

**TEACHING EXPOSITORY PARAGRAPH BY USING WHAT-WHY-HOW
(WWH) STRATEGY TO THE ELEVENTH GRADE STUDENTS OF MA
BABUSASSALAM PAYARAMAN**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirements
to get the title of Sarjana Pendidikan (S.Pd)**

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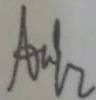
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Demikianlah terima kasih.

Wassalamu'alaikum Wr. Wb.

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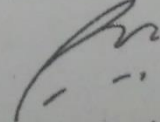
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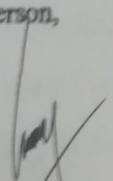
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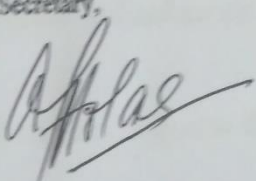
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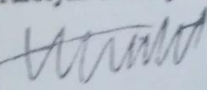

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DEDICATION

This Thesis Dedicated to :

-  *The mighty God, ALLAH SWT for giving the inspiration to me and Blessing me with health and Islam and Prophet Muhammad SAW.*
-  *My Strongest Father (Mu'aldi) and my Wonderful, Beloved Mother (Rusnani) whose love and affection will never be able to be repaid.*
-  *The beloved sisters (Erni Karnita, Sulvi Septiana and Tanzila) who fire burn me to do this thesis*
-  *My Dearest friends all students of FBI Program 2009, especially to Santika Sari, Liza Fitriani, Wulandari Primadara, and all my friends that always support me. Thanks for the happiness and sadness we have shared together. I will always miss you all.*
-  *My husband who always gave me the motivation and support to do this thesis.*
-  *My lovely Academic Advisors, Mrs. Nur Roma Asnita M.Pd, and Mrs. Annisa Astrid, M.Pd, for their advice, patience, and support in finishing my thesis.*
-  *My lovely, greatest English Lectures, Thanks for everything that you've taught to me and My Almamater.*

STATEMENT PAGE

I hereby,

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State that:

1. All the data, information, and conclusions presented in this thesis, accept for those indicated by the source, are the result of my observation, process and thought the quidance of my advisors.
2. This thesis that I wrote was original and has never been handeed in for another academic degree, neither at UIN Raden Fatah Palembang not other universitas.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my magister degree that I have received trough this thesis.

Palembang, September 2018
The Writer



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ACKNOWLEDGEMENT

This thesis was written based on the research that the writer conducted in 2015 at MA Babussalam Payaraman. Thank to Allah SWT for guidance and gave strength in making this thesis. This thesis was written to fulfill one of the requirements for undergraduate degree (S1) examination at the English Education Study Program, Tarbiyah and Teaching Faculty of UIN Raden Fatah Palembang. Moreover, the writer would like to express her great gratitude to her beloved advisors, Nur Roma Asnita, M.Pd, Annisa Astrid, M.Pd for the correction and guidance during she wrote this thesis.

Furthermore, the writer was also very grateful to the Head of English Education Study Program and the Dean of Tarbiyah and Teaching Faculty of UIN Raden Fatah Palembang for their assistance in administrations matters. Gratefulness was extended to all of her lectures who taught her during her study at the Tarbiyah Faculty of UIN Raden Fatah Palembang for their help and involvement in this study.

In addition, the writer would like to express her deepest appreciation to her beloved parents and sisters for their prayer, care and encouragement. She also likes to extend her great thankfulness to all of her friend for their assistance, prayer and love.

Palembang,

2016

The writer

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ABSTRACT

The objective of this study was to find out whether or not there is significant difference on students' writing achievement taught by using What-Why-How strategy and teachers' strategy for eleventh grade students' at MA Babussalam Payaraman. The population was eleventh grade students of MA Babussalam Payaraman in academic year of 2015/2016. The sample was 60 students taken based on convenience sampling technique, 30 students of XI IPS 1 treated as control group and 30 students of XI IPS 2 as experimental group. In this study, the writer used quasi experimental design. The instruments used in collecting the data was written test. The obtained data was analyzed by using independent sample t-test in SPSS (statistical package for social science) program. The finding showed that sig (2-tailed) was 0.000. it was lower than p-output at 0.05 levels. The result of the study showed that there was significant difference on students' writing achievement taught using What-Why-How strategy in experimental group and teachers' strategy in control group.

Keywords: *teaching, expository writing achievement, what-why-how strategy*

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1. Copy of Payment Receipt
2. Copy of Toefl Sertificate
3. Thesis Consultation Card
4. Copy of Students Card
5. Copy of Diploma
6. Copy of Transcript
7. Copy of Computer, KKN, OSPEK,BTA certificate
8. Result of Comprehensive Exam
9. Revision Consultation Card

CHAPTER I INTRODUCTION

This chapter presents (a) background, (b) problem of the study, (c) objective of the Study, and (d) significance of the study.

1.1 Background

There are several forms for communication; the forms are spoken language and written language. The purpose of communication is to send a message from the writer or speaker to the listener reader or. The fact that the human is a social mankind; they certainly realize that they cannot survive without interacting to another people. Because of that, people start to make their own way to interact and then the language was born.

According to Siahaan (2008, p.1), language is a set of rules used by human as a tool of their communication. It is also as an element of communications among nations or societies are used to submit an idea, and someone's feelings. People can communicate easily through language they use, so language becomes really important in the world. In addition Cook argue (2003, p.3) that language is at the heart of human life. Without it, many of our most important activities are inconcievable. There are so many language from so many countries and every country have different language.

English is one of the languages in the world. It is also very important and has many interrelationships with various aspects of life owned by human. It makes English being an international language which is very influential in the social and cultural life.

English is also one of the languages that used by most of human. There are so many people in the world use English language to communicate. For Indonesian, English is a foreign language. Learning foreign language is an integrated process of the four basic

skills: listening, speaking, writing, and reading that the learners should study them. Writing is one of the four English skills that is crucial in our life.

According to Siahaan (2008, p. 2), writing is skill of writer to communicate informant to a reader or group of readers. It is a process of transferring ideas or information from the writer to the reader in a paper. Besides, to write well, the students are expected to be able to present their ideas in the written form as writing is means of communication.

Writing is an important skill that must be mastered by students in learning English. It is also powerful instrument for students to use to express their thoughts, feelings, and judgements about they read, seen or experienced. Leo (2007, p.2) defines writing as a process of expressing ideas or thoughts in words should be done at our leisure. Through writing, people are supposed to be able to express their ideas in writing form. Writing is an important skill because it is applied in many aspect of life. And then students also use writing as they reflect on their reading and experiment with various writing form. For instance, they can write an email to a friend or reflect on what happened during the day in your personal diary. Therefore, the learners must have a good writing skill.

According to Tompkins (1994, p.3), there are many forms of writing such as; journal, biographical, narrative, expository, persuasive, and descriptive. In this research, the researcher focused on the writing skill in expository.

According to Buckner (2012, p.9), expository refers to type of discourse characterized by ideas, information, directions, explanations, and opinions which are quality detail and elaboration. The function of the expository paragraph is to explain and inform, or to acquaint your reader with a body of knowledge. The expository writing gives information in a sequenced order. An introduction should tell what can be made or

done or give reasons. And also students must to think how state an opinion and explain the reason for that opinion. It is the type of writing that students are required in a day to day life and most often required to produce throughout their school years. For Example may be directed in science to write about global warming is a threat to our planet. Furthermore, he stated that, when used in the content areas, expository writing can provide a way for the teacher to monitor student understanding. When use as an instructional tool, it can provide a way for students to share their own understanding.

After having an observation at the eleventh grade students of MA Babussalam Payaraman and did an informal interview to the English teacher of MA Babussalam Payaraman who taught the eleventh grade students was found that the students' writing achievement of expository under minimum criteria score (*appendix I*) and they got difficulties in learning writing especially expository writing. They got difficulties to find the words or vocabularies that they would like to arrange as a sentence. The students sometime forgot to bring dictionary, so they were difficult to express their idea, their opinion and difficult write it down. Then, the students were afraid of making mistakes or making their works was not in a clear and logic, even though they have already had the topic. And also some students have difficulties to start writing. Therefore, teachers should help the students to overcome this problem by motivating them to write.

Teacher should use effective teaching methods that encourage students to take part actively in the class. To help the teacher in teaching and to help students in learning, teacher can use What-Why-How strategy. According to Bush and Barntly (2010, p.13), what-why-how strategy is a powerful tool for helping students explain their thinking and support logical arguments. WWH strategy is one of the strategies which is suitable in

teaching writing expository. He also mentions that WWH appropriate for the seventh grade until the twelfth grade students, exactly WWH is appropriate for senior high school.

This strategy is useful for students because the students are guided to come to the point so that their expository has a strong and sense arguments. This strategy is appropriate for teaching writing expository text especially in developing and organizing the ideas. Once the students get an opinion of something then the best way to convince others is by showing why and how it is so. In WWH the students have an opinion and they need to think why they know for give reason for their opinion and also explain how they know.

