This research was carried out by using quantitative study. It was experimental research design. In this case, there were two groups namely experimental and control group. The experimental group was taught by using Clustering Technique. The control group was taught by using Conventional Method. The design of this research was listed below.

Table 3.2
Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental Group	✓	Clustering Technique	✓
Control Group	✓	Conventional Method	✓

There were three steps namely pre-test, treatment and post-test done in this part:

1. Pre-test

Both groups, the experimental and control group were given pre-test before the treatment. The function of pre-test was to know the preliminary condition of the students in this case the learning achievement.

2. Treatment

The experimental and control group were taught with the same material, that was writing analytical exposition. The experimental group was taught by applying Clustering Technique, while the control group was taught by using Conventional Method. The steps of treatment in the experimental and control groups were shown as follows:

a. Teaching Presentation in the experimental group

Table 3.3

Experimental Group Activity

Teacher's Activity	Students' Activity
1. Teacher greeted the student, asked for their condition, checked the attendance and prayed together	1. Students greeted the teacher, answered about their condition and attendance and prayed together
2. Teacher gave brainstorming to the students with asked them something that related to the materials	2. Students answered the teacher's questions
3. Teacher gave two pictures to the students	3. Students paid attention to the picture
4. Teacher asked to the students about the pictures	4. Students answered the teacher's questions about the pictures
5. Teacher asked the students to define analytical exposition based on their answer of the pictures	5. Students answered the teacher to define analytical exposition
6. Teacher explained about the definition of analytical exposition	6. Students paid attention to the teacher's explanation

7. Teacher explained about the generic structure and language feature of analytical exposition	7. Students paid attention to the teacher and asked questions related to the generic structure and language feature
8. Teacher gave the example of analytical exposition	8. Students paid attention to the teacher's explanation
9. Teacher asked students to find out the generic structure and language feature from the example of analytical exposition	9. Students found out the generic structure and language feature of analytical exposition given by the teacher
10. Teacher explained about the definition of clustering technique	10. Students paid attention to the teacher's explanation
11. Teacher explained about the procedure of clustering technique from the beginning until the final step of the technique.	11. Students paid attention to the teacher's explanation about the steps of clustering technique
12. Teacher gave the students a topic of analytical exposition	12. Students accepted the topic that was given
13. Teacher asked the students to write an analytical exposition text by using clustering technique based on topic that was given	13. Students wrote an analytical exposition text by using clustering technique based on topic that was given
14. Teacher monitored the students when they were writing the text.	14. Students wrote the analytical exposition text
15. Teacher collected the students' work	15. Students collected their work to the teacher
16. Teacher asked the students to make a summary together	16. Students made summary together
17. Teacher said good bye to the students	17. Students said good bye to the teacher

b. Teaching presentation in the control group

Table 3.4

Control Group Activity

Teacher's Activity	Students' Activity
1. Teacher greeted the student, asked for their condition, checked the attendance and prayed together	1. Students greeted the teacher, answered about their condition and attendance and prayed together
2. Teacher gave brainstorming to the students with asked them something that related to the materials	2. Students answered the teacher's questions
3. Teacher gave two pictures to the	3. Students paid attention to the

students	picture
4. Teacher asked to the students about the pictures	4. Students answered the teacher's questions about the pictures
5. Teacher asked the students to define analytical exposition based on their answer of the pictures	5. Students answered the teacher to difine analytical exposition
6. Teacher explained about the definition of analytical eposition	6. Students paid attention to the teacher's explanation
7. Teacher explained about the generic structure and language feature of analytical exposition	7. Students paid attention to the teacher and asked questions related to the generic structure and language feature
8. Teacher gave the example of analytical exposition	8. Students paid attention to the teacher's explanation
9. Teacher asked students to find out the generic structure and language feature from the example of analytical exposition	9. Students found out the generic structure and language feature of analytical exposition given by the teacher
10. Teacher gave the students a topic of analytical exposition	10. Students accepted the topic that was given
11. Teacher asked the students to write an analytical exposition text based on topic that was given	11. Students wrote an analytical exposition text based on topic that was given
12. Teacher collected the students' work	12. Students collected their work to the teacher
13. Teacher asked the students to make a summary together	13. Students made summary together
14. Teacher said good bye to the students	14. Students said good bye to the teacher

3. Post-test

After treatment, the post-test was given to the students. The test instrument was same as the pre-test. The post-test in the final test was used to measure whether the treatment was significant or not to the students' writing achievement.

D. The Instrument of Research

Written test about Analytical Exposition was used as the instrument of the research. The instrument of the research was made based on level of the second year students learning program in curriculum. The instrument for collecting data was written test, in which students wrote individually before showing their result.

E. Technique of Collecting Data

There were some techniques of collecting data as follow:

1. Giving the same pre-test to both of the groups.
2. Applying the treatment by using Clustering Technique will be given to the experimental group and conventional method will be given to the control group.
3. Giving post-test with the same test to both of the groups.
4. Collecting the students' work sheet.

F. Technique of Analyzing Data

After collecting the data from the test, the data were analyzed by using the following procedures:

1. Correcting the students' answer
2. Scoring the students' answer for correct and wrong answers
3. Listing the score into two tables. First for the experimental group scores and second for the control group scores.

4. Calculating the total score of post-test in experimental group and control group
5. Finding the mean score of pre-test and post-test in experimental group and control group by using formula:

- a. Mean of variable X (variable 1)

$$M_x = \frac{\sum X}{N} \quad (\text{Sudijono, 2009})$$

- b. Mean of variable Y (variable 2)

$$M_y = \frac{\sum Y}{N}$$

6. Finding the standard of deviation

- a. Standard of Deviation (SD) for variable X (variable 1)

$$SD_x = \sqrt{\frac{\sum x^2}{N}} \quad (\text{Sudijono, 2009})$$

- b. Standard of Deviation (SD) for variable Y (variable 2)

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

- c. Standard Error of mean variable 1

$$SE M_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

- d. Standard Error of mean of variable 2

$$SE M_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

e. The differences of standard error between mean of variable 1 and mean of variable 2

$$SE M_1 - M_2 = \sqrt{SEM_1^2 + SEM_2^2} \quad (\text{Sudiono, 2009})$$

7. Testing hypothesis by applying T-test

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2} \quad (\text{Sudijono, 2009})$$

Notes:

M_x = mean for variabel 1 or X

M_y = mean for variabel 2 or Y

ΣX = total of students' score

ΣY = total of students' score

N_1 = number of cases for variable 1

N_2 = number of cases for variable 2

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data

After administrating pre-test and post-test to both groups, the score of pre-test and post-test were presented in the following tables.

1. The Scores of Experimental Group

Table 4.1

The scores of Pre-test and Post-test of Experimental Group

No	Students'	Pre-Test (X1)	Post-Test (X2)
	Initial Name		
1	AA	68	88
2	AZ	38	92
3	AFM	60	90
4	AR	49	91
5	ARZ	69	79
6	ANS	69	92
7	AMI	49	90
8	AS	70	84
9	CAH	74	91
10	DAF	49	89
11	FH	47	91
12	FI	39	91
13	FZA	68	79
14	HMA	56	82
15	HLP	50	91
16	IMK	55	92
17	IL	58	92
18	KAP	44	91
19	LS	41	90
20	MRA	70	82
21	MRF	44	91
22	MZ	73	92
23	MHR	37	91

24	MJ	70	92
25	MW	73	91
26	MI	39	90
27	MYS	38	87
28	NAS	73	93
29	PW	40	90
30	PA	52	81
31	PNH	39	91
32	RFH	42	92
33	RSA	69	90
34	RPA	39	92
35	RPI	69	83
36	RFA	49	90
37	RSH	52	91
38	SN	70	75
39	SH	40	92
40	SAAL	68	91
41	SA	44	92
42	THI	36	91
43	TMH	38	92
44	WN	45	79
45	WAH	69	90
46	WP	73	83
TOTAL		2504	4079

Table 4.1 shows that the total score of pre-test was 2504 with the lowest score was 36 and the highest one was 74. Meanwhile, the total score of post-test was 4079 with the lowest score was 75 and the highest one was 93.

