The Influence of Using Clustering Technique Towards Students' Exposition Paragraph Writing Ability at The Second Semester of the Tenth Grade of MAN 1 Tanggamus in 2015/2016 Academic Year

Meisuri[1*], Sri Wahyuni[2]

[1]IAIN Raden Intan Lampung, [2]IAIN Raden Intan Lampung
Email: [1]meisurie@yahoo.com, [2]sriwahyuni@gmail.com

Abstract. This research is conducted based on the phenomena taking place in school that are many students often consider writing difficult. The students are not interested in the technique of English teacher; students also are lack of motivation in learning writing. The students' exposition paragraph writing score is below the criteria of minimum mastery (KKM) at MAN 1 Tanggamus. Therefore, this research discusses the influence of using Clustering Technique in teaching writing, especially for students' exposition paragraph writing ability. The objective of the research is to find out whether there is influence of Clustering Technique towards students' exposition paragraph writing ability at the second semester of the tenth grade of MAN 1 Tanggamus, Lampung in 2015/2016 academic year. The methodology of this research was quasi experimental design with the treatment held in 3 meetings, 2 x 45 minutes for each. The population of this research was tenth grade students of MAN 1 Tanggamus, Lampung. The total sample in this research was 53 students that were taken from two classes, X.I and X.2. In collecting the data, the researcher used instruments, pre-test and post-test. The instrument was exposition paragraph writing test. After giving the post-test, the researcher analyzed the data by using independent sample t-test. From the data analysis, it was found that the result of calculating was $t_{observed}$ (5.94) with $t_{critical}$ (1.6759), it means that the score of $t_{observed}$ was higher than $t_{critical}$, so Ho was refused. So, there was influence of Clustering Technique towards students' exposition paragraph writing ability at the second semester of the tenth grade of MAN 1 Tanggamus, Tanggamus, Lampung.

Keywords: *clustering technique, exposition paragraph, quasi experimental design, writing ability*

---

[*] The Corresponding Author

A. INTRODUCTION

Writing is one of the skills to be achieved in English language learning. According to Harmer (2007), the students should be encouraged to express their ideas, experience, thoughts and feelings through writing. He also said writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problem which the writing puts in to their mind. Based on the explanation above, the researcher assumes that writing is one of the most important skills to be mastered because by writing we can express our ideas and so on.

Furthermore, talk about writing, Nezakadgoo (2010), said that writing is the most difficult skill for foreign learners to be mastered because they have to pay much attention to higher level skills (macro level skills) such as planning, organization as well as lower level skills (micro level skills) such as spelling, punctuation, diction, and so on. Based on the explanation above, writing is the most complex and difficult to be mastered by students, so that the students have to pay much attention to higher and lower level skills.

Based on the preliminary research in MAN 1 Tanggamus, the researcher found that the students are difficult to express their ideas and feelings especially in writing. The researcher has interviewed the English teacher, Munfarida, S.Pd about the result of teaching exposition paragraph. She said that most of tenth grade students of MAN 1 Tanggamus got difficulties in writing. They could not write well because they did not have grammar, knowledge and vocabulary enough. Furthermore, in learning writing in the class, the students were difficult to study about exposition paragraph. She also added that the students were lack of motivation in learning writing.

In addition, the researcher also got information about the students' writing ability by doing interview with some students of the tenth grade. They said that they felt

lazy and less motivated to learn writing. Besides, they also said that they felt bored of the method that was used by the English teacher in teaching writing so they did not interest to learn about writing. Consequently, the teachers need another technique to increase the students' interest in writing and to help the students in writing process.

Therefore, in this research the researcher used clustering technique towards Students' Exposition Paragraph Writing Ability at the Second Semester of the Tenth Grade of MAN 1 Tanggamus, Tanggamus, Lampung.

