THE STUDENTS' ABILITY IN WRITING EXPOSITORY TEXT AT GRADE XII OF MAS AL – HAKIMIYAH PARINGGONAN

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Degree of
Graduate of Islamic Education (S.Pd.I) in English*

Written by

ANISA HANUN HASIBUAN
Reg No. 10 340 0077

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
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Written by
ANISA HANUN HASIBUAN
Reg No. 10 340 0077

Advisor I

Rayendriani Fahmei Lubis, M.Ag
NIP:19740319 200003 2 001

Advisor II

Fitri Rayani Siregar, M. Hum
NIP: 19820731 200912 2 004

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
PADANGSIDIMPUAN
2015

LETTER OF AGREEMENT

Term : A Thesis
     a.n. Anisa Hanun Hasibuan

Appendix : 7 (Seven) Examplars

Padangsidimpuan, 04 September 2015

To:

Dean Tarbiyah and Teacher Training Faculty

In-

    Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After Reading, studying and giving advices for necessary revision on thesis belongs to Anisa Hanun Hasibuan, entitled **"The Students' Ability in Writing Expository Text at Grade XII of MAS AL – Hakimiyah Paringgonan"**, we approved that the thesis has been acceptable the complete and fulfill the requirement to fulfill for the degree of Graduated of Islamic Education (S.Pd.I) in English.

Therefore, we hoped that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb.

Advisor I

Rayendriani Fahmei Lubis, M.Ag
NIP.19710510 200003 2 001

Advisor II

Fitri Rayani Siregar, M.Hum
NIP.19820731 200912 2 004

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name   : **ANISA HANUN HASIBUAN**

Registration Number   : 10 340 0077

Faculty/Department   : Tarbiyah and Teacher Training Faculty/TBI-3

The Title of a Thesis   : **THE STUDENTS' ABILITY IN WRITING EXPOSITORY TEXT AT GRADE XII OF MAS AL - HAKIMIYAH PARINGGONAN.**

I hereby declare that I have arranged and written the thesis by my self, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14. Verse 2.

I do this declaration truthfully. If there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verses 4, that is to cancel academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidimpuan, 04 September 2015

Declaration Maker

ANISA HANUN HASIBUAN
Reg. No: 10 340 0077

ii

AGREEMENT OF PUBLICATION OF FINAL TASK

FOR ACADEMIC CIVITY

As Academic Civity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

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To develop of science and knowledge, I here by declare that I present Islamic Studies Padangsidimpuan **Non Exclusive Royalty Right** on my thesis with entitled:

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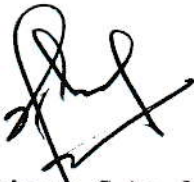**Reg. Number.10 340 0077**

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Reg. No   : 10 340 0077

Thesis: : **THE STUDENTS' ABILITY IN WRITING EXPOSITORY TEXT AT GRADE XII OF MAS AL – HAKIMIYAH PARINGGONAN.**
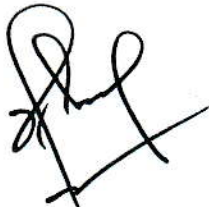
Chief

Hj. Zulhimma, S.Ag., M.Pd
NIP. 19720702 199803 2 003

Secretary

Eka Sustri Harida, M.Pd.
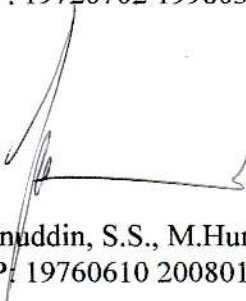NIP. 19750917 200312 2 002
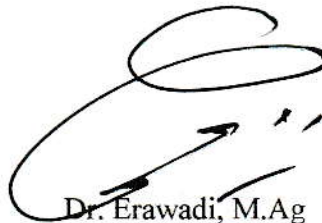
Members