2. The Scores of Control Group

Table 4.2

The scores of Pre-test and Post-test of Control Group

No	Students'	Pre-Test (Y1)	Post-Test (Y2)
	Initial Name		
1	AHS	64	74
2	AAA	68	82
3	AP	61	78
4	AD	44	74

5	AFFS	37	74
6	AZ	61	89
7	APS	59	87
8	AP	50	75
9	CA	38	87
10	DSL	62	77
11	DKL	62	77
12	EOL	64	74
13	ER	60	78
14	FAPS	67	77
15	FAH	54	74
16	FA	39	74
17	IFS	47	89
18	KA	69	89
19	MFRZH	35	75
20	MSH	63	77
21	MS	34	85
22	MMD	38	75
23	MAN	65	75
24	MFR	43	74
25	MRRS	67	77
26	MRH	43	74
27	MHZN	39	74
28	MNM	45	75
29	MRA	65	75
30	NFN	42	85
31	NH	63	79
32	NA	46	78
33	PSN	44	74
34	PAS	49	73
35	PAL	67	88
36	PF	62	87
37	RPAS	70	90
38	RTZP	46	74
39	SKM	55	78
40	SA	57	78
41	SUMN	45	74
42	TSA	45	74
43	TAR	37	74
44	UAS	66	76
45	WAW	37	74
46	WA	66	78
TOTAL		2440	3599

Table 4.2 shows that the total score of pre-test was 2440 with the lowest score was 34 and the highest one was 70. Meanwhile, the total score of post-test

was 3599 with the lowest score was 73 and the highest one was 90. After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' achievement in writing after receiving treatment.

B. The Data Analysis

Based on the data from the test in the Table 4.1 and Table 4.2 the scores were analyzed in order to investigate the effect of Clustering Technique on students' achievement in writing analytical exposition by calculating the followings.

1. Mean of Variable X (Variable 1)

Table 4.3

The differences of Scores of Pre-test and Post-test of Experimental Group

No	Students'	Pre-Test (X1)	Post-Test (X2)	X(X2-X1)
	Initial Name			
1	AA	68	88	20
2	AZ	38	92	54
3	AFM	60	90	30
4	AR	49	91	42
5	ARZ	69	79	10
6	ANS	69	92	23
7	AMI	49	90	41
8	AS	70	84	14
9	CAH	74	91	17
10	DAF	49	89	40
11	FH	47	91	44
12	FI	39	91	52
13	FZA	68	79	11
14	HMA	56	82	26
15	HLP	50	91	41
16	IMK	55	92	37
17	IL	58	92	34

18	KAP	44	91	47
19	LS	41	90	49
20	MRA	70	82	12
21	MRF	44	91	47
22	MZ	73	92	19
23	MHR	37	91	54
24	MJ	70	92	22
25	MW	73	91	18
26	MI	39	90	51
27	MYS	38	87	49
28	NAS	73	93	20
29	PW	40	90	50
30	PA	52	81	29
31	PNH	39	91	52
32	RFH	42	92	50
33	RSA	69	90	21
34	RPA	39	92	53
35	RPI	69	83	14
36	RFA	49	90	41
37	RSH	52	91	39
38	SN	70	75	5
39	SH	40	92	52
40	SAAL	68	91	23
41	SA	44	92	48
42	THI	36	91	55
43	TMH	38	92	54
44	WN	45	79	34
45	WAH	69	90	21
46	WP	73	83	10
TOTAL		2504	4079	1575

Based on the table above, the mean score of experimental class was calculated as follow:

$$\begin{aligned}
 M_x &= \frac{(\sum fx)}{(N)} \\
 &= \frac{(1575)}{(46)} \\
 &= 34.23
 \end{aligned}$$

Which:

M_x : The mean score of experimental score

$\sum X$: The score of x_2-x_1

N : The sample of experimental group

2. Mean of Variable Y (Variabel 2)

Table 4.4

The differences of Scores of Pre-test and Post-test of Control Group

No	Students'	Pre-Test (Y1)	Post-Test (Y2)	Y(Y2-Y1)
	Initial Name			
1	AHS	64	74	10
2	AAA	68	82	14
3	AP	61	78	17
4	AD	44	74	30
5	AFFS	37	74	37
6	AZ	61	89	28
7	APS	59	87	28
8	AP	50	75	25
9	CA	38	87	49
10	DSL	62	77	15
11	DKL	62	77	15
12	EOL	64	74	10
13	ER	60	78	18
14	FAPS	67	77	10
15	FAH	54	74	20
16	FA	39	74	35
17	IFS	47	89	42
18	KA	69	89	20
19	MFRZH	35	75	40
20	MSH	63	77	14
21	MS	34	85	51
22	MMD	38	75	37
23	MAN	65	75	10
24	MFR	43	74	31
25	MRRS	67	77	10

26	MRH	43	74	31
27	MHZN	39	74	35
28	MNM	45	75	30
29	MRA	65	75	10
30	NFN	42	85	43
31	NH	63	79	16
32	NA	46	78	32
33	PSN	44	74	30
34	PAS	49	73	24
35	PAL	67	88	21
36	PF	62	87	25
37	RPAS	70	90	20
38	RTZP	46	74	28
39	SKM	55	78	23
40	SA	57	78	21
41	SUMN	45	74	29
42	TSA	45	74	29
43	TAR	37	74	37
44	UAS	66	76	10
45	WAW	37	74	37
46	WA	66	78	12
TOTAL		2440	3599	1159

Based on the table above, the mean score of control class was calculated

as follow:

$$\begin{aligned}
 M_y &= \frac{(\sum fy)}{(N)} \\
 &= \frac{(1159)}{(46)} \\
 &= 25.19
 \end{aligned}$$

Which:

M_y : The mean score of controlscore

$\sum y$: The score of $y_2 - y_1$

N : The sample of control group

3. Standard of Deviation of Variable X

Table 4.5

The Calculation of Standard of Derivation in Experimental Group

No	Students'	X(X2-X1)	x= (X-Mx)	(X-Mx) ²
	Initial name			
1	AA	20	-14.23	202.4929
2	AZ	54	19.71	390.8529
3	AFM	30	-4.23	17.8929
4	AR	42	7,77	60.3729
5	ARZ	10	-24.23	587.0929
6	ANS	23	-11.23	126.1129
7	AMI	41	6.77	45.8329
8	AS	14	-20.23	409.2529
9	CAH	17	-17.23	296.8729
10	DAF	40	5,77	33.2929
11	FH	44	9.77	95.4529
12	FI	52	17.77	315.7729
13	FZA	11	-23.23	539.6329
14	HMA	26	-8.23	67.7329
15	HLP	41	6.77	45.8329
16	IMK	37	2.77	7.6729
17	IL	34	-0.23	0.0529
18	KAP	47	12.77	163.0729
19	LS	49	14.77	218.1529
20	MRA	12	-22.23	494.1729
21	MRF	47	12.77	163.0729
22	MZ	19	-15.23	231.9529
23	MHR	54	19.77	390.8529
24	MJ	22	-12.23	149.5729
25	MW	18	-16.23	263.4129
26	MI	51	16.77	281.2329
27	MYS	49	14.77	218.1529
28	NAS	20	-14.23	202.4929
29	PW	50	15.77	248.6929
30	PA	29	-5.23	27.3529
31	PNH	52	17.77	315.7729
32	RFH	50	15.77	248.6929
33	RSA	21	-13.23	175.0329
34	RPA	53	-18.77	352.3129
35	RPI	14	-20.23	409.2529