B. THEORITICAL FOUNDATION

1. Concept of Writing

Writing is the difficult subject in the school, because the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Moreover, Oshima and Hogue say that writing is a process of creating, organizing, writing and polishing (1997). It means in the first step, students create ideas. In the second step they organize the ideas. In the third step, they write a rough draft and finally, they polish their rough draft by editing it and making revisions.

According to Swann (1980), writing is a process of communication using conventional graphic system to convey a message to the reader. This definition tells us that writing deals with the ability to arrange the graphic system such as a letter, word and sentence of certain language being used in written communication in order that the reader understands the message or information sent.

Some experts have given definitions about writing. Writing is language skill that involves language production and therefore often referred to as productive skill.Furthermore, writing as one of the four skills of listening, reading, speaking and writing has always formed part syllabus in teaching English. Writing usually

turns up as a finished product that is not tolerant of error, even in formal writing (Harmer, 2009).

Furthermore, Peha (2015), states that writing is the communication of the content for a purpose to an audience. Writing is also as a psychological activity of the language user to put information in the writing text. The written productive language skill is called writing. It is the skill of a writer to communicate information to the reader (Siahaan, 2009).

While, Brown (2001) says that writing is a way to end up thinking something could not have started out thinking. It means that writing is the form of thinking and also writing is a tool of written communication between the writer and reader. By writing people be free to think and feel about everything that they found of not before.

Moreover, when we write, we use graphic symbol: that is letters or combination of letters which relate to the sound we make when we speak (Byrne,2009). To be successful in writing, students should require more attentions on their writing. Furthermore, Raimes (1983) says, "When they write, they need to be involved fully with the new language, the effort to express idea and constant use of eye, hand and brain as a unique way to reinforce learning".

Writing is more than putting spoken language into written form. Brookes and Grundy (2000) states that written language was though by someone to be spoken language put into written form. Furthermore, the assumption that writing is putting the spoken language into written form is only true for activities like taking down dictation or transcribing tape.

Based on the statement above, the researcher concludes that writing as one of the four skills of listening, reading, and speaking. Writing is a tool of written communication between the writer and reader and has also always formed part

syllabus in teaching English. Writing also is a process of creating, organizing, writing and polishing. The productive skill that involves language production using graphic symbol and constant use of eye, hand and brain to express idea in a written form and usually creates finished product that is not tolerant of error.

Furthermore, Teaching writing is teaching the way to be able to write in a foreign language. Here the students are trained systematically through writing exercise starting from basic level to the advanced level. By practicing writing, students also are able to explore their ideas on their mind in written form. And then when we write we do more than just put words together to make sentences.

2.Concept of Exposition Paragraph Writing

2.1Definition of Paragraph

According to Furaidah (2007), paragraph is a group of related sentence which develop one idea or one main topic. A paragraph is usually about one main topic, part of larger subject perhaps, but still a self-contained topic by itself. Although a paragraph may include several ideas about this topic one idea will be more important than others.

Moreover, Zemach and Rumisek (2003) state that paragraph is a group of sentence about a single topic. It means that a group of sentence explained and developed based on the topic itself. And then, Siahaan (2008) says, a paragraph is a piece of written text. It contains several sentences. It can be classified into three parts; they are the beginning, the body, and the ending.

From the statement above, the researcher concludes that there are many types of paragraph. Types of paragraph that consist of: narrative paragraph, descriptive paragraph, and expository paragraph, and argumentative paragraph and they have definition and also have the function of each other. In this research, the researcher chose exposition writing to do a research.