Based on the fact above, the writer is interested in conducting research study entitle “Teaching Expository Paragraph by Using What-Why-How (WWH) Strategy to the Eleventh Grade Students of MA Babusassalam Payaraman“.

1.2 Problem of the Study

The problem of this study can be formulated in the following question: “Is there any significant difference on the eleventh grade students’ expository writing achievement between who are taught by using WWH strategy and those who are not at MA Babussalam Payaraman?”

1.3 Objective of the Study

The Objective of the study is to find out whether or not there was significant difference on the eleventh grade students’ expository writing achievement between who are taught by using WWH strategy and those who are not at MA Babussalam Payaraman?

1.4 Significance of the Study

This study is expected to give some beneficial inputs for the following at MA Babusassalam Payaraman:

1) For the Teachers

The result of this study is expected to give information for the English teachers that there is positive effect of WWH strategy toward students' writing expository achievement, can use this study to implement the other way in enhancing students' writing expository achievement though WWH strategy. And also research will be useful for the English teachers to improve their strategies in teaching English.

2) For the Students

The result of this study is expected to motivate the students and to improve their expository writing achievement through WWH strategy. This study will be useful for students in increasing their writing skill.

3) For the Researcher

The result of this study is expected to enlarge her knowledge on educational research, specially expository writing and enable her to be good teacher in future.

4) For the Next Researcher

The result of this study is expected to be a source of the material in conducting similar studies and future studies. It also can be useful source and information for others researcher who are also investigating WWH strategy in improving student's writing achievement, especially for writing expository text.

CHAPTER II

LITERATURE REVIEW

This chapter presents (a) theoretical descriptions, (b) previous related study (c) research setting, (d) research hypothesis, and (e) criteria of testing the hypothesis.

2.1 Theoretical Descriptions

2.1.1 Concept of Teaching

Teaching is a social process on which the political system, social philosophy, values and culture of every nation leave their impression. The word ‘teaching’ is derived from ‘to teach’ which means to instruct. It means a process in which one individual makes something known to another individual. According to Arend (2009, p.4), teaching is also an art based on teachers’ experiences and the wisdom of practice. The aim of teaching is to extend each child’s learning by identifying their current level of understanding and planning activities, experiences and explorations that will take them on to the next stage of understanding. In addition, according to Brown (2000, p.7), teaching is guiding and facilitating learning, enabling the learner to learn, setting conditions for learning. It concluded that teaching is interaction between teacher and learner. Furthermore, Allah SWT in Q.S. An-Nahl: 125 said that:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَدِلْهُمْ بِالَّتِي هِيَ
أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ



Mean: “invite (mankind, Muhammad SAW) to the way of your lord with wisdom and fair preaching, and argue with them in a way that is better. Truly, your lord knows

best who has gone astray from His path, and He is the Best Aware of those who are guided”

Through this surah, Allah SWT tells if good teaching presented as advice. It is as education and guidance since childhood for example mother fathers’ education to his children in household.

Based on explanation above, the writer assumes that teaching is how the teacher give someone knowledge or to train someone to instruct, teaching also giving some information of a subject matter to the students in the classroom. Teaching can be defined as giving instruction, knowledge skill to somebody or make somebody understand or be able to do something, while teaching English is how the teacher is transferring the language and skill to the students in the classroom. The objective of teaching English as a foreign language is to make the students who do not understand the English language until they understand it.

2.1.2 Concept of Writing

In its most general definition, according to Ontario Education (2005, p.3), stated that writing is a powerful instrument for students to use to express their thoughts, feelings, and judgements about what they have read, seen, or experienced. In addition Heaton (1988, p.135) the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. Writing can be seen as a process of expressing idea, taught or

message in sequence in order to communicate with others in written form. Moreover, Q.S. Al-qalam: 1-2 said that:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾
مَا أَنْتَ بِنِعْمَةِ رَبِّكَ بِمَجْنُونٍ ﴿٢﴾

Mean: “Nun. By the pen and what they write. You (O Muhammad), by the Grace of your Lord, are not mad”.

With the above verse Allah SWT swear by the benefits and goodness that can be obtained from the writing. This indirectly constitute a recommendation to write because by writing someone could get many benefits.

Writing process is the means by which students learn how to approach and carry out a writing task. The elements of writing provide teachers and students with the concepts and terminology necessary to understand and talk about the process and products of writing. According to Tompkins (1994, p. 9-24), writing process there are five stages that are presented follows:

Satge 1: prewriting

Prewriting is getting ready to write. The traditional nation that the writers tought out their topic completely. If the writer wait for the ideas to be fully developed, they may wait forever. Instead, the writers begin tentatively talking, reading, and writing to see what they know direction that they want to do.

Stage 2: drafting

In the process of writing, students write and refine their composition through a series draft. During the drafting stage, students focus on getting their ideas down on the

paper. The writers do not begin with their composition already composed in their minds, they begin with tentative ideas developed through prewriting activities. The drafting stage is the time to pour out the ideas, by focusing on spelling, punctuation, and other mechanical errors.

Stage 3: revising

During the revising stage, writers refine ideas in their composition. Students are often to terminate the writing process as soon as a rough draft, believing that once their ideas are written down the writing task is complete. Revision is not just polishing writing.

Stage 4: editing

Editing is putting the piece of writing into its final form. In this stage, the focus has been primarily on the content of students' writing. Once the focus changes to mechanics, students polish their writing by correcting spelling and other mechanical errors.

Stage 5: publishing

In the final stage of the writing process, students publish their writing and share it with an appropriate audience. As they share their writing with real audiences of their classmates, other students, parents, and other communities. Based on the previous explanation, the researcher concluded that there are five stages in writing process. They are: prewriting, drafting, revising, editing, and publishing.

Based on explanation above, the writer assumes that writing is one of the four language skills that is very important in the teaching of English since writing can help the students learn English as a second language.

2.1.3 Concept of Expository Text

According to Tompkins (1994, p.182), expository writing used to share information with readers. One way is explaining an idea by giving example. It means that an expository paragraph is one that explains an idea, object, place, and many others. The writers address themselves to the reader's intellect with logical explanation and valid support.

The expository writing gives information in a sequenced order. An introduction should tell what can be made or done or give reasons and arguments. Buckner (2012, p.6) states that expository writing involves providing information to the reader about a particular topic by sequencing steps, comparing and contrasting, categorizing, reporting, defining, describing, explaining why, or expressing an opinion. The sequenced steps should follow giving time related words and then followed by a conclusion restating what has been done or reasons. Some time related words to use would be first, then, next, therefore, in conclusion, and finally.

According to Peters and Williamson (2000, p. 43), there are some structures in exposition/expository text, which are:

1) Statement of position

This statement must be assertives in nature and may also include some background information about the topic.

The student should consider:

- 1) The form of the exposition
- 2) The intended audiences
- 3) The most appropriate language suited for the purpose

2) The argument

Each argument must be presented separately. An argument can begin with a clear topic sentence and be followed by some elaboration. This can be description of evidence or example, including statistics or quotes from acknowledged sources.

3) The final statement

This is one of the most important parts of any exposition. Most of us remember most clearly what we have heard and read last, and so leaving a strong final impression is crucial to the success of an argument.

In the final statement, the writer may summarise the whole argument, reiterating the strength of their position according to the evidence that has been presented. They may also provoke the audience to consider their own opinion by challenging them to action or by posing a specific (if rhetorical) questions.

Based on James (2008, p.1), expository text is divided into two types. They are analytical exposition text and hortatory exposition text. Bourke states (1995, p.1), analytical exposition 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 important matter. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. Then, according to Gerot and Wignell (1994, p.210) as cited Risman (2014, p.117), hortatory exposition text that persuades the reader that some should or should not or be the case. Recommendation used to includes statement of what should or should not happen or be done based on the given arguments. So, analytical and hortatory exposition was used in this research because they are appropriate to the syllabus.

2.1.5 Concept of Paragraph

Oshima and Hogue (2006, p.2) state that a paragraph is a basic unit of organization in writing in which a group of related sentences that discuss one main idea. Whenever, a paragraph as short as one sentence or as long as ten sentences.

The number of sentences are not important; however the paragraph should be long enough to develop the main idea clearly. Meanwhile, for the kinds of paragraph itself. Tompkins (1994, p.39) states that there are many kinds of writing forms. Such as; narrative paragraph, descriptive paragraph, expository paragraph, and persuasive paragraph. We explain about something with expository paragraph. Boardman (2008, p.57) states in an expository paragraph you explain something. There are many ways of explaining something. One way is to explain your ideas by giving examples.

2.1.6 Concept of What-Why-How Strategy

Bush and Barntly (2010, p. 13) state that what-why-how strategy is the strategy involves writing from a view point and guides the students to consider what the topic for their writing is, who they are as writer, who will read their writing, and in what forms their writing will be before they write. When you've got an important opinion to express, the best way to express it is with the What-Why-How strategy. Peha (2003, p.20) mentions that:

1) **WHAT** do you think? This is your opinion. Sometimes a single sentence will be all you need. You can also think of it as your main idea if you're writing or if you're working on a research paper.