36	RFA	41	6.77	45.8329
37	RSH	39	4.77	22.7529
38	SN	5	-29.23	854.3929
39	SH	52	17.77	315.7729
40	SAAL	23	-11.23	126.1129
41	SA	48	13.77	189.6129
42	THI	55	20,77	431.3929
43	TMH	54	19.77	390.8529
44	WN	34	-0.23	0.0529
45	WAH	21	-13.23	175.0329
46	WP	10	-24.23	587.0929
TOTAL				10934.3734

The data of table 4.5 shows that the calculation standard deviation of experimental group as follow:

$$SD_x = \sqrt{\frac{10934.3734}{46}} = \sqrt{237.70} = 15.41$$

4. Standard of Deviation for Variable Y

Table 4.5

The Calculation of Standard Derivation in Control Group

No	Students'	Y(Y2-Y1)	y = Y-My	(Y-My) ²
	Initial Name			
1	AHS	10	-15.19	230.7361
2	AAA	14	-11.19	125.2161
3	AP	17	-8.19	67.0761
4	AD	30	4.81	23.1361
5	AFFS	37	11.81	139.4761
6	AZ	28	2.81	7.8961
7	APS	28	2.81	7.8961
8	AP	25	-0.19	0.0361
9	CA	49	23.81	566.9161
10	DSL	15	-10.19	103.8361
11	DKL	15	-10.19	103.8361
12	EOL	10	-15.19	230.7361
13	ER	18	-7.19	51.6961

14	FAPS	10	-15.19	230.7361
15	FAH	20	-5.19	26.9361
16	FA	35	9.81	96.2361
17	IFS	42	16.81	282.5761
18	KA	20	-5.19	26.9361
19	MFRZH	40	14.81	219.3361
20	MSH	14	-11.19	125.2161
21	MS	51	25.81	666.1561
22	MMD	37	11.81	139.4761
23	MAN	10	-15.19	230.7361
24	MFR	31	5.81	33.7561
25	MRRS	10	-15.19	230.7361
26	MRH	31	5.81	33.7561
27	MHZN	35	9.81	96.2361
28	MNM	30	4.81	23.1361
29	MRA	10	-15.19	230.7361
30	NFN	43	17.81	317.1961
31	NH	16	-9.19	84.4561
32	NA	32	6.81	46.3761
33	PSN	30	4.81	23.1361
34	PAS	24	-1.91	1.4161
35	PAL	21	-4.19	17.5561
36	PF	25	-0.19	0.0361
37	RPAS	20	-5.19	26.9361
38	RTZP	28	2.81	7.8961
39	SKM	23	-2.19	4.7961
40	SA	21	-4.19	17.5561
41	SUMN	29	3.81	14.5161
42	TSA	29	3.81	14.5161
43	TAR	37	11.81	139.4761
44	UAS	10	-15.19	230.7361
45	WAW	37	11.81	139.4761
46	WA	12	-13.19	173.9761
TOTAL				5611.2406

The data in Table 4.6 shows that the calculation of standard of deviation in control group as follow:

$$SD_x = \sqrt{\frac{5611.2406}{46}} = \sqrt{121.98} = 11.04$$

Based on the calculations above, the following facts were presented:

$$SD_x = 15.41$$

$$SD_y = 11.04$$

$$N_1 = 46$$

$$N_2 = 46$$

$$X = 1575$$

$$Y = 1159$$

$$M_x = 34.23$$

$$M_y = 25.19$$

$$(X - M_x)^2 = 10934.3734$$

$$(X - M_y)^2 = 5611.2406$$

Therefore, the following formulas were implemented:

a. Standard Error of Experimental Group

$$SE M_1 = \frac{SD_1}{\sqrt{N_1 - 1}} = \frac{14.71}{\sqrt{46 - 1}} = \frac{14.71}{\sqrt{45}} = \frac{15.41}{6.70} = 2.30$$

b. Standard Error of Control Group

$$SE M_2 = \frac{SD_2}{\sqrt{N_2 - 1}} = \frac{11.10}{\sqrt{46 - 1}} = \frac{11.10}{\sqrt{45}} = \frac{11.04}{6.70} = 1.64$$

c. The differences of standard error

$$\begin{aligned} SE M_1 - M_2 &= \sqrt{SEM_1^2 + SEM_2^2} \\ &= \sqrt{(2.30)^2 + (1.64)^2} \\ &= \sqrt{5.2900 + 2.6896} = \sqrt{7.9796} = 2.80 \end{aligned}$$

C. Testing Hypothesis

The result above then was applied to test hypothesis:

$$\begin{aligned}
 t_o &= \frac{M_1 - M_2}{SEM_{M_1 - M_2}} \\
 &= \frac{34.23 - 25.19}{2.80} \\
 &= \frac{9.04}{2.80} \\
 &= 3.22
 \end{aligned}$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis was tested as follows:

Ha : the value of the t_{observe} was higher than the value of the t_{table} ($t_{\text{observe}} \geq t_{\text{table}}$).

Where t_{table} value for the degree of freedom, the calculation showed as follow:

$$\begin{aligned}
 df &= (N_1 + N_2 - 2) \\
 &= (46 + (46 - 2)) \\
 &= (46 + 44) \\
 &= 90
 \end{aligned}$$

Based on the table of distribution, the pridge of t_{table} with the degree of freedom (df) 90 at the level of significance 5% was at 1,99, while the critical value (t_{observe}) was 3.22. The result of computing indicated that the t_{observe} was higher than t_{table} ($t_{\text{observe}} \geq t_{\text{table}}$; $3.22 \geq 1,99$). It means that hypothesis was accepted.

D. Research Finding

It was found that the using of Clustering Technique on students' achievement in writing analytical exposition gave the significant effect. The students' that were taught by using Clustering Technique got the higher score than those taught by using conventional method. The result of the test showed that the t_{observe} was higher than t_{table} ($3.22 \geq 1.99$). It means that Clustering Technique gave significant effect on the students' achievement in writing analytical exposition.

So, the reseacher concluded the alternative hypothesis was accepted that there was a significant effect of Clustering Technique on students' achievement in writing analytical exposition.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the conclusions were drawn as following:

1. Based on the data analysis, it was found that there was the significant effect of Clustering Technique in writing analytical exposition text. It was proven from the total score 2504 and 4079 respectively. It was found $t_{\text{observe}} \geq t_{\text{table}}$ or $3.22 \geq 1.99$ with $df = 90 (46+(30-2))$.
2. Most of students responded well the lesson by using Clustering Technique. It was characterized by the increase of students' learning outcomes in learning. So, Clustering Technique was considered to be effective in teaching writing.

B. Suggestion

Referring to the conclusions above, some suggestions were stated as the following:

1. The English teachers are suggested to use Clustering Technique in teaching writing. By which the teacher may easily teach writing interestingly because it can be an alternative technique to motivate the students in writing. Besides it can be contribution for English teacher to improve their teaching technique.
2. The students are expected to use Clustering Technique by themselves to encourage their confidence in order to improve their achievement in writing.