Table 1 The Elements of Good Exposition Paragraph

A good exposition paragraph has all the following elements:		
- A topic sentence that identifies the general topic of the paragraph.	Ex. A good exposition paragraph is the key to clear written communication.	A good exposition paragraph is the key to clear written communication. A quality paragraph prepares the reader, presents the relevant data, and then summarizes the information. The opening sentences need to first identify the topic of the paragraph and then name the specific supports that are to be used. The body of the paragraph presents specific information that clarifies and provides examples of the topic. Lastly, the paragraph needs to summarize the evidence and close with a strong call to action. By preparing the reader, presenting strong relevant evidence and summarizing succinctly, a good writer can persuade or convince an astute reader. Good communication starts with a clear formula.
- A directional sentence that names the supports or examples that will be used.	**Ex.** A quality paragraph prepares the reader, presents the relevant data, and then summarizes the information.	
- Three supporting examples to illustrate, or explain the topic, presented in the same order as in the directional sentence.	**Ex.** The opening sentences need to first identify the topic of the paragraph and then name the specific supports that are to be used. The body of the paragraph presents specific information that clarifies and provides examples of the topic. Lastly, the paragraph needs to summarize the evidence and close with a strong call to action.	
- A summarizing sentence to remind the reader of the three supports or examples.	**Ex.** By preparing the reader, presenting strong relevant evidence and summarizing succinctly, a good writer can persuade or convince an astute reader.	
- A closing sentence that strongly confirms the topic and may include	**Ex.** Good communication starts with a clear formula.	

a call to action.		

Sources: Writing

Expository,http://teachers.colonelby.com/arbogastn/eng%201D/Writing/How%20to%20Write%20an%0Expository.htm

3.Concept of Clustering Technique

3.1Definition of Clustering Technique

Hoshima and Hogue (2007) state that clustering technique is another prewriting technique that can use to get ideas. This technique is hoped to solve the problem because usually students get difficulties to develop their idea in writing activity because they are poor in vocabulary and grammar. It gives the influence in quality of writing. The form of clustering technique is easy to understand especially by the students and it can give a new style in writing activity. They also said that when you cluster, you start by writing your topic in a circle in the middle of your paper. As you think of related ideas, you write these ideas in smaller circles around the first circle. The related idea in each small circle may produce even more ideas and therefore more circles around it.

According to Rico (2000), clustering technique is the basic of natural writing can be used to generate ideas for writing of any form: essays, poems, short stories, business reports, song lyrics, even novels. It is a technique which provides an alternative way for writers to do the brainstorming before starting to write. Reid (1993) mentions that the invention of clustering helps writers to generate, develop, and arrange their ideas. It can be said that clustering helps the learners in developing their idea.

While Dawson and Essid say that clustering is a type of prewriting that allows the learners to explore many ideas as soon as they occur to the learners. Like brainstorming or free associating, clustering allows learners to begin without clear ideas. So, it can be concluded that clustering can explore many ideas from mind. It is a good way to develop idea before starting the writing activity.

3.2 Procedures of Teaching Writing Using Clustering Technique

One of the best techniques for stimulating ideas and finding a direction for a piece of writing is "clustering". Clustering is a powerful tool because it taps into the right brain, which drives creativity. The right brain is where fresh ideas and original insights are generated. The left brain, in contrast, is more logical and orderly. Both are essential to good writing, but if the left brain is too dominant when starting writing, it inhibits the free flow of thought. There are some procedures to do clustering technique:

1. Write a word or phrase on a clean piece of paper;
2. Circle the word and let connections flow, writing down each new word or phrase that comes to mind, circling it, and connecting it with a line;
3. Keep the hand moving all the time;
4. Cluster for a while;
5. Continue adding to the cluster;
6. Write a piece without worrying about perfection. (Meade, 2010)

Based on the statement above the researcher concludes that the procedures of clustering technique were: Writing a word or phrase on a clean piece of paper and then circle the word and let connections flow, writing down each new word or phrase that comes to mind, circling it, and connecting it with a line, after that clustering it and the last writing a piece without worrying about perfection.By following the procedure above, the student easier to write the exposition paragraph of by using clustering technique.