2) **WHY** do you think it? Opinions don't just pop up out of nowhere for no reason at all. If you've got an opinion, you've got a reason for it, and often more than one. Can't think of a reason? Maybe your opinion isn't really what you think.

3) **HOW** do you know? As the saying goes: everyone's entitled to their opinion."But are you really? Where's your proof? What examples or evidence can you come up with to make your point? For every reason you should have at least one example or other kind of proof.

In this strategy we are trying to explain something important and people don't understand you. Or we are trying to convince someone of something but they're not going along. There are some tips on using WWH strategy to help the teachers to apply this strategy and give some information about WWH strategy (Peha, 2003, p.26)

- a. The "How" column is the hardest. We all have opinions, and most of the time we have a good sense of where they come from, a sense of the reasons why we think the things we do. But coming up with specific evidence can be hard.
- b. The "How" column is the important. "How" column always has the most information in it. This is no accident. "How" column information, the tangible evidence upon which all your assertions are based, is by far the most important information you can have. Why? That's simple. Even if you didn't have the "What" or the "Why," many people could figure that out by themselves just by studying the evidence in the "How." Information in the "How" column is also the most convincing. After all, it is only by evidence that we can answer the question, "How do I know for sure?" People may not understand your opinion at all, especially if it is quite different from their own. Knowing your reasons might help a little, but few people are convinced by reasons alone. What most people really want is proof.

- c. The more unusual your position, the more evidence you need. Many students want to know how much support they need for a given argument. “How many reasons and examples do I have to have, Mr. Peha?” they often ask. In truth, there is no specific number that will always be enough. The amount of support you need varies depending on how likely your audience is to believe you.
- d. What-Why-How. It is fair for people to question the truth of your evidence. (It’s annoying, but it’s fair.) You’ll put something great in the “How” column and someone will say in a whiney voice, “OK, but how do you know *that*?” And you’ll have to come up with a piece of evidence for your evidence. This can go on for quite a while. In cases like this, you’ll need to build in some extra “How” columns to the right of your chart.

2.1.7 Advantages of What-Why-How Strategy

For the advantages of WWH strategy, (Peha, 2003, p. 33) states that, when you’ve got an important opinion to express, the best way to express it is with the what-why-how strategy. You are got to be able to back up everything you say with good reasons and solid evidence. It can provide a way for students understanding. He also states that, you can use WWH strategy to support almost any opinion you have. It’s great to expository and it even work well when you have to answer essay question. The strategy involves writing from a view point and guides the students to consider what the topic for their writing is, who they are as writer, who will read their writing, and in what forms their writing will be before they write. In addition, Bush and Bantly (2010, p. 13) state that, WWH is a powerful tool to helping students explain their thinking and support logical arguments. The strategy involves writing from a view point and guides the students to

consider what the topic for their writing is, who they are as writer, who will read their writing, and in what forms their writing will be before they write.

2.1.8 Teaching Procedure using What-Why-How (WWH) Strategy.

According to Bush and Barntly (2010, p.13), mentions there are steps in doing WWH strategy:

Step 1: Asked the students to draw a table with three columns. First column called as what, second called as why and last column called as how.

Step 2: Make your thesis statement in first column, then your opinion in second column and your examples or evidences in last column.

Step3: Each columns of the chart can become paragraph.

Here is example of full version by using the table WWH (What-Why-How) strategy. Peha, (2003, p.21) as follow:

What	Why	How
What do you think	Why do you think it	How do you know
As a pet, dog is better than others.	We can train them to do many things.	My dog can sit and fetch a ball or a stick
	Dog can do many useful things than others do.	My dog always helps me bring the letter to me
		Expect being a pet, he also can protect

Dog bring much my house from the
benefit than others rubber

The students can build paragraph by moving from the left to right across a single row. Start with the "What", the move to the "Why", and finally, use the "How." Do not have to copy the words exactly. In fact, it's usually better if you change things just a bit.

2.2 Previous Related Study

There are three studies which are related to the writer's present study. The first, the thesis entitled "Improving Students' Writing Expository Achievement through What Why How Strategy", it was written by Handayani in 2013. This study attempts to improve students' achievement through What Why How strategy. The objective of the study is to discover whether the use of What Why How strategy approach could significantly improve students' writing achievement. The result of the study is there was significant improvement on student writing achievement by applied WWH strategy. The similarities between previous and the present studies are used WWH strategy, the thesis is experimental studies and the component language is the same, it means that writing. Some differences between previous and present studies, they are the title, the sample and location, subject of the study, object of the study, and the result of the study.

Second previous entitled "Teaching Writing Hortatory Exposition Text by Combining What Why How and Think Pair Share Strategy for Senior High School Students, written by Riani in 2010. The objective of study was to improve students' writing achievement by using WWH strategy combining TPS strategy. The result of the study was found that there was positive progression in students writing hortatory

exposition by combining WWH and TPS strategy. The similarities between previous and the present studies are used WWH strategy, the thesis is experimental studies and the component language is the same, it means that writing. Some differences between previous and present studies, they are the title, the sample and location, subject of the study, object of the study, and the result of the study.

The third related previous study was written by Rumanda in 2014, the title of her thesis is “Using WWH (What-Why-How) Strategy in Teaching an Analytical Exposition Text to Senior High School Students” This study attempts to improve students’ writing achievement by using WWH strategy, they can improve and develop their writing mastery, in particular exposition text. The result of the study was found if by using WWH in teaching analytical exposition can improve students’ writing achievement. The similarities between previous and the present studies are used WWH strategy, the thesis is experimental studies and the component language is the same, it means that writing. Some differences between previous and present studies, they are the title, the sample and location, subject of the study, object of the study, and the result of the study.

2.3 Research Hypothesis

Based on the background of the study above, the hypothesis were formulated the null hypothesis (Ho) and alternative hypothesis (Ha) as follow.

Ho : There is no significant difference on the eleventh grade student’s expository writing achievement between who are taught by using WWH strategy and those who are not at MA Babussalam Payaraman.

Ha : There is a significant difference on the eleventh grade student's expository writing achievement between who are taught by using WWH strategy and those who are not at MA Babussalam Payaraman.

2.4 Criteria of Testing the Hypotheses

The criteria of testing the hypothesis is as follow :

- If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.
- If the p-output (Sig.2-tailed) is higher than 0.05, the null hypothesis (Ho) is accepted, and the alternative hypothesis (Ha) is rejected.

2.5 Research Setting

The research have been done in one of Islamic Senior high Shool in Ogan Ilir. It was conducted at MA Babussalam Payaraman with the location in Jl. Kerio Bijak No. 02 Payaraman Barat Ogan Ilir. The statistic number of this school is 312160211059. It has been operated since 1980 until now and also this school's accreditation is B.

The principal of this school is Drs. H. Asadullah HMN and vice principal is Muzakirin, S.Pd. There are 16 classrooms, a mosque, a library, and then there is main building as office. There are 20 teachers and 2 staff of administration. There are 4 classes of tenth grade consist of 120 students, 4 classes of eleventh grade consist of 121 students, and 4 classes of twelfth grade consist of 165 students.

CHAPTER III

METHODS AND PROCEDURES

This chapter presents (a) research design, (b) operational definitions, (c) population and sample, and (d) data collection.

3.1 Research Design

The method of this research was an experimental method that is called quasi experimental method. According to Creswell (2012, p.309), quasi-experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.

This is taken from one of the quasi experimental design to conduct this research with the first kind of series that is the pretest-posttest nonequivalent groups design. There were two groups which both were given pretest and posttest. It consists of experimental and control group. This design is often used quasi experimental group in educational research (Cohen, Manion, & Morrison 2007, p. 283). The design of the pre-test post-test non equivalent is as follows:

Treatment	O₁	X	O₂

Control	O₃		O₄

Where:

O₁ : The pretest of the experimental group

O₂ : The posttest of the experimental group

O₃ : The pretest of the control group

O₄ : The posttest of control group

X : Treatment in the experimental group taught by using What-Why-How strategy

----- : Non Random

3.2 Research Variables

A variable can be defined as an attribute of a person or of an object that varies from person to object. According to Fraenkle, Wallen and Hyun (2012, p. 77), variable is a concept—a noun that stands for variation within a class of objects, such as *chair*, *gender*, *eye color*, *achievement*, *motivation*, or *running speed*. Notice that the individual members in the class of objects, however, must differ—or vary—to qualify the class as a variable.

And they also states:

“a common and useful way to think about variables is to classify them as *independent* or *dependent*. Independent variables are those that the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. An independent variable is presumed to affect (at least partly cause) or somehow influence at least one other variable. The variable that the independent variable is presumed to affect is called a dependent variable”

Therefore there are two variables that is used based on the title, what-why-how strategy as Independent variable and writing skill as dependent variable.

3.3 Operational Definitions

The title of this research is Teaching Expository by Using What-Why-How (WWH) Strategy to the Eleventh Grade Students of MA Babusassalam Payaraman. For the purpose of this study, there are some terms defined as follow:

First, teaching is how the teacher give someone knowledge or to train someone to instruct, teaching also giving some information of a subject matter to the students in the classroom. Teaching can be defined as giving instruction, knowledge skill to somebody or make somebody understand or be able to do something.