3. It is suggested to the other researchers to use this finding as source of the research.

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Appendix 1

LESSON PLAN (EXPERIMENTAL GROUP)

School : MAN 1 Medan
Grade/ Semester : XI/ II
Subject : English
Topic : Analytical Exposition
Time Allocation : 2 x 45 minutes/ meeting

I. Core Competence

KI 1: Living and practicing religious teachings which is embraced.

KI 2 : Realizing and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his knowledge of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.

K1 4: Processing, reasoning and chanting in the realm of concrete and abstract spheres is related to the development of the self-study in schools independently, and capable of using methods according to scientific rules.

II. Basic Competence and Indicator

NO	BASIC COMPETENCE	INDICATOR
1	Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	
2	<p>Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.</p> <p>Shows honest, disciplined, confident, and responsible behavior in carrying out transactional communication with the teacher and friends.</p> <p>Shows the behavior of responsibility, caring, cooperation, and love of peace, in carrying out functional Communication</p>	<p>Shows courteous and caring attitude in doing the task of learning English.</p> <p>Demonstrate honest, disciplined, and responsible attitude in doing the tasks of learning English.</p> <p>Demonstrate an active attitude of inquiring and arguing in discussions and presentations.</p>
3	Analyzing social functions, text structures, and linguistic elements in the text of an analytical exposition of topics that are warmly spoken publicly, in the context of their use.	<p>Identify characteristics of an analytical exposition text.</p> <p>Explain the text format of the analytical exposition.</p> <p>Explain the function of an analytical exposition text</p> <p>Explain the linguistic element in the text of the analytical exposition.</p>
4	Capturing the meaning in the text of an analytical exposition of topics that are warmly spoken of publicly	<p>Answering questions based on the text they read.</p> <p>Present the information obtained in the text of the analytical exposition.</p> <p>Develop an analytical exposition text.</p>

III. Learning Objective

1. Through group discussion activities students can show the attitude of cooperation, mutual cooperation, responsibility and honest.
2. Through observation, students can analyze the social function, text structure, and linguistic elements in the text of an analytical exposition of topics that are warmly spoken of publicly.
3. Through group discussions, students can analyze social functions, text structures, and linguistic elements to carry out the social function of an analytical exposition text on a commonly discussed topic.
4. Through group work and observation of other literary sources, students can compose texts of analytic exposition by taking into account the correct and contextual function of the social, textual structure, and linguistic elements.
5. Through presentation, students can grasp meaning in the text of an analytical exposition.

IV. Learning Material

Analytical Exposition

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding.

- Social Function : to persuade the reader that the idea is important matter.

- Generic Structure of Analytical Exposition Text

1. Thesis

Introducing the topic and indicating the writer's position

2. Arguments

Explaining the arguments to support the writer's position.

3. Reiteration

Restating the writer's position

- Language Feature :

1. Using relational process
2. Using internal conjunction
3. Using causal conjunction
4. Using Simple Present Tense

V. Linguistic Element

- (1) Words and standard grammar .
- (2) Spelling and handwriting and print are clear and neat.
- (3) Use Simple Present
- (4) Conditional Clauses
- (5) Modals

VI. Teaching Method

Approach : Communicative Learning

Method : Lecture Method

Learning Model : Using Clustering Technique

VII. Media, Tools and Learning Resource

1. Media : Picture, Powerpoint
2. Tools : Marker, Whiteboard, Laptop, Projector
3. Learning Resource :
 - a. Picture
 - <https://www.google.co.id/search?dcr=0&biw=1366&bih=662&tbm=isch&sa=1&ei=KYCXWpHIJsHivASB0JWoCw&btnG=Telusuri&q=gambar+orang+buang+sampah+disungai#imgrc=d0-96BR-snBtqM>:
 - https://www.google.co.id/search?dcr=0&biw=1366&bih=662&tbm=isch&sa=1&ei=L4CXWqaoK8PrvgS8poGQDA&q=gambar+mobil+macet&oq=gambar+mobil+macet&gs_l=psy-ab.3...107632.110553.0.110858.12.8.0.0.0.0.0.0...0...1c.1.64.psy-ab..12.0.0...0.Og_yJylQ9vE#imgrc=kMnomMkflHUKOM:
 - b. Text : Fathoni, A. (2012). *Analytical Exposition Text* . Bandung

VIII. Learning Activity

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
1	Preliminary Orientation - Teacher starts the learning by greeting, prayer and checking student attendance. - The teacher focuses the student's attention on the material to be learned. Apperception - Teacher gives the students	- Students respond the teacher to greeting and pray - Students focus on their attention to the material that will be taught. - Students listen and pay	10 Minutes

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
	<p>early perception about the material that will be taught</p> <p>Motivation</p> <ul style="list-style-type: none"> - The teacher provides an overview of the benefits of learning the material to be taught - Teacher provides encouragement or motivation that can arouse learners' learning interests. <p>Reference</p> <ul style="list-style-type: none"> - Teacher gives science study to be studied. - Teacher explains the subject matter and description of the subject matter in outline - Teacher explains the method of learning - Teacher explains the mechanism of implementation of the learning experience (in accordance with the plan of learning steps) - Teacher delivers KD and learning objectives 	<p>attention to the teacher about material perception that will be taught.</p> <ul style="list-style-type: none"> - Students listen and prepare the material that will be taught. -Students have the spirit and motivation to learn about the material that will be taught. - Students record the study of science that will be taught. - Students listen and record teacher explanation. - Students discuss the method to be used. - Students follow the teacher's instructions. - Students record it and understand it 	
2.	<p>Core Activity</p> <p>Phase 1</p> <ul style="list-style-type: none"> - Teacher explains analytical exposition to the students - Teachers gives example of analytical exposition to the students - Teacher explains about the generic structure and language feature of analytical exposition 	<ul style="list-style-type: none"> -Students pay attention toward teacher's explanation - Students pay attention to the teacher - Students pay attention to the teacher and ask questions related to the generic structure and language feature 	30 Minutes

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
	<p>- Teacher asks students to find out the generic structure and language feature in the text given</p> <p>Phase 2 - Teacher explains about clustering technique, the procedure of clustering technique from the beginning until the final step of the method</p> <p>Phase 3 - Teacher gives the students a topic of analytical exposition</p> <p>Phase 4 - Teacher asks the students to write an analytical exposition text by using clustering technique based on topic that is given</p> <p>Phase 5 - Teacher monitors the students when they are writing the text.</p>	<p>- Students find out the generic structure and language feature of analytical exposition given by the teacher</p> <p>- Students pay attention to the teacher explanation</p> <p>- Students accept the topic that is given</p> <p>- Students write an analytical exposition text by using clustering technique based on topic that is given</p> <p>- Students write the analytical exposition text</p>	<p>10 minutes</p> <p>5 minutes</p> <p>10 minutes</p> <p>15 minutes</p>
3.	<p>Closing - Teacher collects the students' work - Teacher asks the the students to make a summary based on the investigation they have made - Teacher together learners do prayers - The teacher closes the lesson to say good bye</p>	<p>- Students collect their work to the teacher - Students make summary based on the investigation they have made - Students pray together - Students say good bye</p>	<p>10 Minutes</p>