3.3 Advantages and Disadvantages of Clustering Technique

There are some of advantages and disadvantages of clustering technique as follows:

3.2.1   Advantages of Clustering Technique

In general, clustering provides high availability by allowing your writing-critical applications to keep running in the event of a failure. Although clustering adds additional complexity to your messaging in writing, it provides a number of advantages over using stand-alone (non-clustered) technique**.** Clustering provides:

1.   Reduced single points of failure functionality;
2.   Ability to perform maintenance and upgrades with limited downtime;
3.   Ability to easily scale up your cluster. (Setyati, 2010)

Therefore, this technique is good enough to the students in writing activity because this technique can reduce single points of failure functionality. This technique also performs maintenance and upgrades with limited downtime and easily scales up your cluster.

3.3.2 Disadvantages of Clustering Technique

Since it is one of the brainstorming techniques, it is called as the natural way in developing the writing. It is only the surface of technique in teaching writing actually, so it does not a good technique when it is used to write an essay writing which has long paragraph. Sometimes the learners are confused how to use it because the learners confused where to start writing. Besides, the learners do this way under pressure to make this technique as an effective way (Setiyati, 2010).

To overcome the confusion of the students in the writing process, the teachers must explain thematerialin detail. The teacher also must be guide the students in the learning process so that they know how and what they should write.

C. RESEACH DESIGN

1. Research Design

Experimental design is the traditional approach to conducting quantitative research. Experimental is the best of the quantitative designs to use establish probable cause and effect (Creswell, 2012). In this research, the researcher used quasi experimental design. Quasi experiments include assignment, but not random assignment of participants to groups.

2.Population, Sample, and Sampling Technique

2.1 Population of the Research

According to Creswell (2012), population is group of individuals who have the same characteristic. In other words, population is a number of groups interest to the students, a number of groups which she or he would like to find out results of the study be report. The population of this research was the second semester students of the tenth grade of MAN 1 Tanggamus in 2015-2016. The total numbers of population were53 students that consisted of two classes.

Table 2 The Population of Students of the Second Grade Students at MAN 1 Tanggamus in 2015-2016 Academic Year

No	Class	Gender		Total
		Male	**Female**	
1	X.1	10	16	26
2	X.2	8	19	27
Total		18	35	53

Source: The data of Documentation at the Tenth Grade of at MAN 1 Tanggamus in 2015-2016 Academic Year.

3. Sample of the Research

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012). It can be elaborated

that sample is a group of individuals as a part of population which is chosen as representative data of the whole population. Based on the definition above, sample is the several of population that represents the population that will be researched. The tenth grade consisted oftwo classes that wereX.I and X.2. The researcher chose one of the classes as experimental class and the other one as control class.

4. Sampling Technique

The researcher used cluster random sampling technique. Cluster random sampling is a probability sampling technique that randomly selects and uses whole naturally occurring groups such as intact classrooms or entire voting precincts as the samples (clusters) (Ary, 2010).

5.Data Collecting Technique

In collecting the data, the researcher used tests. Furthermore, in experiment, Lodico (2006) says, that between pre-test and post-test must be the same. If there is a fear that students will remember items of pre-test, it can be solved by gave longer time between pre-test and post-test implementation. Based on the definition above, the researcher used test to collect the data. The test was pre-test and post-test. To know about the students' exposition paragraph writing ability through clustering technique, the researcher used writing test where the students was asked to make a exposition paragraph by using clustering technique. There were five elements in scoring written work (Tribble, 1996).

The score in making an exposition paragraph were:

    Content   : 20%
    Organization   : 20%
    Vocabulary   : 20%
    Language   : 30%
    Mechanic   : 10%

6.Data Analysis

After collecting the data, the researcher analyzed the data. To analyze the data, the researcher used normality test to know whether the data was normally distributed or not so that the researcher decided what type of test to be used to test the hypothesis of the research later. After the researcher got the conclusion of the normality test, the researcher did this homogeneity test to know whether the data is homogeneous or not. In this case, the researcher used F-test to know the homogeneity of the test. After the researcher knew that the data is normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect.