Hj. Zulhimma, S.Ag., M.Pd
NIP. 19720702 199803 2 003

Eka Sustri Harida, M.Pd.
NIP. 19750917 200312 2 002

Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016

Dr. Erawadi, M.Ag
NIP. 19720326 199803 1 002

Proposed:
Place   : Padangsidimpuan
Date   : September 21th, 2015
Time   : 14.00 WIB - finish
Result/ Mark   : 68,50 (C)
Cumulative Achievement Index   : 2.84
Predicate   : **"Good"**

LEGALIZATION

Title of Thesis : **THE STUDENTS' ABILITY IN WRITING EXPOSITORY TEXT AT GRADE XII OF MAS AL – HAKIMIYAH PARINGGONAN.**

Written By : **ANISA HANUN HASIBUAN**

Reg. Number : **10 340 0077**

Faculty / Department : **TARBIYAH AND TEACHER TRAINING FACULTY / TBI-3**

The thesis has been accepted as a partial fulfillment of the requirement for the degree of graduate of Islamic Educational (S.Pd.I).

Padangsidimpuan, Oktober 2015
Dean

Hj. Zulhimma, S.Ag., M.Pd.
NIP. 19720702 199703 2 003

Name   : ANISA HANUN HASIBUAN
Register Number   : 10 340 0077
Faculty   : TARBIYAH AND TEACHER TRINING
Department   : ENGLISH EDUCATION (TBI-3)
The Title of the Thesis   : THE STUDENTS' ABILITY IN WRITING
                              EXPOSITORY TEXT AT TWELVE GRADE
                              OF AL – HAKIMIYAH PARINGGONANAN.

ABSTRACT

This research focused about the students' ability in writing expository text at twelve grade of AL – Hakimiyah Paringgonan. The problems of this research were most of the student still get low grade with average 60-65; meanwhile the standard of English competency in this school is 75, and the students were lack motivation in learning writing, seldom to practice writing in activities. Purposes of this research were to analyze the students' ability in writing expository text. To examine whether the students' ability in writing expository text is enough.This research used quantitatif approach. The instruments of data collected were test.

The method research was descriptive and quantitative approach. Descriptive research involves collecting data in order to answer questions about the opinions of people about some topic or issue and descriptive research also called survey research. The source of the data was stratified purposive sampling, there were 92 students at thridth class XIIAL – Hakimiyah Paringgonaan. Data processed and analyzed with quantitative process.

After calculating and analyzing the data from the students' score, it could be found the score of the students was1865.Based on the criteria above, the cumulativescore was 60,16%. So, it could be categorized into *enough criteria*. From the explanation that the hypothesis was accepted, because in the hypothesis that the students' ability in writing expository text at twelve grade of AL – Hakimiyah Paringgonan in 2014-2015 Academic year was *enough category*.

ACKNOWLEDMENT

بسم الله الرحمن الرحيم

In the name of Allah, the Beneficent and the Merciful

Praise is to Allah lord of the world who has bestowed upon the researcher in completing this thesis. Peace and blessing upon prophet Muhammad SAW, his families, his companies, and his followers. In writing this thesis, the researcher was assisted by some people and institutions. Therefore, in this opportunity the researcher would like to say thanks to them. In truth, this thesis can't be completed without a great deal of helping from many people, they are:

1. Rayendriani Fahmei Lubis, M.Ag, as my advisor and Fitri Rayani Siregar, M.Hum, as co advisor who had given researcher suggestions, ideas, criticism, and guidance in writing this Thesis.

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13. All my friends in IAIN Padangsidimpuan, good luck for you.

14. All the people who have helped me to finish my study that I can't mention one by one.

May Allah, The almighty bless them all, Amin.

Padangsidimpuan, 04 September 2015
Yours Truly

ANISA HANUN HASIBUAN
Reg. No: 10. 340 0077

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is learned in Senior High School in which the purpose is to enable students to use English in daily communication. English is as an international language, it is very important to learn from Elementary School up to University.One of the functions of English in senior high school is purposed to able in writing English well.