IX. Evaluation

1. Technique and Instrument

Technique	Instrument
Attitude Observation	Form of Attitude Observation
Test for work 1	Form of Test for work 1
Test for work 2	Form of Test for work 2

a. Attitude Observation Format

No	Aspect Observed	3	2	1	Note
1	Shows a cooperative attitude in the learning process				
2	Show an attitude of responsibility in individual and group learning activities				
	Max Score				6

b. Attitude Observation Column

No	Aspect Observed	Rubric
1	Shows the attitude of cooperation in the learning process	1. Demonstrate a great cooperative attitude by actively participating in the learning process 2. Show less cooperation attitude but only actively participate when pushed 3. Does not show a cooperative attitude in learning by not participating actively despite being pushed
2	Show responsibility and discipline in working in groups	1. Show responsibility and discipline in working as well as possible 2. Shows less responsibility in work but does not show maximum discipline 3. Shows no responsibility and discipline in working in groups

c. Form Observation Test For Work (Individual)

No	Criteria to be assessed	Low performance	Good performance	Very good performance	Score
1	Text Organization	Doesn't use the correct organization of analytical exposition text	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaborated idea	
2	Sentence Formation	Use simple sentences	Begin to very simple sentences and compound sentences	Use simple sentences, compound sentences, and complex sentences correctly	
3	Grammar	Too many mistake	6 until 10 mistakes	Under 5 mistakes	
4	Vocabulary	Basic Vocabulary less precise	Developed vocabulary	Purposefully chosen vocabulary	
5	Mechanic	Some errors spelling punctuation	Mostly effective used of mechanics, errors do not detract from meaning	Effective use of capitalization, punctuation and spelling	
6	Tidiness and dead line	Write awkwardly, unreadable, submit late than 3 days from the dead line	Write quite neatly, quiet clear font, submit late days from the dead line	Write neatly, clear font, submit the work on time	
Total Score					
Final Score = Total Score : 6					

d. Form Observation Test For Work (Group)

No	Criteria to be assed	Low performance	Good performed	Very Good performance	Score
1	Pronunciation	Too many mistake	With 2 until 5 mistakes	Perfect pronunciation	
2	Intonation	Monotonous	Begins to vary the intonation	Accurate intonation	
3	Grammar	Too many mistakes	With 2 until 5 mistakes	No mistakes in grammar	
4	Content	Plain simple	Begins to add some	Add more personal	

Medan, February 2018

Teacher Class

Reseacher

Nur Khadrah, S.Pd.

Nurul Aprilia Yusri

Head Master of MAN 1 MEDAN

Maisaroh Siregar, S.Pd, M.Si.

Appendix 2

LESSON PLAN (CONTROL GROUP)

School : MAN 1 Medan
Grade/ Semester : XI/ II
Subject : English
Topic : Analytical Exposition
Time Allocation : 2 x 45 minutes/ meeting

I. Core Competence

KI 1: Living and practicing religious teachings which is embraced.

KI 2 : Realizing and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful) behavior, polite, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.

KI 3: Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his knowledge of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge to the field of study specific in accordance with his talents and interests to solve problems.

K1 4: Processing, reasoning and chanting in the realm of concrete and abstract spheres is related to the development of the self-study in schools independently, and capable of using methods according to scientific rules.

II. Basic Competence and Indicator

NO	BASIC COMPETENCE	INDICATOR
1	Thankful for the opportunity to learn English as the language of international communication that is manifested in the spirit of learning.	
2	<p>Demonstrate polite and caring behavior in carrying out interpersonal communication with teachers and friends.</p> <p>Shows honest, disciplined, confident, and responsible behavior in carrying out transactional communication with the teacher and friends.</p> <p>Shows the behavior of responsibility, caring, cooperation, and love of peace, in carrying out functional Communication</p>	<p>Shows courteous and caring attitude in doing the task of learning English.</p> <p>Demonstrate honest, disciplined, and responsible attitude in doing the tasks of learning English.</p> <p>Demonstrate an active attitude of inquiring and arguing in discussions and presentations.</p>
3	Analyzing social functions, text structures, and linguistic elements in the text of an analytical exposition of topics that are warmly spoken publicly, in the context of their use.	<p>Identify characteristics of an analytical exposition text.</p> <p>Explain the text format of the analytical exposition.</p> <p>Explain the function of an analytical exposition text</p> <p>Explain the linguistic element in the text of the analytical exposition.</p>
4	Capturing the meaning in the text of an analytical exposition of topics that are warmly spoken of publicly	<p>Answering questions based on the text they read.</p> <p>Present the information obtained in the text of the analytical exposition.</p> <p>Develop an analytical exposition text.</p>

III. Learning Objective

1. Through group discussion activities students can show the attitude of cooperation, mutual cooperation, responsibility and honest.
2. Through observation, students can analyze the social function, text structure, and linguistic elements in the text of an analytical exposition of topics that are warmly spoken of publicly.
3. Through group discussions, students can analyze social functions, text structures, and linguistic elements to carry out the social function of an analytical exposition text on a commonly discussed topic.
4. Through group work and observation of other literary sources, students can compose texts of analytic exposition by taking into account the correct and contextual function of the social, textual structure, and linguistic elements.
5. Through presentation, students can grasp meaning in the text of an analytical exposition.

IV. Learning Material

Analytical Exposition

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding.

- Social Function : to persuade the reader that the idea is important matter.

- Generic Structure of Analytical Exposition Text

1. Thesis

Introducing the topic and indicating the writer's position

2. Arguments

Explaining the arguments to support the writer's position.

3. Reiteration

Restating the writer's position

- Language Feature :

1. Using relational process

2. Using internal conjunction

3. Using causal conjunction

4. Using Simple Present Tense

V. Linguistic Element

(1) Words and standard grammar .

(2) Spelling and handwriting and print are clear and neat.

(3) Use Simple Present

(4) Conditional Clauses

(5) Modals

VI. Teaching Method

Approach : Communicative Learning

Method : Lecture Method

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
	<p>early perception about the material that will be taught</p> <p>Motivation</p> <ul style="list-style-type: none"> - The teacher provides an overview of the benefits of learning the material to be taught - Teacher provides encouragement or motivation that can arouse learners' learning interests. <p>Reference</p> <ul style="list-style-type: none"> - Teacher gives science study to be studied. - Teacher explains the subject matter and description of the subject matter in outline - Teacher explains the method of learning - Teacher explains the mechanism of implementation of the learning experience (in accordance with the plan of learning steps) - Teacher delivers KD and learning objectives 	<p>attention to the teacher about material perception that will be taught.</p> <ul style="list-style-type: none"> - Students listen and prepare the material that will be taught. -Students have the spirit and motivation to learn about the material that will be taught. - Students record the study of science that will be taught. - Students listen and record teacher explanation. - Students discuss the method to be used. - Students follow the teacher's instructions. - Students record it and understand it 	

No	Learning Activity		Time Allocation
	Teacher's Activity	Students' Activity	
2.	Core Activity		
	Phase 1 - Teacher explains analytical exposition to the students	-Students pay attention toward teacher's explanation	25 Minutes
	- Teacher explains about the generic structure and language feature of analytical exposition	- Students pay attention to the teacher and ask questions related to the generic structure and language feature	
	Phase 2 - Teacher gives the example of analytical exposition	- Students listen to the teacher's explanation	15 minutes
	Phase 3 - Teacher asks students to find out the generic structure and language feature from the example of analytical exposition	- Students find out the generic structure and language feature of analytical exposition given by the teacher	15 minutes
Phase 4 - Teacher gives the students a topic of analytical exposition	- Students accept the topic that is given	5 minutes	
Phase 5 - Teacher asks students to write an analytical exposition based on the topic given	- Students write an analytical exposition based on the topic given	20 minutes	
3.	Closing - Teacher collects the students' work - Teacher asks the students to make a summary based on the investigation they have made - Teacher together learners do prayers - The teacher closes the lesson to say good bye	- Students collect their work to the teacher - Students make summary based on the investigation they have made - Students pray together - Students say good bye	10 Minutes