D. RESULT

1.Result of the Research

1.1 Result of the Pre-test

At the first meeting the researcher conducted pre-test in order to find out the previous students' exposition paragraph writing ability. The pre-test was administered on January 5th, 2016 at 10.00 a.m for the X.2 as the experimental class and at 1.00 p.m for class X.1 as the control class. The analysis showed that the mean score of pre-test in control class was 58.1. The highest score was 70 and the lowest score was 51. While in experimental class the mean score was 57.4. The highest score was 68.5 and the lowest score was 48.5.

1.2 Result of the Post-test

After conducting three meetings of treatments the researcher conducted the post-test to the sample. The researcher conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on Friday, January 15th, 2016 at 10.00 a.m for the X.2 as the experimental class and at 1.00 p.m for class X.1 as the control class.

The analysis showed that the mean score of pos-test in control class was 70.7. The highest score was 83,5 and the lowest score was 64.5 (see Appendix 11). While in experimental class the mean score was 78.6. The highest score was 86 and the lowest score was 70.5.

2. Result of Data Analysis

2.1 Result of Normality Test

The normality test is used to measure whether the data in both control class and experimental class are normally distributed or not. In this case, the researcher used *liliefors* formula to test the normality of the data.

The hypothesis for normality test formulated as follows:

H_0 = the data have normal distribution

H_a = the data do not have normal distribution

The test criteria:

H_0 is accepted if $L_{observed}$ is lower than $L_{critical}$ it means that the distribution of the data is normal.

H_a is accepted if $L_{observed}$ is higher than $L_{critical}$ it means that the distribution of the data is not normal.

Table 4.1 Normality of the Control and Experimental Class

Class	Pre-test		Conclusion
	$L_{observed}$	$L_{critical}$	
Control	0.07	0.16	Normal
Experimental	0.10	0.16	Normal

Based on Table 4.1, it can be seen that in control and experimental class, shown Ho was accepted because $L_{observed} \leq L_{critical}$. The researcher concluded that the data in both classes were normality distributed.

2.2 Result of Homogeneity Test

After the researcher got the conclusion of the normality test, the researcher did this homogeneity test to know whether the data is homogeneous or not. In this case, the researcher used F-test to know the homogeneity of the test.

The hypothesis for the homogeneity test formulated as follows:

H_0 : Data have the homogenous variances

H_a : Data have not the homogenous variances

The criteria for homogeneity test are as follows:

H_0 is accepted if $F_{observed} \leq F_{critical}$,

H_a is accepted if $F_{observed} > F_{critical}$,

From the data gained the homogeneity test for pre-test was 0.7804. From the result of homogeneity was consulted to *fisher* table, it was found that $F_{critical}$ of 0.05 (27, 26) = 1.90. The data come from homogeneous data provided $F_{observed}$ is lower than $F_{critical}$ ($F_{observed} \leq F_{critical}$) it means that the variance of the data of post-test in both control class and experimental class was homogenous.

2.3 Result of Hypothetical Test

The hypotheses are:

H_a: There is significant influence of using clustering technique towards students' exposition paragraph writing ability at the second semester of the tenth grade of MAN 1 Tanggamus, Tanggamus, Lampung in 2015/2016 academic year.

H_0: There is no significant influence of using clustering technique towards students' exposition paragraph writing ability at the second semester of the tenth grade of MAN 1 Tanggamus, Tanggamus, Lampung in 2015/2016 academic year.

The criteria of the test as follows:

H_a is accepted if $t_{observed}$ is higher than $t_{critical}$, or ($t_{observed} > t_{critical}$)

H_o is accepted if $t_{observed}$ is lower than $t_{critical}$, or ($t_{observed} < t_{critical}$)

In this case, the researcher used the level of significant $\alpha = 0.05$

Based on the calculation was obtained t-test was 5.94, while the df (number of sample from both control and experimental class subtracted by 2) was 51. Thus the result of level of significant 0.05 was 1.6759. From this result, it can be seen that the result of t_{test} is $t_{observed} > t_{critical}$ H_a was accepted because 5.94 > 1.6759. Then it can be assumed that there was significant influence of using clustering technique towards students' exposition paragraph writing ability.