According to the curriculum KTSP of English in Senior High School, the government makes the list of the syllabus. There are many subjects or materials taught in this level; such as,reading,listening,writing,and speaking. Especially text such as: anecdote, spoof, analytical exposition, explanation, argumentation, hartatory.[1]

Writing is one of the four language skills, writing is a way to convey the ideas by written. Writing is important to be learned and mastered by every individual. Thus, writing as communication indirectly or without face to face. By writing, Students can make expression about what they think with something and improvestudentsnew ideas.

Allah said in Holy Al – Qur'an (Al – Qur'an Suroh Al – Qalam 1-3):

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[1]The curriculum of Senior High School, *KTSP*, XII, at MAS AL-HAKIMIYAH PARINGGONAN.

نُونٍ غَيْرُ اَجْرٍ الَّكَوَّإِنَّ ﴿٣﴾ بِمَجْنُونٍ رَبِّكَ بِنِعْمَةِ أَنتَ مَآ ﴿١﴾ يَسْطُرُونَ وَمَاوَٱلْقَلَمِرِ نَ ﴿٢﴾ مَمَ

Nun. [These letters (Nun, etc.) are one of the miracles of the Qur'an,and none but Allah (Alone) knows their meanings].By the pen and what the (angels) write (in the Records of rmen). - Yuo (O Muhammad saw.) are not, by the Grace of your Lord,a madman -.And verily, yuo (O Muhammad) will be an endless reward.

Based on the Holy Qur'an above can be known writing is very important in our daily especially for students. Another reason writing can reach vocabulary, it involseves the application of gramatical knowledge which includes the sentences patterns, vocabulary, diction and cultural understanding of the target.   That is students can write composition. For example, student are being creative. Bisides, writing is not only improve their language ability but also stimulate thingking and this develop their cognitive.

Further, the students must be able to arrange writing in narrative, descriptive,expository, news item, recount, and procedure. Students must be able to write simple paragraph into narrative, descriptive form with a good text structure. Text structure is talk about the activity to introduce students the idea that science writing is organized in identifiable pattern. As mentioned before kinds of writing are narrative, procedure, and anecdote, last expository.

Moreover, expository text is the kind of writing tries to argue that something is the case (analytical expository) in this text, the writer persuade by

presenting arguments, analyze or explain "how" and "why" about something to the reader, to argue that something should be or ought to be (hortatory expository). This text purpose to persuade the reader to do something. So,the researcher concluded expository text is the kinds of text with persuade the reader about something, and students do not able to write expository text with well, especially students who study at grade of MAS AL – Hakimiyah Paringgonan.

Actually, there are many students in MAS AL- HAKIMIYAH Paringgonan in their learning have difficulties to write in English well, especially, in expository text. It is because students do not understand how to make a good writing through text structure, tenses, parts of speech, sentence pattern, and generic sentence correctly.

The researcher went to MAS Al-HAKIMIYAH Paringgonan, and researcher has interviwed the English teacher of MAS AL- HAKIMIYAH Paringgonan. According to Mr. Marulian Nasution that the disability of the students in writing English caused of their ability in mastering vocabulary is still low. It makes them cannot use English well. Then, it is also caused of situation. Students did not study English outside school such as course, students only study English at school. Although students have studied this language for several years, they still cannot use English well.[2] It could be known from the result of the score is got by students mostly got the score 75 with high score from their curriculum.

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[2]Marulian Nasution S.Pd, *The teacher of* MAS AL-HAKIMIYAH PARINGGONAN, 7th October 2014.

Then researcher has observed at MAS AL-HAKIMIYAH Paringgonan and the researcher also looked that thestudents unable to writetext with well, the actuals fact are revealled in the following illustration. *The first*, the students do not understand about reiteration. *The second*, problem is faced by students is about vocabulary. Lack vocabulary made students do not able to write text with well especially expository text. *Third* students diffiicult in understanding grammar.