IX. Evaluation

1. Technique and Instrument

Technique	Instrument
Attitude Observation	Form of Attitude Observation
Test for work 1	Form of Test for work 1
Test for work 2	Form of Test for work 2

a. Attitude Observation Format

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2	Show responsibility and discipline in working in groups	1. Show responsibility and discipline in working as well as possible 2. Shows less responsibility in work but does not show maximum discipline 3. Shows no responsibility and discipline in working in groups

c. Form Observation Test For Work (Individual)

No	Criteria to be assessed	Low performance	Good performance	Very good performance	Score
1	Text Organization	Doesn't use the correct organization of analytical exposition text	Use the correct text organization but has not elaborated the idea	Use the correct text organization and with elaborated idea	
2	Sentence Formation	Use simple sentences	Begin to very simple sentences and compound sentences	Use simple sentences, compound sentences, and complex sentences correctly	
3	Grammar	Too many mistake	6 until 10 mistakes	Under 5 mistakes	
4	Vocabulary	Basic Vocaabulary less precise	Developed vocabulary	Purposefully chosen vocabulary	
5	Mechanic	Some errors spelling punctuation	Mostly effective used of mechanics, errors do not detract from meaning	Effective use of capitalization, punctuation and spelling	
6	Tidiness and dead line	Write awkwardly, unreadable, submit late than 3 days from the dead line	Write quite neatly, quiet clear font, submit late days from the dead line	Write neatly, clear font, submit the work on time	
Total Score					
Final Score = Total Score : 6					

d. Form Observation Test For Work (Group)

No	Criteria to be assed	Low performance	Good performed	Very Good performance	Score
1	Pronunciation	Too many mistake	With 2 until 5 mistakes	Perfect pronunciation	
2	Intonation	Monotonous	Begins to vary the intonation	Accurate intonation	
3	Grammar	Too many mistakes	With 2 until 5 mistakes	No mistakes in grammar	
4	Content	Plain simple	Begins to add some	Add more personal	

Medan, February 2018

Teacher Class

Reseacher

Nur Khadrah, S.Pd.

Nurul Aprilia Yusri

Head Master of MAN 1 MEDAN

Maisaroh Siregar, S.Pd, M.Si.

Appendix 3

INSTRUMENT OF RESEARCH

(EXPERIMENTAL GROUP)

1. Write your identity on the top of your answer sheet !
2. Write your own Analytical Exposition text based on the topic given, before you write the text, make the clustering first!

Appendix 4

INSTRUMENT OF RESEARCH

(CONTROL GROUP)

1. Write your identity on the top of your answer sheet !
2. Write your own Analytical Exposition text entitle “Smoking In a Restaurant” !

Appendix 5

Model Answers of Students in Pre-Test and Post-Test (Experimental Group)

T. HAERAL IKRAM
XI MIA1

Pre-Test

Smoking in a Restaurant

Smoking is a ~~activity~~ lot of activity done around US
Smoking is harmful to smokers and people around smoker
many diseases caused by cigarettes such as cancer.

In my opinion Smoking in a Restaurant ~~is~~ is very disturbing because
of smoke caused by cigarettes.

~~If~~ IF Smoker want smoking in a restaurant, he should go to quiet place
So ~~not~~ not to disturb people

C : 13
O : 7
V : 7
L : 7
M : 2 +

36

Nama: Siti Anggina Artha Limbong
Kelas: XI MIA 1.

Pre-Test

Smoking in a Restaurant.

Smoking in a Restaurant is very often done by visitors Restaurant. Ranging from young people until old people. Ranging from women until to men. But, now ~~restaurants~~ ~~have many~~ there are many Restaurants that have a special room for smokers so that all visitors feel comfortable.

Smoking in a Restaurant is very detrimental to many people. Not only smokers are harmed, but people who inhale the cigarette smoke also disadvantaged.

Smoking in a Restaurant is very disturbing the comfort of other visitors. With the polluted cigarette smoke, the air around is very unfit for human inhale.

Very many visitors who protested with the smokers in the Restaurant. Because there are so many things that harm from existence "smoking in a Restaurant".

$$\begin{array}{r} C = 22 \\ O = 14 \\ V = 14 \\ L = 15 \\ M = 3 \\ \hline 68 \end{array} +$$

Chem Amelia Hsb
XI MIA-1
Analytical Exposition

Pre-Test

Smoking In Restaurant

Smoking in restaurant is just not on. It must not be allowed because its rude, harmful, to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them of their food. People pay to taste good and not to be put off by foul smelling smoke.

Another reason smoking shouldn't be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma, attacks and even cancer

Finally, smoking is dangerous and health risk to the smokers. Cigarettes cause heart and lung disease and people shouldn't smoke anywhere, not just in restaurant. Therefore, smoking in restaurant is impolite, harmful to others and a health risk to the smokers and shouldn't be allowed in any restaurants.



$$\begin{array}{r} C = 24 \\ O = 15 \\ V = 16 \\ L = 16 \\ m = 3 \\ \hline 74 \end{array} +$$

Post-Test

SMOKING IN A RESTAURANT

Smoking has become a very common and widespread habit in the community but smoking habits are hard to eliminate and rarely recognized by people as a bad habit.

Firstly, smoking is a bad habit. Why bad habits? because smoking can disturb others around us in a restaurant. Other people will also be affected even if they do not do so.

Secondly, smoking also causes many diseases, for example, lung cancer, heart disease, stroke, diabetes, asthma, and etc.

Thirdly, smoking cause waste of money. a lot of money will be wasted.

In conclusion, smoking is a bad habit and there is no benefits for anything.

C : 24
O : 16
V : 16
L : 16
M : 3

75 +

created by :

Saidatunnisa Hst
XI MA 1

Smoking in a restaurant.

Post-Test

Smoking in a restaurant is just no-no. It must be allowed because it's nice, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good and not to be put off by foul smelling smoke.

Secondly, smoking shouldn't be allowed in a restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Thirdly, smoking in public areas / restaurant give more pollution. Besides car and electronic devices like air conditioner (AC), smoke also give pollution to the air. People need some fresh air so that they can breath normally.

Finally, smoking is dangerous and health risk to the smokers. Therefore, smoking in restaurant is impolite, harmful to others and a health risk to the smokers and shouldn't be allowed in any restaurant.

$$\begin{array}{r} C = 26 \\ O = 19 \\ V = 19 \\ L = 21 \\ M = 4 \\ \hline 89 \end{array} +$$

Dewi Ayu Suryani
XI IPA 1.

Smoking In a Restaurant ^{Post-Test}

As we all know smoking is dangerous for our healthy ^{and the other peoples}. It creates Pollution and causes many kinds of diseases. And the other cigarette smokers have many effects negative for active smoker and double effects negative for passive smoker. And now, many smoker smoking in a restaurant and make the others customers feel disturbed.

Firstly, Smoking in a Restaurant give many effects for the other customer. Cigarette smoke make air around uncomfortable. Cause that when customers eat in restaurant, they very disturbed, because smoking make Pollution.

Secondly, Smoking make many kinds of diseases. As like lung cancer, asthma, heart disease, chronic bronchitis and the other. Smoking make our health deteriorated. And because that, we are passive smoker have double effects than active smoker.

Thirdly, Smoking is cause of fire in restaurant too. If smoker throw the cigarette carelessly, it will possibly fire in restaurant. Although in possibly is small, but it could happen. And that, can make the others customers in dangerous.