E. CONCLUSION

Based on the result of data analysis, the researcher concluded there was significant influence of using clustering technique towards students' exposition paragraph writing ability. It was supported by result of t_{test} where $t_{observed}$ was higher than $t_{critical}$ ($t_{observed} > t_{critical}$) that was 5.94 > 1.6759 for level of significance 0.05. This also indicated that the alternative hypothesis (Ha) was accepted. In other words, clustering technique has a significant influence towards students' exposition paragraph writing ability at the second semester of the tenth grade of MAN 1 Tanggamus, Tanggamus, Lampung.

F. REFERENCES

Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktek.* Jakarta: Rineka Cipta.

Ary, Donald et.al. 2010. *Introduction to Research in Education.* Belmont: Wadsworth.

Brookes, Arthur and Peter Grundy. 2000. *Beginning to Write*. Cambridge: Cambridge University Press.

Brown, H Douglas. 2001. *Teaching by Principle an Interactive Approach to Language Pedagogy.* San Francisco: Longman.

Budiyono. 2004. *Statistika Untuk Penelitian.* Surakarta: Sebelas Maret University Press.

Byrne, Donn. 1988. *Teaching Writing Skill*. 1st Ed**.** London: Longman.

Creating an effective. Available Online at: file:///C:/Users/microsoft/Documents/Trent%20University%20%20%20Creating%20an%20Effective%20Outline.htm (November, 24th 2015).

Creswell, Jhon W. 2012. *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative*. 4th Ed. Boston: Pearson Publishing.

Dawson and Essid, *Writing Cluster,* Available Online at: www.writing2.richmond.edu/writing/wweb/cluster. html-4k (November, 24th 2015).

Fraenkel, Jack R. and Norman E. Wallen. 2008. *How to Design and Evaluate Research in Education.* New York: McGraw-Hill.

Free Writing. Available Online at: https://www.aims.edu/student/online-writing-lab/process/freewriting.

Furaidah, et.al. 2007. *Advanced Writing*. Jakarta: Universitas Terbuka.

Gelderen, Elly Van. 2006. *A History of the English Language.* Amsterdam: John Benjamin Publishing.

Getting Started: Freewriting. Grammar.ccc.commnet.edu. Retrieved 2013-09-09.Available Online at: https://en.wikipedia.org/wiki/Free_writing (November, 24th 2015).

Harmer, Jeremy. 2007. *How to Teach English.* Edinburg Gate: Longman.

_____. 2007. *How to Teach Writing.* 6th Ed. Edinburg Gate: Longman.

_____. 2009. *The Practice of English Language Teaching.* New York: Longman Publishing.

Hubbard, Frances K. and Lauren Spencer. 2012. *Writing to Inform*. Rosen Publishing.Available Online: http://grammar.about.com/od/e/g/Expository-Writing-term.htm. (March, 24th 2014).

Jones and Bartlett, *Assessing Readability with Grade Level Formula,* Available online at: http://www.readability.com-assessing-readability-with-grade-level-formula (October, 4th 2014).

Kaplan. 2009. *SAT Subject Test, Literature 2009-2010 Edition*: Kaplan Publishing. Available Online at: http://en.wikipedia.org/wiki/Exposition_%28narrative%29 (March, 24th2014).

Kouamé, Julien B. 2010. *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*. Michigan: Western Michigan University.

Liberate Your Mind with Free Writing. The conscious life. com. Retrieved 2009-02-04, Available Online at: https://en.wikipedia.org/wiki/Free_writing (November, 24th 2015).

Lim, Kiat Boey. 1982. *An Introduction to Linguistics for the Language Teacher*. Singapore: Singapore University Press.