Second, writing is one of the four language skills that play a very important role in the teaching of English since writing can really help the students learn a second language.

Third, expository is defined as informative text that used to share information to the reader. That is focusing in specific subject and presenting some elaborations of the writer arguments about crucial issues and also the one of the texts that should be comprehended by the learners.

Last term is What-Why-How means the process in teaching and learning that used to increase students' achievement in writing expository by explaining what the writer opinion, why the writer think it and how the writer know it. In language teaching, teachers help their students develop in writing expository achievement.

3.4 Population and Sample

3.4.1 Population

According to Creswell (2012, p.142), population is a group of individuals who have the same characteristic and that target population (or the *sampling frame*) is a group of individuals (or a group of organizations) with some common defining characteristic that the researcher can identify and study. The population of this study is all of the students at eleventh grade of MA Babussalam Payaraman in academic year 2014/2015. There are 121 students from 4 classes as the population. The distribution of that information can be seen at table 1.

Table 1
The Population of the Study

No	Class	Number of Students
1	XI IPA 1	30
2	XI IPS 1	30
3	XI IPS 2	30
4	XI IPS 3	31
Total		121

(Source: MA Babussalam Payaraman in academic year 2014-2015)

3.4.2 Sample

According to Creswell (2012, p.142), sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. The writer used convenience sample method in selecting the sample of this study. According to Frankel et.al (2012, p. 99), a convenience sample is a group of individuals who (conveniently) are available for study. The writer decided XI IPS 1 as control group and XI IPS 2 as experimental group because the score in pretest control group was higher than experimental group. The sample of the students was described in table 2.

Table 2
The sample of the study

No	Group	Class	Number of Students
1	Experimental	XI IPS 2	30
2	Control	XI IPS 1	30
Total			60

From each the groups would be given pretest and posttest. Experimental group was taught by using What-Why-How strategy and control group using teachers' strategy.

3.5 Data Collection

In collecting the data, there were two tests writing. Pretest and posttest writing that was given to the sample of the study.

3.5.1 Tests

In this study, writer gives the spoken test. This test will be shown individually on pre-test and post-test. Test based on Brown (2004, p.3) is a method of measuring a person's ability or knowledge in a given domain. There are several things that should be prepared by researcher before coming to test, such as: the item of the test, there are six items in the test that made by the researcher and kind of test was written test. The pre-test and post-test result will be compared as the result of this study, because they were used in order to find out the achievement that students got before and after treatment.

1. Pretest

Cresswell (2012, P.297) states that pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. Pretest is given to participant before begin the training as a means of measuring how they already know about the topic or the concepts be discussed in the course.

2. Posttest

According to Cresswel (2012, p.297), posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment. Posttest is done to know the effect after some treatments are given.

3. Expository Scoring Rubrics

In giving score to the students' writing expository text the maximum score that the students got was 100 points. The following table is criteria levels in assessing

students' writing expository achievement with some criteria contents (Glencoe, 2010, p. 36).

Table 3
Assessing Writing Expository Achievement

The Range of Score	Content
1-35	Focus/Organization
1-35	Elaboration/Support/Style
1-30	Grammar, usage, and mechanics
100	

3. 6 Data Instrument Analysis

3.6.1 Validity Test

The most complex criterion of good test is validity of the test itself. Cohen et.al (2007, p.133) states in test of language validity is an important key to effective research. If a piece of research is invalid then it is worthless. In addition, Frankel et.al (2012, p.147) states that “validity is the most important idea to consider when preparing or selecting an instrument for use”. Were used construct validity and content validity.

1) Construct Validity

Fraenkel, et.al (2012, p.153) state that to estimate the construct validity is the broadest of three categories of evidence for validity that we are considering. The number of experts to estimate the instrument at least three people to estimate her instruments. So, the writer asked her validator Winny AR, M.Pd as validator I. From the instrument test

and lesson plan was good. It means that the instrument test and lesson plan can be used. Then Manalulaili, M.Pd as validator II. The result of the instrument and lesson plan was good. And the last validator is Amalia Hasanah, M.Pd as validator III. The researcher was asked by three validators to revise some item questions of the test and to revise a few things in lesson plan. From the validators, it can be assumed that the instruments were appropriate to be used for the research study after being revised.

The result of the instrument and lesson plan was good and can be used. Finally after the research instrument had been revised, the research instruments had construct validation from the three validators. It means that the research instrument were appropriate to be used for research treatments.

2) Content Validity

Best and Khan (1995, p. 219) state that content validity refers to the degree to which the test actually measure, or is specifically related to, the traits for which it was designed. To achieve a high degree in content validity, the writer devises the test in accordance with the objective which is measuring the students' writing achievement. The result analysis in content validity is described in table of specification test. In the table of specification test, it includes: objective of the test, material title, test indicators, type of test, the number of item and total number. It shown in table 4:

Table 4
Test of Specification Table

Objective	Material	Indicator	Type of Test
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The students are able to:	- Expository paragraph	The students are can:	Written test
• Identify the meaning of the word in the text is read • Used complex sentence in make a story • Identify the argument given • Identify the pro and contra argument in the text • Used modal “should” to write advice in hortatory exposition text		• Identify the meaning of the word in the text is read • Used complex sentence in make a story • Identify the argument given • Identify the pro and contra argument in the text • Used modal “should” to write advice in hortatory exposition text	

3.6.2 Reliability Test

One of the characteristics of a good test is reliability. According to Fraenkel et.al (2012, p. 154), reliability refers to the consistency of the scores obtained—how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. On the other hand, scorer reliability sometimes refers to the consistency of scoring by two or more scorers. Brown (2004, p.21) states that “inter-rater reliability occurs when two or more scorers yield inconsistent scores of the same test, possibly for lack of attention to scoring criteria, inexperience, inattention, or even

preconceived biases. He also adds on the same page that reliability is an extremely important issue that every teacher has to contend with.

The test was tried out to 28 students to find out reliability of the test. After that, scores that are given by raters were calculated by using the rank order correlation formula to find the differences between the two sets of rankings.

The rank order correlation formula is suggested by Carroll and Hall (1985, p.119), as below:

$$R = 1 - \frac{6(\sum d^2)}{n(n^2 - 1)}$$

Where:

R : Result of Reliability Coefficient with Ranking Order Method

D : Calculation Result of Ranking Order Scores

N : Number of Sample

For this research the writer used two raters. Those raters a teacher at MTs Nurul Huda Tebedak and SMA N 1 Rambang Kuang (1) Indra Wahyudi, S.Pd (2) Elga Ruk Pailisuf, S.Pd.

The writer had already tried out the research instruments at MA Darul Muttaqin Tebedak. The result of it was described in Try Out is shown in the following.

Table 5
The Try out Analysis

No	Students' Name	Rater 1		Rater 2		TOT	AVG	D	D2
		Score	Rank	Score	Rank	(P1.P2)	(P1.P2)		
1	Student 1	63	3	62	5	125	62.5	2	4
2	Student 2	55	10	56	10	111	55.5	0	0

3	Student 3	66	2	68	1	134	67	1	1
4	Student 4	55	10	58	8	113	56.5	2	4
5	Student 5	67	1	63	4	130	65	-3	9
6	Student 6	59	7	61	6	120	60	-1	1
7	Student 7	52	12	55	11	107	53.5	1	1
8	Student 8	60	6	61	6	121	60.5	0	0
9	Student 9	62	4	58	8	120	60	-4	16
10	Student 10	62	4	61	6	123	61.5	-2	4
11	Student 11	43	13	41	14	84	42	-1	1
12	Student 12	63	3	65	2	128	64	1	1
13	Student 13	61	5	59	7	120	60	-2	4
14	Student 14	63	3	59	7	122	61	-4	16
15	Student 15	58	8	61	6	119	59.5	2	4
16	Student 16	52	12	53	13	105	52.5	-1	1
17	Student 17	63	3	64	3	127	63.5	0	0
18	Student 18	56	9	61	6	117	58.5	3	9
19	Student 19	53	11	54	12	107	53.5	-1	1
20	Student 20	55	10	56	10	111	55.5	0	0
21	Student 21	61	5	65	2	126	63	3	9
22	Student 22	58	8	57	9	115	57.5	-1	1
23	Student 23	62	4	63	4	125	62.5	0	1
24	Student 24	58	8	59	7	117	58.5	1	1
25	Student 25	60	6	58	8	118	59	-2	4
26	Student 26	55	10	53	13	108	54	-3	9
27	Student 27	58	8	56	10	114	57	2	4
28	Student 28	55	10	57	9	112	56	1	1
TOTAL									107

From the test scores, it was calculated as follows:

$$\sum d^2 = 107 \quad n = 28$$

$$R = 1 - \frac{6(\sum d^2)}{n(n^2 - 1)}$$

$$R = 1 - \frac{6(107)}{28(784-1)}$$

$$R = 1 - \frac{642}{21924}$$

$$R = 1 - 0.02$$

$$= 0.98$$

According to Fraenkel et.al (2012, p.157), the test score is considered reliable whenever the reliability coefficient of test score should be at least 0.70 and preferably higher. From the result analysis of students' writing achievement using ranking order method above, it was found that output 0.98. From the score, it can be stated that the students' test is considered reliability score is higher than 0.70.