In conclusion, Smoke is dangerous for our healthy and the other peoples.

Name = NURUL ARIYANI SRG
[AS = XI - MIA - 1]

C = 28
O = 19
V = 19
L = 23
M = 4 +
93

Appendix 6

Model Answers of Students in Pre-Test and Post-Test (Control Group)

Smoking In A Restaurant Pre-Test

Being smoke free is defined as prohibiting smoking inside these establishments, but states may also ban smoking in outdoor areas, which isn't included in this definition.

Of the 20 states highlighted on the map, laws that make restaurants 100% smoke free, but still allow smoking in bars.

Additionally, some states have county or municipal laws rather than, or in addition to, statewide laws.

~~MAP~~
X1 ~~ans~~ 2

$$\begin{array}{r} C : 13 \\ O : 7 \\ V : 7 \\ L : 5 \\ M : 2 \\ \hline 34 \end{array} +$$

Nama : Nurhasanah Asti
Kelas : XI IPA 2

Pre-Test

Analytical Exposition

Smoking In A Restaurant

As we all know smoking should be banned in public areas. It creates pollution and causes many kinds of diseases. Smoking is very dangerous, because it can cause cancer, shortness of breath, stroke and etc.

My opinion there are many side effects of smoking cigarettes. Smoking presents a hazard to health and smoking from the average cigarette contains around 4,000 chemicals. My opinion smoking in the restaurant is bad because it can interfere with the comfort of others and can make air pollution.

Smoking can harm health so, as well as his Don't smoking. Smoking makes the environment dirty, especially because of its ash. If it is inhaled, we will suffer. In conclusion, smoking should be banned in our lives.

C : 16
O : 9
V : 9
L : 10
M : 2

46

Nama : Rizki Putri Ananda Srg
Kelas : Xi MIA-2.

Pre-Test

Analytical Exposition

"Smoking in a Restaurant"

Smoking is a dangerous chemical. Smoking can cause liver disease, stroke, ect.

In my opinion, smoking is not good for the health of the body. Smoking in a restaurant is not good, because it can interfere with the comfort of others, and environment contaminated with cigarette smoke.

Smoking can cause many diseases. Especially in pregnant women. Because it can cause abnormalities in the child.

So, the conclusion is that people who have been addicted to cigarettes should stop immediately so as not to cause disease in the body that is more severe.

$$\begin{array}{r} C = 21 \\ O = 14 \\ V = 15 \\ L = 17 \\ M = 3 \\ \hline 70 \end{array} +$$

Putri Amaliyah Saragih
XI MIA-2

Post - Test

Smoking In a Restaurant

Smoking in public area means he has an attitude. Because everyone who smokes there must always be a of cigarettes.

Firstly, I think smoking in a restaurant it's not good idea, because the restaurant where people eat is not for.

Secondly, the government forbids smoking in public places such as the Mall, in airport wherever the room using ac.

Thirdly, and my opinion smoking in public places is not good and only makes the disease for smokers and for those who inhale the smoke.

Already many people who know smoking in public places it is forbidden so esteem yourselves.

C : 23
O : 15
V : 15
L : 17
M : 3

73 +

AP
Putri Amaliyah S.

Agtika Putri Siregar
XI MIA-2

Post - Test

Smoking In A Restaurant

Smoking in a restaurant is not good activity. Because it can make air pollution and not good for health. But sometimes it not problem if smoker in smoking area.

Firstly, I feel smoking in a restaurant is not good activity, because in the restaurant everyone is eat or break. And in the restaurant there are children. So, not idea for smoking there.

Secondly, smoking in a restaurant is not good for everyone there, because smoke of cigarettes can make air pollution and make illness.

Thirdly, I realize smoking in a restaurant it will be do, but must in a smoking area. So, if in the smoking area everyone there smoking, so nothing of the people feel disturbed.

In conclusion, smoking in a restaurant is not good idea, because can make air pollution and not good for health. But if in the restaurant has smoking area, every smoker can smoking there.

$$\begin{array}{r} C : 25 \\ O : 18 \\ V : 18 \\ L : 22 \\ M : 4 \\ \hline 87 \end{array} +$$

Nama ✶ Rizki Putri Ananda Srg.

Kelas ✶ XI MIA-2

Post - Test

Smoking in A Restaurant.

Smoking in the restaurant is not good. It should not be allowed because it can be dangerous for yourself and others.

Firstly, smoking in a restaurant is impolite. The smell of smoke annoys all people and make food is not good. People pay for food to be tasted but distracted by cigarette smoke.

Secondly, smoking should not be allowed in the restaurant is the harm it can do to others. People inhaling cigarette smoke from smokers can cause asthma and cancer.

Thirdly, smoking is dangerous and a health risk to the smoker. Cigarettes can cause heart and lung disease. People should not smoke anywhere.

Therefore, smoking in restaurant is impolite, harmful to others, and a health risk to the smokers, and people should not smoke anywhere.

$$\begin{array}{r} C : 28 \\ O : 18 \\ V : 18 \\ L : 22 \\ M : 4 \\ \hline 90 + \end{array}$$

Appendix 7

ATTENDANCE LIST OF EXPERIMENTAL CLASS

No	Name of Students	Meeting/ Signature							
		1	2	3	4	5	6	7	8
1	Afif Akbar								
2	Ahmad Zaki								
3	Alvin Fauzan Murtadha								
4	Amalia Rizkinta								
5	Amaliyah R. Z								
6	Anisah Nazrah Srg								
7	Arifah Mutiara I								
8	Azka Salsabila								
9	Cheni Amalia Hasibuan								
10	Dewi Ayu Fajriani								
11	Faradila Hafiza								
12	Fauzi Ilham								
13	Fildzah Zata Amani								
14	Habibi Muhammad Akbar								
15	Hanifah Luthfi P								
16	Indira Muetia K								
17	Intan Lestari								
18	Karina Adinda Putri								
19	Lailan Sabila								
20	M. Rafy Alifandri								
21	M. Rizky Fahram								
22	Mawaddah Zahro								
23	Mhd. Hatta Rajasa								
24	Miftahul Jannah								
25	Mizwa Widiarman								
26	Muhammad Iqbal								
27	Muhammad Yunus Sofian								
28	Nurul Afriyani Srg								
29	Piqri Wahyudi								
30	Putri Aisyah								
31	Putri Nurhida Harahap								
32	Rahmi Fhadillah								
33	Refika Salsabila								
34	Reyhan Pramudita								
35	Riris Purwanti								
36	Rizky Fadila								
37	Rumondang Syaikhah								
38	Saidatunnisa Nasution								
39	Salsabila Hasibuan								
40	Siti Anggina A. L								
41	Syifa Annisa								
42	T. Haekal Ikram								
43	Thabrani Mustofha H								
44	Wardah Nabilah								
45	Widya Ayu harahap								
46	Witri Permatasari								

Medan, February 2018

Researcher

Nurul Aprilia Yusri



Head Master of MAN 1 MEDAN

Nur Saibani Siragan, S.Pd., M.Si.