Further, the difficulties faced by students not only come from students alone, but also from other. It can come from teachers when they teach English. Writing teacher seldom the teach writing expository text in class. Then, teacher soldem to use writing expository text in the students. So, it makes students lazy or boring to study.By looking at the reason above, the researcher interested to choose the topic **"The students' ability in writing expository text at grade XII of MAS Al-Hakimiyah Paringgonan".**

B. Focus of the Problems

There are many kinds of text such as descriptive text, narrative text, recount text, report text, anecdote text, and so forth. This research is dealing with writing expository text. In writing expository text, this research is limited on students' ability in writing expository text at grade XII of MAS AL – Hakimiyah Paringgonan.

C. Definition of Terminologies

To be clearly the researcher wants to introduce the key term, they are:

1. Students

Studenst is the pearson study in formal or informal situation. Hornby stated that the student is a person is studying at school or college.[3] While in Indonesian dictionary the Student is a learner especially on the grade of elementary, junior and senior high school.[4] And according RamaYulis in this book "IlmuPendidikan Islam" that student is the member of society that effort to develop his / her through education level process and kind of certain education.[5] So based on those defenitions above, the researcher concluded that the student a person who learn on the grade of junior high school on the formal education institution. The student in this research is a person who studies at the grade XII in AL – Hakimiyah Paringgonan.

2. Ability

Ability is capacity of power (to do something phsycal or mental). In indonesia dictionary states Kemampuan adalah kesanggupan kekuatan untuk melakukan sesuatu kekayaan yang dimiliki.[6] According to Arief Budiman that ability is " Skill, talent, qualification, competence, power and cleverness".[7] Based of the definitions above, researcher concluded ability is a power,

[3]AS. Homby, *Op.Cit*. p.1187.
[4]Tim *Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa. Op.Cit.* p.1077.
[5]Rama Yulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2010), p.169.
[6]Tim Prima Pena, *Kamus Besar Bahasa Indonesia,*(T.T: Gita Media Press, t.t), p.511.
[7]Arief Budiman, *Kamus Sinonim - Antonim Inggris Indonesia*, (Bandung: Pustaka Grafika, 2004), p.16.

capacity or mental to do something. In this case would seen is skill or intelligence of students in writing expository text.

3. **Writing**

Writing is a process and product with make writer such symbols, letter have meaning. According to Hornby that writing is " Writing is written works of an author or persons hand wrtiing".[8] According to David Nunan is " Writing is both a physical and mental act", it is a mental work in creating ideas to express and to organize them in paragraphs so that the readers will be easier to understand the writers inention.[9]So researcher concluded writing is skill that students must have and must develope in learning proces.

4. **Expository text**

Expository text is a text which describe a person or things by supporting the controlling idea with information, facts or illustration. Most of the text books concerning about advanced science and development of world information are written in English. One of the factors which can influence the ability in expository text is pronoun mastery. Pronoun is a word used to instead of noun in a sentence. The function is order not happens repeatedly word that monitors characteristic and it is include in the eight parts of speech.

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[8]Homby, *Poenix Pocket Dictionary, (New Edition),*(Jakarta: PT Media Pustaka Phoenix, 2008), p.502.
[9]David Nunan, *Practical English Language Teaching,*(USA: The Mecraw Hil Companies, 2003), p.88.

D. Formulation of Problems

Based on the background of the problem above, the researcher formulated the problem of the research it is: How was extant the students' ability in writing expository text at gradeXII of MAS AL – Hakimiyah Paringgonan?

E. Aim of the Research

Based on formulation above, the aim of the research is to examine the students' ability in writing expository text at grade XII of MAS AL – Hakimiyah Paringgonan.

F. Significances of the Research

The significances of this research are as follows:

1. As an input for the headmaster in guiding English Teacher.

2. As an input for the English teacher in teaching and learning process especially in learning reference in writing expository text.

3. As an input for the readers especially the English learners that this research is expected to be able to be improving their knowledge in learning reference in writing expository text.