3.6 Research Treatments

Treatment refers to any action or process designed to find out that something is effective, workable, and valid. The writer did the experiment by applying the What-Why-How (WWH) to the sample, the eleventh grade students of MA Babussalam Payaraman.

The study was conducted in 12 meetings. There are two meetings for a pre-test and post-test and ten meetings for treatments. Every week, the students got four-five meetings. Each meeting was 40 minutes. Every meeting for treatments, the students were given a functional text. The material used were the same for experimental and control group.

Table 6
Research Schedule

No	Teaching Schedule	Title	Kinds of Text	Research Meeting	Time Allocation
1	Monday, 16 th of February	Pretest	Written Test	1 st	2 x 40
2.	Friday, 20 th of February	My Friend, Chissy	Expository	2 nd	2 x 40
3.	Monday, 23 th of February	My Favorite Pet	Expository	3 rd	2 x 40
4.	Friday, 27 th of February	Winter	Expository	4 th	2 x 40
5.	Monday, 2 nd of March 2015	The Importance of Library	Expository	5 th	2 x 40
6.	Friday, 6 th of March 2015	Fast Food	Expository	6 th	2 x 40
7.	Monday, 9 th of March 2015	The Importance of Speaking English	Expository	7 th	2 x 40
8.	Friday, 13 th of March 2015	Television for Social Construction	Expository	8 th	2 x 40
9.	Monday, 16 th of March 2015	Why Students Should Eat Breakfast Everyday	Expository	9 th	2 x 40
10.	Friday, 20 th of March 2015	Why You Should Not Smoking	Expository	10 th	2 x 40
11.	Monday, 23 th of March 2015	Why Indonesian People Should Value All Difference Culture	Expository	11 th	2 x 40
12	Friday, 27 th of March 2015	Posttest	Written Test	12 th	2 x 40

3.8 Technique for Analyzing the Data

In analyzing the obtained data, it presents data descriptions, prerequisite analysis, and result of testing hypothesis.

3.8.1 Data Descriptions

In data descriptions, distribution of frequency data and descriptive statistics are illustrated from the obtained data of students' pretest and posttest scores in control and experimental groups.

1) Distributions of Frequency Data

In distributions of frequency data, the students' score, frequency, percentage are calculated. The distributions of frequency data are got from students' pretest scores in control group, students' posttest in control group, students' pretest scores in experimental group, and students' posttest scores in experimental group.

2) Descriptive statistics

In descriptive statistics, number of sample, the score of minimal, maximal, mean, standard deviation, and standard error of mean are obtained. Descriptive statistics are obtained from students' pretest and posttest scores in control and experimental groups.

3.8.2 Prerequisite Analysis

Pre-requisite analysis should be done to see whether or not the data is normal and homogen before analyzing the obtained data. There are two procedures in pre-requisite analysis:

1. Normality Test

Normality test is used to measure whether the obtained data is normal or not. The data can be classified into normal whenever the p-output is higher than 0,025. According

to Basrowi (2007, p.106), the normality test is used to measure whether the obtained data is normal or not. The data can be classified into normal whenever the p-output is higher than 0.05.

2. Homogeneity Test

Homogeneity test is used to measure the obtained scores whether it is homogen or not. Basrowi (2007, p.106) states that the score is categorized homogen when the p-output was higher than mean significant different at 0,05 levels. In measuring homogeneity test, **Levene Statistics** in SPSS as used. The homogeneity test is used to measure students' pretest and posttest scores in control and experimental groups.

3.8.3 Hypothesis Testing

In measuring significant difference between students' posttest scores in experimental and control groups, the writer used an **Independent Sample T-test**. Significant difference is found whenever the p-output is lower than mean significant difference at 0.05 levels.

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter presents (a) findings, and (b) interpretation

4.1 Findings

The findings of the study were find out; (4.1.1) data description (4.1.2) prerequisite, and (4.1.3) results of hypothesis testing.

4.1.1 Data descriptions

In data descriptions, it deals with distribution of frequency data and descriptive statistic.

1) Distribution of Frequency Data

In distribution of frequency data, the students' score of frequency, and percentage of students' pretest and posttest score in experimental and control groups were presented.

a. Pretest Score of the Experimental Group

Based on the result of students got score in the experimental group, there were 3.3 % or 1 student got score 56.5, 3.3 % or 1 student get score 57.5, 10.0% or 3 students got score 58.5, 6.7 % or 2 students got 59, 10.0% or 3 students got score 59.5, 10.0% or 3 students got score 60, 13.3% or 4 students got score 60.5, 6.7% or 2 students got score 61, 3.3% or 1 student got score 61.5, 10.0% or 3 students got score 62, 3.3% or 1 students got score 62.5, 3.3% or 1 students got score 63, 6.7% or 2 students got score 63.5, 3.3% or 1 student got score 65, 3.3% or 1 student got score 65.5 and 3.3% or 1 student got score 66. The frequency data of students' score in experimental group was shown in table 7.

Table 7
Distributing the Frequency Data of Students' Pretest
Score in Experimental Group

From analysis of data of pretest	Scores	Frequency	Percent (%)	the result frequency students' scores in
	56.5	1	3.3	
	57.5	1	3.3	
	58.5	3	10.0	
	59	2	6.7	
	59.5	3	10.0	
	60	3	10.0	
	60.5	4	13.3	
	61	2	6.7	
	61.5	1	3.3	
	62	3	10.0	
	62.5	1	3.3	
	63	1	3.3	
	63.5	2	6.7	
	65	1	3.3	
	65.5	1	3.3	
	66	1	3.3	
Total		30	100.0	

experimental group, it was found that in the pretest experimental group there were 1 students who got the lowest score 56.5 (3.3%) and 1 student there were the highest score 66 (3.3%).

b. Posttest Scores of the Experimental Group

Based on the result of students' posttest scores in the experimental group, it showed that there were 3.3% or 1 student got score 75, 3.3% or 1 student got score 76, 10.0% or students got score 76.5, 6.7% or 2 students got score 77, 3.3% or 1 student got score 77.5, 3.3% or 1 student1 got score 78.5, 10.0% or 3 students got score 79, 6.7% or 2 students got score 79.5, 10.0% or 3 student got score 80, and 10.0% or 3 student got score 81, 3.3% or 1 student got score 81.5, 13.3% or 4 students got score 82, 6.7% or 2 students got score 82.5, 3.3% or 1 student got score 83, 3.3% or 1 student got score 84.5, 3.3% or 1 student got 85. The frequency data of the students' pretest score in experimental group was shown in table 8.

Table 8
Distributing the Frequency Data of Students' Posttest
Score in Experimental Group

Score	Frequency	Percent %
75	1	3.3
76	1	3.3
76.5	3	10.0
77	2	6.7
77.5	1	3.3
78.5	1	3.3
79	3	10.0
79.5	2	6.7
80	3	10.0
81	3	10.0
81.5	1	3.3
82	4	13.3
82.5	2	6.7
83	1	3.3
84.5	1	3.3
85	1	3.3
Total	30	100.0

From the result analysis of frequency data of students' posttest scores in experimental group, it was found that in the posttest experimental group there were 1 student who got the lowest score 75 and 1 student there were the highest score 85.

c. Pretest Scores of the Control Group

Based on the result of students got score in the control group, there were 3.3 % or 1 student got score 60, 3.3 % or 1 student get score 61, 10.0% or 3 students got score 61.5, 6.7 % or 2 students got 62, 10.0% or 3 students got score 62.5, 6.7% or 2 students got score 63, 10.0% or 3 students got score 63.5, 13.3% or 4 students got score 64, 3.3% or 1 student got score 64.5, 13.3% or 4 students got score 65, 6.7% or 2 students got score 66.5, 3.3% or 1 students got score 67.5, 3.3% or 1 student got score 68.5 and 6.7% or 2 students got 69. The frequency data of students' score in control group was shown in table 9.

Table 9
Distributing the Frequency Data of Students' Pretest
Score in Control Group

Scores	Frequency	Percent (%)
60	1	3.3
61	1	3.3
61.5	3	10.0
62	2	6.7
62.5	3	10.0
63	2	6.7
63.5	3	10.0
64	4	13.3
64.5	1	3.3
65	4	13.3
66.5	2	6.7
67.5	1	3.3
68.5	1	3.3
69	2	6.7
Total	30	100.0

From the result analysis of frequency data of students' pretest scores in control group, it was found that in the pretest control group there were 1 student who got the lowest score 60 (3.3%) and 2 students there were the highest score 69 (6.7%).

d. Posttest Scores of the Control Group

Based on the result of students got score in the control group, there were 3.3 % or 1 students got score 64.5, 3.3 % or 1 student get score 65.5, 3.3% or 1 student got score 66, 6.7% or 2 students got 67, 6.7% or 2 students got score 67.5,16.7% or 5 students got score 68, 10.0% or 3 students got score 68.5, 6.7% or 2 students got score 69, 6.7% or 2 students got score 69.5, and 10.0% or 3 students got score 70, 13.3% or 4 students got score 71, 10.0% or 4 students got score 71.5. The frequency data of students' score in control group was shown in table 10.