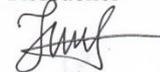
Appendix 8

ATTENDANCE LIST OF CONTROL CLASS

No	Name of Students	Meeting/ Signature							
		1	2	3	4	5	6	7	8
1	Abdillah H Simangunsong	Abdillah	Abdillah	Abdillah	Abdillah	Abdillah	Abdillah	Abdillah	Abdillah
2	Adam Ahmad Abdillah	Adam	Adam	Adam	Adam	Adam	Adam	Adam	Adam
3	Ade Prastio	Ade	Ade	Ade	Ade	Ade	Ade	Ade	Ade
4	Afnidar Daulay	Afnidar	Afnidar	Afnidar	Afnidar	Afnidar	Afnidar	Afnidar	Afnidar
5	Ahmad Faiza Fakhrozi Srg	Ahmad	Ahmad	Ahmad	Ahmad	Ahmad	Ahmad	Ahmad	Ahmad
6	Annisa Zahra	Annisa	Annisa	Annisa	Annisa	Annisa	Annisa	Annisa	Annisa
7	Aqtika Putri Siregar	Aqtika	Aqtika	Aqtika	Aqtika	Aqtika	Aqtika	Aqtika	Aqtika
8	Ayu Puspita	Ayu	Ayu	Ayu	Ayu	Ayu	Ayu	Ayu	Ayu
9	Chairunnisa	Chairunnisa	Chairunnisa	Chairunnisa	Chairunnisa	Chairunnisa	Chairunnisa	Chairunnisa	Chairunnisa
10	Dinda Sakhira Labora	Dinda	Dinda	Dinda	Dinda	Dinda	Dinda	Dinda	Dinda
11	Ditya Khairani Limbong	Ditya	Ditya	Ditya	Ditya	Ditya	Ditya	Ditya	Ditya
12	Erlanda Octaviany Lubis	Erlanda	Erlanda	Erlanda	Erlanda	Erlanda	Erlanda	Erlanda	Erlanda
13	Evi Rahmadani	Evi	Evi	Evi	Evi	Evi	Evi	Evi	Evi
14	Faiz A Parlindungan Srg	Faiz	Faiz	Faiz	Faiz	Faiz	Faiz	Faiz	Faiz
15	Fajrin Azahari Harahap	Fajrin	Fajrin	Fajrin	Fajrin	Fajrin	Fajrin	Fajrin	Fajrin
16	Fitry Amanda	Fitry	Fitry	Fitry	Fitry	Fitry	Fitry	Fitry	Fitry
17	Indy Fatika Syahri	Indy	Indy	Indy	Indy	Indy	Indy	Indy	Indy
18	Karima	Karima	Karima	Karima	Karima	Karima	Karima	Karima	Karima
19	M. Fathur Rizki Z Hsb	M. Fathur	M. Fathur	M. Fathur	M. Fathur	M. Fathur	M. Fathur	M. Fathur	M. Fathur
20	Maghfirah Sekar H	Maghfirah	Maghfirah	Maghfirah	Maghfirah	Maghfirah	Maghfirah	Maghfirah	Maghfirah
21	Mardhatillah Syahril	Mardhatillah	Mardhatillah	Mardhatillah	Mardhatillah	Mardhatillah	Mardhatillah	Mardhatillah	Mardhatillah
22	Mayada Mabruroh Daulay	Mayada	Mayada	Mayada	Mayada	Mayada	Mayada	Mayada	Mayada
23	M. Alamsyah Nst	M. Alamsyah	M. Alamsyah	M. Alamsyah	M. Alamsyah	M. Alamsyah	M. Alamsyah	M. Alamsyah	M. Alamsyah
24	M. Fachru Rijal	M. Fachru	M. Fachru	M. Fachru	M. Fachru	M. Fachru	M. Fachru	M. Fachru	M. Fachru
25	M. Rafli Ramadhan Sinaga	M. Rafli	M. Rafli	M. Rafli	M. Rafli	M. Rafli	M. Rafli	M. Rafli	M. Rafli
26	Muflih Razak Hutagalung	Muflih	Muflih	Muflih	Muflih	Muflih	Muflih	Muflih	Muflih
27	M. Habibi Zaki Nasution	M. Habibi	M. Habibi	M. Habibi	M. Habibi	M. Habibi	M. Habibi	M. Habibi	M. Habibi
28	M. Naufal Musyary	M. Naufal	M. Naufal	M. Naufal	M. Naufal	M. Naufal	M. Naufal	M. Naufal	M. Naufal
29	M. Reihan Akmal	M. Reihan	M. Reihan	M. Reihan	M. Reihan	M. Reihan	M. Reihan	M. Reihan	M. Reihan
30	Nurhaliza Fitri Nasution	Nurhaliza	Nurhaliza	Nurhaliza	Nurhaliza	Nurhaliza	Nurhaliza	Nurhaliza	Nurhaliza
31	Nurhamidah Hasibuan	Nurhamidah	Nurhamidah	Nurhamidah	Nurhamidah	Nurhamidah	Nurhamidah	Nurhamidah	Nurhamidah
32	Nurhasanah Asti	Nurhasanah	Nurhasanah	Nurhasanah	Nurhasanah	Nurhasanah	Nurhasanah	Nurhasanah	Nurhasanah
33	Paisal Sanly Nasution	Paisal	Paisal	Paisal	Paisal	Paisal	Paisal	Paisal	Paisal
34	Putri Amaliyah Saragih	Putri	Putri	Putri	Putri	Putri	Putri	Putri	Putri
35	Putri Azli Lubis	Putri	Putri	Putri	Putri	Putri	Putri	Putri	Putri
36	Putri Fatmaha	Putri	Putri	Putri	Putri	Putri	Putri	Putri	Putri
37	Rizki Putri Ananda Srg	Rizki	Rizki	Rizki	Rizki	Rizki	Rizki	Rizki	Rizki
38	Ryan Taufiq Zamzamy P	Ryan	Ryan	Ryan	Ryan	Ryan	Ryan	Ryan	Ryan
39	Salsabila Karina Manik	Salsabila	Salsabila	Salsabila	Salsabila	Salsabila	Salsabila	Salsabila	Salsabila
40	Salwa Azzahra	Salwa	Salwa	Salwa	Salwa	Salwa	Salwa	Salwa	Salwa
41	Syafir Umoro Marfi Nst	Syafir	Syafir	Syafir	Syafir	Syafir	Syafir	Syafir	Syafir
42	Tia Sekar Ayu	Tia	Tia	Tia	Tia	Tia	Tia	Tia	Tia
43	Tri Azmi Rahmadani	Tri	Tri	Tri	Tri	Tri	Tri	Tri	Tri
44	Ummu Arifah Saragih	Ummu	Ummu	Ummu	Ummu	Ummu	Ummu	Ummu	Ummu
45	Wagsa Anugrah W	Wagsa	Wagsa	Wagsa	Wagsa	Wagsa	Wagsa	Wagsa	Wagsa
46	Wahdina Aulia	Wahdina	Wahdina	Wahdina	Wahdina	Wahdina	Wahdina	Wahdina	Wahdina

Medan, February 2018

Researcher



Nurul Aprilia Yusri



Appendix 9

THE DOCUMENTATION OF RESEARCH

(Experimental Group)

A. Activities in Experimental Group



Picture 1: The researcher gave pre-test to the students



Picture 2: The students did pre-test



Picture 3: The researcher gave explanation about analytical exposition



Picture 4: The researcher explained clustering technique



Picture 5: The researcher explained the application of clustering technique



Picture 6: The students asked to the researcher about clustering technique



Picture 7: The research gave post-test to the students



Picture 8: The students did post-test

Appendix 10

THE DOCUMENTATION OF RESEARCH

(Control Group)

A. Activities in Control Group



Picture 1: The reseacher gave pre-test to the students



Picture 2: The students did pre-test



Picture 3: The researcher explained about analytical exposition



Picture 4: The students asked to the researcher about the material



Picture 5: The reseacher gave post-test to the students



Picture 6: The students did post-test