Lodico, Marguerite G., Dean T. Spaulding, and Katherine H. Vougtle. 2006. *Methods in Educatonal Research, From Theory to Practice*. San Fransisco: Jossey-Bass.

McCrimmon, James M. 1984. *Writing with Purpose.*New York: Houghton Mifflin Company.

Meade. 2010. *Clustering.* Available Online at: http://www.meadecomm.com/ clustering.html. (November, 24th 2015).

Nezakatgoo, Behzad. 2010. *The Effects of Portfolio Assessment on Writing of EFL Students.* Pdf. PhD Candidate: Allameh Tabatabie University.

————————. 2007. *Introduction to Academic Writing*. New York: Longman.

Peha, Stave. *The Writing Teacher's Strategy Guide,* Available Online at: http://greceathena.wordpress.com/writing/writing-teacher's-strategy-guide/. (August, 11th 2015).

Procedures Free Writing. Available Online at: file:///C:/Users/microsoft/Documents/procedures%20freewriting.htm (November, 24th 2015).

Raimes, Ann. 1983. *Technique in Teaching Writing*. 1st Ed. New York: Oxford University press.

Reid, Joy M. 1993. *Teaching ESL Writing.* New York: Prentice Hall Regents.

Rico, Gabriele. 2000. *Writing The Natural Way*. New York: J.P. Tarcher.

Rosakis, Laurie E. 2003. *Complete Idiot's Guide to Grammar and Style 2E (The Complete Idiot's Guide)*, Indianapolis. Available Online at: http://en.wikipedia.org/wiki/Rhetorical_modes. (March, 24th 2015).

Setiyadi, Ag. Bambang. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif.* 1st Ed. Yogyakarta: Graha Ilmu.

Schreiber, James B. and Kimberly Asner-Self. 2011. *Educational Research.* New-Baskerville: John Wiley and Sons, Inc.

Siahaan, Sanggam. 2008. *The English Paragraph*. Yogyakarta: Graha Ilmu.

Smith, Carlota S. 2003. *Modes of Discourse: The Local Structure of Texts*. Cambridge: Cambridge University Press. Available Online at: http://en.wikipedia.org/wiki/Exposition_%28narrative%29 (March, 24th 2014).

Starfire, Amber Lea. 2011. *Journal Writing Tips: The Benefits of Freewriting.* Available online at: http://www.writingthroughlife.com/journal-writing-tips-the-benefits-of-freewriting. (November, 24th 2015).

Styati, Erlik Widiyani. 2010. *The Effectiveness of Clustering Technique to Teach Writing, Skill Viewed from Students' Linguistic Intelligence*. Surakarta: Sebelas Maret University. 1st Thesis Unpublished.

Sudijono, Anas. 2008. *Pengantar Statistika Penddikan.* Jakarta: Raja Grafindo Persada.

Sudjana. 2005. *Metode Statistika*. Bandung: Tarsito.

Sugiyono.2011. *Metode Penelitiandan Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D.* Bandung: Alfabeta.

Swann, Michael. 1980. *Practice English Usage.* New York: Oxford University Press.

The Data of Exposition Writing Score at the Tenth Grade, MAN 1 Tanggamus, 2015/2016. Unpublished.

Tribble, Christopher. 1996. *Language Teaching Writing*. New York: Oxford University Press.

Williamson, Keith. *Four Different Types of Writing Styles: Expository, Descriptive, Persuasive, and Narrative,* Available Online at: http://hunbbel-meer.hubpages.com/hub/Four-Types-of-Writing. (July, 7th 2015).

Wishon, George E. and Julia M. Burks. 1980. *Let's Write English*. Revised Edition. New York: Litton Educational Publishing.

Writing Expository. Available Online at: http://teachers.colonelby.com/arbogastn/eng%201D/Writing/How%20to%20Write%20an%20Expository.htm (March, 24th 2014).

Zemach, Dorothy E and Lisa A. Rumisek.2003. *Academic Writing: From Paragraph to Essay.* Oxford: Edelvives.