Table 10

**Distributing the Frequency Data of Students' Posttest
Score in Control Group**

Score	Frequency	Percent %
64.5	1	3.3
65.5	1	3.3
66	1	3.3
66.5	1	3.3
67	2	6.7
67.5	2	6.7
68	5	16.7
68.5	3	10.0
69	2	6.7
69.5	2	6.7
70	3	10.0
71	4	13.3
71.5	3	10.0
Total	30	100.0

From the result analysis of frequency data of students' posttest scores in control group, it was found that in the posttest control group there were 1 student who got the lowest score 64.5 and student there were the highest score 71.5

2) Descriptive Statistics

In descriptive statistics, the sample, the score of minimal, mean, and standard deviation of students' pretest and posttest scores in experimental and control groups were presented:

a. Pretest Scores of the Experimental Group

The result analysis of descriptive statistics from the students' pretest score in experimental group found that there were 30 students in experimental group. The lowest

score was 56.5, the highest score was 66, mean score was 60.8833, and standard deviation was 2.29574. The descriptive statistics of students' pretest score of experimental group was shown in table 11.

Table 11
Descriptive Statistics of Students' Pretest in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
pre_exp	30	56.50	66.00	60.8833	2.29574
Valid N (listwise)	30				

b. Posttest Scores of the Experimental Group

The result analysis of descriptive statistics from the students' posttest score in experimental group found that there were 30 students in experimental group. The lowest score was 75.00, the highest score was 85.00, mean score was 79.8833, and standard deviation was 2.59537. The descriptive statistics of students' posttest score of experimental group was shown in table 12.

Table 12
Descriptive Statistics of Students' Posttest in Experimental Group

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_exp	30	75.00	85.00	79.8833	2.59537
Valid N (listwise)	30				

c. Pretest Scores of the Control Group

The result analysis of descriptive statistics from the students' pretest score in control group found that there were 30 students in control group. The lowest score was 60, the highest score was 69, mean score was 64.0333, and standard deviation was 2.35230. The descriptive statistics of students' pretest score of control group was shown in table 13.

Table 13
Descriptive Statistics of Students' Pretest in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
pretest_cont	30	60.00	69.00	64.0333	2.35230
Valid N (listwise)	30				

d. Posttest Scores of the Control Group

The result analysis of descriptive statistics from the students' posttest score in control group found that there were 30 students in control group. The lowest score was 64.50 the highest score was 71.50, mean score was 68.7500, and standard deviation was 1.87888. The descriptive statistics of students' posttest score of control group was shown in table 14.

Table 14
Descriptive Statistics of Students' Posttest in Control Group

	N	Minimum	Maximum	Mean	Std. Deviation
posttes_control	30	64.50	71.50	68.7500	1.87888
Valid N (listwise)	30				

4.1.2 Pre-requisite Analysis

In the pre-requisite analysis, normality and homogeneity were analyzed.

1) Normality Test

In the normality test, the total of sample (N), Kolmogorov Smirnov Z, Significant and result were analyzed. The scores were got from; (a) students' pretest scores in experimental and control groups and (b) students' posttest scores in experimental and control groups.

a. Students' Pretest Score in Experimental and Control Groups

After the result to the 30 sample of the students pretest in experimental and control group was measured, it was found that the normality score in experimental was 0.728 and control was 0.770. From the result of the output, it can be stated that the students' pretest in experimental and control group was normal since it was higher than 0.05. The result measuring the normality was shown in table 15.

Table 15
The Normality Test of the Students' Pretest in
Experimental and Control Groups

No	Students' Pretest	N	Kolmogrov Smirnov	Sig.	Result
1	Control Group	30	0.770	0.594	Normal
2	Experimental Group	30	0.728	0.664	Normal

b. Students' Posttest Test Score in Experimental and Control Groups

After the result to the 30 sample of the students posttest in experimental and control group was measured, it was found that the normality score in experimental group was 0.558 and control group was 0.645. From the result of the output, it can be stated that the students' posttest in experimental and control group was normal since it was higher than 0.05. The result measuring the normality was shown in table 16.

Table 16
The Normality Test of the Students' Posttest
In Experimental and Control Groups

No	Students' Pretest	N	Kolmogrov Smirnov	Sig.	Result
1	Control Group	30	0.645	0.800	Normal
2	Experimental Group	30	0.558	0.925	Normal

2) Homogeneity Test

a. Homogeneity Test of Students' Pretest Score in Control and Experimental Groups

After the data was measured, it was found that the significant score was 0.983. From the result of the output, it can be stated that the students' pretest in control and experimental group was homogeneity since it was higher than mean significance difference at 0.05 levels. Then, a table homogeneity test was figure out in table 17.

Table 17

The result of Measuring Homogeneity Test using levene Statistic of Students' Pretest in Control and Experimental groups

No	Students' Pretest	N	Levene Statistic	Sig.	Result
1	Control group	30	0.000	0.983	Homogen
2	Experimental group	30			

b. Homogeneity Test of Students' Posttest Score in Control and Experimental Groups

After the data was measured to the students in control and experimental group, it was found that the significant score was 0.074. From the result of the output, it can be stated that the students' posttest in control and experimental group was homogeneity since it was higher than mean significance difference at 0.05 levels. Then, a table homogeneity test was figure out in table 18.

Table 18

The result of Measuring Homogeneity Test using levene Statistic of Students' Posttest in Control and Experimental groups

No	Students' Pretest	N	Levene Statistic	Sig.	Result
1	Control group	30	3.312	0.074	Homogen
2	Experimental group	30			

4.1.3 The Result of Hypotheses testing in Measuring Significant Difference on Students' Posttest Scores in Control and Experimental Group by Using Independent Sample T-test

In hypothesis testing, the writer analyzed the means significant difference on students' writing expository achievement by using WWH strategy at MA Babussalam Payaraman. The Independent t-test was used to measure means significant difference on students' writing expository score from students' pretest to posttest in experimental and control group. The further calculation of the t-test was displayed in table 19.

Table 19
The Result of Analysis in Measuring Significant Difference on Students' Posttest Scores in Control and Experimental Group by Using Independent Sample T-test

What- Why-How strategy Teachers' Technique	Independent Sample T-Test			Ho	Ha
	T	Df	Sig.(2-tailed)		
	19.032	58	0.000	Rejected	Accepted

From the result above in measuring means significant difference using independent t-test, it was found the p-output 0.000. It means that there is significant difference on students' writing expository achievement was taught by using WWH strategy and those who are not, since the p-output was lower than 0.05 levels. Then the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

4.2 Interpretation

Based on the findings, some interpretations were made as follows:

What-Why-How strategy can be applied to the eleventh grade students' and can improve students writing expository achievement (experimental class) and also give some benefits to the students to understand more about writing expository text.

Before doing the treatments the researcher firstly gave the pretest to the students to know the progress of their writing expository achievement and also to know which class will be the experimental group and the control group. The control group was chosen as control was because they got higher score than the experimental group even the difference only four points. Then after gave treatment for the experimental group the researcher gave posttest to know progression of students score in experimental and control group. Based on the result of the posttest in control and experimental group it was showed that progression from the pretest in control and experimental to posttest in control and experimental.

In the first and second meeting in process of treatments in experimental group showed that the students difficult to started writing and also most of them was still making a noise. In the next meeting the process in experimental group showed WWH strategy make students felt enthusiasm and allowed the students to express their idea in writing because they wrote in commonly any preparation before writing. It means that the students can express their idea which will be say in their writing by organizing their taught or plan early before starting their writing.

The students also have improvement in writing expository ability after teaching by using WWH strategy. It can be seen from the result of improvement of students pretest and posttest scores in experimental. Score in posttest was higher than pretest. It was also supported by the result of the research conducted by Handayani (2013, p. 13), she found that WWH increases students' writing expository achievement. It can be interpreted there

was means significant differences from students' pretest and posttest scores in experimental group taught using What-Why-How Strategy and control group taught using teachers' strategy.

The students were more interested and active during the teaching of writing by using WWH strategy. WWH strategy allowed the students to express their ideas in writing. It means that the students can express their ideas which will be revealed in their writing by organizing their taught or plans early before starting their writing. Then the students become more active in learning writing and tried to draw the attention to implement WWH strategy model which can enable English subject to be more meaning full and enjoyable. They showed their contribution and participated well in teaching and learning process. The students seemed very interested in following WWH strategy steps. The students was not bored in class because WWH strategy is easy to understand and not complicated from the first steps until the last steps.

From the statement, it can be stated that WWH strategy could increase the students' writing ability. Since the experimental got the significant difference in means after the researcher used the WWH Strategy, this strategy can be best reference to the teachers to improve students progress in writing expository score and use this strategy as the best way to stimulate activities in learning process was to change the model of learning which would be more attractive to the students.. So researcher assumed that WWH strategy gave positive influence in students' writing expository achievement.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this last chapter, the writer presents (a) conclusion, and (b) suggestions.

5.1 Conclusion

Based on the findings and interpretation in the previous chapter, it can be drawn some conclusion. First, based on the result of pretest to posttest, there was a significant difference on students' posttest score in experimental group taught by using WWH strategy and those who are not, it showed that p-output was 0.000 and t-obtained was 19.032. Since the p-output was lower than 0.05 level and t-obtained was higher than t-table ($Df\ 58=1.671$), so H_0 (The Null Hypotesis) was rejected and H_a (The Alternative Hypothesis) was accepted.

Second, students gave positive response toward the implementation of WWH strategy in improving students' writing achievement. From the result of the test, it implies that WWH strategy could be used as an alternative strategy in teaching writing. In addition, the students felt interesting and enjoy in learning writing because WWH strategy was encourage writing achievement. That reason made the students easier to improve their expository writing ability. Therefore, it can be inferred that the teaching writing expository by using What-Why-How strategy can be considered as one alternative strategy to be used.

5.2 Suggestions

On the basis of the conclusion above and based on the study that has been done. The writer want to suggest teachers of English to use WWH strategy as one of alternatives in teaching writing expository to their students since learning English through WWH strategy is a great and fun activity for them. It could increase their motivation to know more about learning English, especially in learning writing, change their views that learning writing is an enjoyable thing and not a bored. Hopefully the writer expects this study can be useful for theoretical reference for other researchers, which through related study some innovation and improvement in teaching English will be obtained or even renewed.

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APPENDIX

Direction

1. Write a paragraph expository by choosing one of the following topics below:
 - Alcohol should be banned
 - Gadget is not good for kids
 - We should stop bullying
 - Football
 - My Favorite Food
 - My Hero
2. Pay attention on the content, punctuation, grammar and vocabulary.
3. Work in 60minutes

Score:

The highest score is 100 and lowest is 34.

Answer sheet
Experimental group

Name :

Topic :

WHAT	WHY	HOW

.....

.....

.....

.....

.....

.....

.....

Name :
Topic :

A series of horizontal dotted lines for writing, consisting of 11 lines. The first line is indented from the left margin. The remaining 10 lines are aligned with the left margin. The last line is also indented from the left margin.

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)**PERANGKAT PEMBELAJARAN****SILABUS**

Mata Pelajaran : Bahasa Inggris

Satuan Pendidikan : SMA / MA

Kelas/Semester : XI/2

Nama Guru :

NIKY :

Sekolah :

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari	7.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih	• Responding to expressions of congratulating and complimenting	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan sikap dan perasaan beserta responnya secara berkelompok. • Mendengarkan percakapan interpersona/transaksional melalui tape secara klasikal • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok	72 • Mengidentifikasi hubungan antar pembicara • Mengidentifikasi makna tindak tutur sikap terhadap sesuatu • Merespon tindak tutur menyatakan sikap terhadap sesuatu • Mengidentifikasi makna tindak tutur menyatakan perasaan sedih • Merespon tindak tutur menyatakan perasaan sedih • Mengidentifikasi makna tindak tutur menyatakan perasaan cinta • Merespon tindak tutur menyatakan perasaan cinta • Mengidentifikasi konteks situasi	Tertulis (PG dan Uraian) Quiz Tugas
	7.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	• Responding to narrative texts	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan perasaan beserta responnya secara berkelompok. • Mendengarkan percakapan interpersona/transaksional melalui tape secara klasikal • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar	• Mengidentifikasi makna tindak tutur menyatakan perasaan malu • Merespon tindak tutur menyatakan perasaan malu • Mengidentifikasi makna tindak tutur menyatakan perasaan marah • Merespon tindak tutur menyatakan perasaan marah • Mengidentifikasi makna tindak tutur menyatakan perasaan jengkel • Merespon tindak tutur menyatakan perasaan jengkel	Tertulis (PG dan Uraian) Quiz Tugas

	dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel				secara berkelompok		
8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk <i>narrative</i> , <i>analytical exposition</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	8.1 Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	• Responding to expressions of congratulating and complimenting • Responding to narrative texts	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Mendengarkan sebuah pengumuman lisan. • Mendiskusikan isi teks yang didengar secara berpasangan. • Mendiskusikan bentuk bahasa lisan berdasarkan teks yang didengar secara kelompok.	• Mengidentifikasi topik sebuah teks fungsional pendek yang didengar • Mengidentifikasi informasi tertentu teks yang didengar • Mengidentifikasi tujuan komunikasi teks fungsional pendek yang didengar.	Tertulis (PG dan Uraian) Quiz Tugas
	8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks	• Responding to expressions of congratulating and complimenting • Responding to texts	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial,	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif	• Mendengarkan sebuah <i>narrative/analytical exposition/spoof/hortatory exposition</i> secara klasikal. • Mendiskusikan isi teks yang didengar secara berpasangan. • Melakukan case <i>building</i> berdasarkan kelompok pro dan kontra.	• Mengidentifikasi main idea dari teks <i>hortatory exposition</i> yang didengar • Mengidentifikasi tokoh dari cerita yang didengar • Mengidentifikasi kejadian dalam teks yang didengar • Mengidentifikasi bagian cerita yang lucu • Mengidentifikasi solusi dalam	Tertulis (PG dan Uraian) Tugas Quiz

	berbentuk: <i>narrative, analytical exposition, spoof, dan hortatory exposition</i>		tanggung jawab	untuk masa depan)		sebuah cerita yang didengar • Mengidentifikasi kasus yang didengar • Mengidentifikasi argumen yang didengar	
Berbicara 9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari	9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih	• Congratulating and complimenting	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Bermain peran secara berkelompok	• Menggunakan tindak tutur menyatakan sikap terhadap sesuatu • Merespon tindak tutur menyatakan sikap terhadap sesuatu • Menggunakan tindak tutur menyatakan perasaan cinta • Merespon tindak tutur menyatakan perasaan cinta • Menggunakan tindak tutur menyatakan perasaan sedih • Merespon tindak tutur menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih	Performans
	9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi)	• Performing a monologue	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).	• Bermain peran secara berkelompok	• Menggunakan tindak tutur menyatakan perasaan malu • Merespon tindak tutur menyatakan perasaan malu • Menggunakan tindak tutur	Tertulis (PG dan Uraian)

	i) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel		prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)		menyatakan perasaan marah • Merespon tindak tutur menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel	Tugas Quiz
10 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>analytical exposition</i> <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	10.1 Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	• <i>Congratulating and complimenting</i> • <i>Performing a monologue</i>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Memberikan sebuah pengumuman lisan secara bergantian	• Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek	Tugas performa ce

	10.2 Mengungkap- kan makna dalam esei dengan mengguna- kan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>analytical</i> <i>exposition</i> , <i>spoof</i> , dan <i>hortatory</i> <i>exposition</i>	• Congratu- lating and complimen- ting • Performing a monologue	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Mendongeng • Melakukan debat secara • berkelompok	• Menggunakan kalimat <i>past</i> <i>continuous</i> dalam menyampaikan spoof • Melakukan monolog berbentuk <i>narrative</i> • Melakukan monolog berbentuk <i>hortatory</i> <i>exposition</i> • Menggunakan modal “<i>should</i>” untuk menyampaikan saran • Melakukan debat	Tugas Perform ns
Membaca 11 Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>analytical</i> <i>exposition</i> , <i>spoof</i> dan <i>hortatory</i> <i>exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner</i> , <i>poster</i> , <i>pamphlet</i> , dll.) resmi dan tak resmi yang menggunaka n ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahua	• Identifying meanings and information in a text	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Membaca nyaring bermakna sebuah <i>banner</i>, <i>poster</i>, <i>pamphlet</i> secara individu • Mendiskusikan isi teks yang dibaca secara berpasangan. • Mendiskusikan ciri-ciri gramatikal yang digunakan dalam teks yang dibaca secara berkelompok.	• Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar • Mengidentifikasi topic dari teks yang dibaca • Mengidentifikasi informasi tertentu dari <i>banner</i>, <i>poster</i>, <i>pamphlet</i>	Perform ns Tertulis (PG dan Uraian) Quiz Tugas

	11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>analytical exposition</i> , <i>spoof</i> , dan <i>hortatory exposition</i>	• Reading texts	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Membaca nyaring bermakna teks <i>exposition</i> secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih menggunakan kalimat yang menyatakan argumen dan saran	• Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi setting dalam sebuah cerita narasi • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi kasus yang dibahas dalam teks • Mengidentifikasi argumen yang diberikan • Mengidentifikasi saran yang diberikan • Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca	Performans Tertulis (PG dan Uraian) Tugas Quiz
Menulis 12 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative</i>, <i>analytical exposition</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	12.1 Mengungkapkan makna dalam teks fungsional pendek (misalnya <i>banner</i> , <i>poster</i> , <i>pamphlet</i> , dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks	• Developing a paragraph based on the pictures	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Menuliskan sebuah <i>banner</i>, <i>poster</i>, <i>pamphlet</i> secara berkelompok dan • Mempublikasikan di lingkungan sekolah	• Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat <i>draft</i>, merevisi, menyunting • Menghasilkan <i>banner</i>, <i>poster</i>, atau <i>pamphlet</i>	Tugas Unjuk kerja

	kehidupan sehari-hari						
	12.2 Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>analytical exposition</i> , <i>spoof</i> , dan <i>hortatory exposition</i>	• Writing texts	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Membuat <i>draft</i> teks <i>exposition</i> dengan melakukan <i>chain writing</i>. • Melakukan koreksi teman sejawat	• Mengidentifikasi makna kata dalam text yang dibaca • Menggunakan kalimat <i>kompleks</i> dalam membuat sebuah cerita • Mengidentifikasi argumen yang diberikan • Mengidentifikasi argument yang pro dan kontra dalam teks • Menggunakan modal "<i>should</i>" untuk menulis saran pada teks <i>hortatory exposition</i> • Menghasilkan teks berbentuk <i>spoof</i>	Tugas Unjuk kerja

Distribution of Students' writing Score in Reliability of the Test (Try Out)

No	Students' Name	Rater 1		Rater 2		TOT	AVG	D	D2
		Score	Rank	Score	Rank	(P1.P2)	(P1.P2)		
1	Student 1	76	5	71	7	159	73.5	-2	4
2	Student 2	55	12	61	10	138	58	2	4
3	Student 3	74	6	71	7	158	72.5	-1	1
4	Student 4	55	12	55	12	134	55	0	0
5	Student 5	71	7	76	5	159	73.5	2	4
6	Student 6	81	3	79	4	167	80	-1	1
7	Student 7	53	11	55	12	131	54	-1	1
8	Student 8	60	10	61	10	141	60.5	0	0
9	Student 9	74	6	71	7	158	72.5	-1	1
10	Student 10	66	8	64	9	147	63	-1	1
11	Student 11	43	13	37	15	108	40	-2	4
12	Student 12	74	6	76	5	161	75	1	1
13	Student 13	61	9	64	9	143	62.5	0	0
14	Student 14	79	4	82	2	167	80.5	2	4
15	Student 15	76	5	82	2	165	79	3	9
16	Student 16	60	10	53	14	137	56.5	-4	16
17	Student 17	71	7	74	6	158	72.5	1	1
18	Student 18	84	1	83	1	169	83.5	0	0
19	Student 19	53	11	61	7	132	57	4	16
20	Student 20	55	12	56	13	136	55.5	-1	1
21	Student 21	79	4	76	5	164	75.5	-1	1
22	Student 22	82	2	83	1	168	82.5	1	1
23	Student 23	79	4	81	3	167	80	1	1
24	Student 24	71	7	74	6	158	72.5	1	1
25	Student 25	76	5	71	7	159	73.5	-2	4
26	Student 26	66	8	64	9	147	65	-1	1
27	Student 27	81	3	79	4	167	80	-1	1
28	Student 28	55	12	61	10	138	58	2	4
TOTAL									83

OUTPUT ANALYSIS BY USING SPSS

1. Data Description

a). Distribution of Frequency Data

(1). Students' Pretest in Experimental group

PRETEST_EXPERIMENTAL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56.5	1	3.3	3.3	3.3
	57.5	1	3.3	3.3	6.7
	58.5	3	10.0	10.0	16.7
	59	2	6.7	6.7	23.3
	59.5	3	10.0	10.0	33.3
	60	3	10.0	10.0	43.3
	60.5	4	13.3	13.3	56.7
	61	2	6.7	6.7	63.3
	61.5	1	3.3	3.3	66.7
	62	3	10.0	10.0	76.7
	62.5	1	3.3	3.3	80.0
	63	1	3.3	3.3	83.3
	63.5	2	6.7	6.7	90.0
	65	1	3.3	3.3	93.3
	65.5	1	3.3	3.3	96.7
	66	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

(2). Students' Pretest in Control Group

PRETEST_CONTROL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	3.3	3.3	3.3
	61	1	3.3	3.3	6.7
	61.5	3	10.0	10.0	16.7
	62	2	6.7	6.7	23.3
	62.5	3	10.0	10.0	33.3
	63	2	6.7	6.7	40.0
	63.5	3	10.0	10.0	50.0
	64	4	13.3	13.3	63.3
	64.5	1	3.3	3.3	66.7
	65	4	13.3	13.3	80.0
	66.5	2	6.7	6.7	86.7
	67.5	1	3.3	3.3	90.0
	68.5	1	3.3	3.3	93.3
	69	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

(3). Students' Posttest in Experimental Group

POSTTEST EXPERIMENTAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	1	3.3	3.3	3.3
	76	1	3.3	3.3	6.7
	76.5	3	10.0	10.0	16.7
	77	2	6.7	6.7	23.3
	77.5	1	3.3	3.3	26.7
	78.5	1	3.3	3.3	30.0
	79	3	10.0	10.0	40.0
	79.5	2	6.7	6.7	46.7
	80	3	10.0	10.0	56.7
	81	3	10.0	10.0	66.7
	81.5	1	3.3	3.3	70.0
	82	4	13.3	13.3	83.3
	82.5	2	6.7	6.7	90.0
	83	1	3.3	3.3	93.3
	84.5	1	3.3	3.3	96.7
	85	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

(4) Students' Posttest in Control Group

POSTTES_CONTROL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64.5	1	3.3	3.3	3.3
	65.5	1	3.3	3.3	6.7
	66	1	3.3	3.3	10.0
	66.5	1	3.3	3.3	13.3
	67	2	6.7	6.7	20.0
	67.5	2	6.7	6.7	26.7
	68	5	16.7	16.7	43.3
	68.5	3	10.0	10.0	53.3
	69	2	6.7	6.7	60.0
	69.5	2	6.7	6.7	66.7
	70	3	10.0	10.0	76.7
	71	4	13.3	13.3	90.0
	71.5	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

b). Descriptive Statistic

(1). Students' Pretest Score in Control Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre_cont	30	60.00	69.00	64.0333	2.35230
Valid N (listwise)	30				

(2). Students' Pretest Score in Experimental Group**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
pre_exp	30	56.50	66.00	60.8833	2.29574
Valid N (listwise)	30				

(3). Students' Posttest Score in Control Group**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
posttes_control	30	64.50	71.50	68.7500	1.87888
Valid N (listwise)	30				

(4). Students' Posttest Score in Experimental Group**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest_exp	30	75.00	85.00	79.8833	2.59537
Valid N (listwise)	30				

2. Prerequisite Analysis**a). Normality test****(1). Students' Pretest Score in Control and Experimental Groups**

One-Sample Kolmogorov-Smirnov Test

		pre_cont	pre_exp
N		30	30
Normal Parameters ^a	Mean	64.0333	60.8833
	Std. Deviation	2.35230	2.29574
Most Extreme Differences	Absolute	.141	.133
	Positive	.141	.133
	Negative	-.074	-.083
Kolmogorov-Smirnov Z		.770	.728
Asymp. Sig. (2-tailed)		.594	.664

a. Test distribution is Normal.

(2). Students' Posttest Score in Control and Experimental Groups

One-Sample Kolmogorov-Smirnov Test

		posttest_cont	posttest_exp
N		30	30
Normal Parameters ^a	Mean	68.7500	79.8833
	Std. Deviation	1.87888	2.59537
Most Extreme Differences	Absolute	.118	.100
	Positive	.088	.100
	Negative	-.118	-.100
Kolmogorov-Smirnov Z		.645	.548
Asymp. Sig. (2-tailed)		.800	.925

a. Test distribution is Normal.

b). Homogeneity Test

(1). Students' Pretest Score in Control and Experimental Groups

Test of Homogeneity of Variances

Ss_score

Levene Statistic	df1	df2	Sig.
.000	1	58	.983

ANOVA

Ss_score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	148.837	1	148.837	27.553	.000
Within Groups	313.308	58	5.402		
Total	462.146	59			

(2). Students' Posttest Score in Control and Experimental Groups

Test of Homogeneity of Variances

Ss_score

Levene Statistic	df1	df2	Sig.
3.312	1	58	.074

ANOVA

Ss_score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1859.267	1	1859.267	362.215	.000
Within Groups	297.717	58	5.133		
Total	2156.983	59			

3. Testing Hypothesis

Group Statistics

categories	N	Mean	Std. Deviation	Std. Error Mean
Ss_sc posttest control	30	68.7500	1.87888	.34303
ore posttest exp	30	79.8833	2.59537	.47385

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2- tailed)	Mean Differenc e	Std. Error Differen ce	95% Confidence Interval of the Difference	
								Lower	Upper
Ss_score Equal variances assumed	3.312	.074	-19.032	58	.000	-11.13333	.58498	-12.30430	-9.96237
Equal variances not assumed			-19.032	52.847	.000	-11.13333	.58498	-12.30674	-9.95993