G. Outline of the Thesis

The outline of this research consists of five chapter, as follows:

The chapter one discuss about introduction consist of: background of the problems, focus of the problems, limitation problems, formulations problems, purposes problems and significances of the research.

The chapter two consists of theoretical description, review of related findings, hypotheses.

The chapter three consists of research methodology, place and time, research design, population and sample, instruments of the research, the technique of data analysis.

The chapter four discuss about result of the research consist of: Description of the data, Hypothesis Test, Discussion, and Threats of the Research.

The chapter five discuss about conclusions and suggestions consist of: Conclusions tell about concluded the result of the research, and Suggestions of the research that can improve students'ability especially in writing expository text.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoritical of Study

In conducting the research, some theories are needed to explain clearly some concept or terms applied in the research. The terms are below:

1. Students' Ability

Students' ability comes from two words; students and ability. Student, according to Oxford Dictionaries is "person who is studying at a collage of university, person studying at secondary school, any person interested in a particular subject."[1] A student is a learner, or someone who attends and educational institution. So, here student is included part of person which must understand about text.

Then ability is power to do something right physical or mental which has of persons to develop the knowledge from experience. Ability in this research is faced to the student which is done the activety of study. Ability meant also "skill to perfom certain action both physically and mentally both before and after receiving training".[2] So, students' ability in the research meant the achievement of person who is studying at Senior High School, especially, student at MAS AL – Hakimiyah Paringgonan.

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[1]A.S Hornby,*Oxford Advanced Learner's Dictionary,* (New York: Oxford Univercity Press, 2005), p.502.
[2]James Drever, *KamusPsikologi* (Jakarta : BinaAksara, 1998) p. 2

8

2. **Defenition of Writing**

   Writing is an activity to express ideas with structure and grammar, process and product. The writer imagines ,organizes,draft, edits, read, and rereads. This process of writing is often cyclical, andsometimes disorderly. Ultimately, what the audience sees, whether it is aninstructor or a wider audience, is a product –an easy, letter, story, or research report.Writing is also a creative process and creatively means making something out of nothing. When students write composition for example they are being creative. Writing for the students is a process that should not only improve their language ability but also stimulate thinking and this develop their cognitive. According to Mc. Whorter:

> Writing is an excellent means of monitoring and improving your comprehension an relation. It also aneffective learning strategy. In fact, many successful almost always readwith a pen in hand ready to underline ,mark, annotate, or paraphraseideas. Then, after reading some students use writing to study and reviewthe material. The theory outline to organize information. Writesummarize to condense ideas or draw to show relationship.[3]

   According to Joyce Amstrong said that " write a piece of good writing, the writer must considerable the qualities of convensions ". [4]Based on the above explanation, the researcher concludes that writing is involves more than just predicting sentences which consist of ideas, feeling and thought.

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[3]Kathieen T. McWhorter, *Efficient and flexible reading,* (Niagara Country Community College,1992), p. 289.

[4]JoyceAmstrongCorrol, et. al, (ed), *Writing and Grammar Communication in Action Diamond Level,* (New Jersey: Prentice Hall, Inc, 2001), p. 3.

a. Important factors in writing

Writing is one of the most important skills in language learning besides reading, listening and speaking. It involves the application of grammatical knowledge which includes the sentences patterns, vocabulary, diction and cultural understanding of the target.

Writing is of vital important for us. There are some important factor to write.

a) Having the right attitude about writing:One sure way to wreck your chances of learning how to write competently is to believe that writing is a natural gift. People with this attitude think that they are the only ones for whom witing is an unbearably difficult activity.

b) Knowing your subject: Whenever possible, try to write on a subject which interests you. You will find it easier to put more time into your work. Even more important. Try to write on a subject that you know about. If you do not have direct experience with the subject. You should at least have indirect experience knowledge gained through thingking reading or talking about the subject.

c) Prewriting : If you are like many people, you may have trouble at times getting started with your writing. A mental block may develop when you sit down before a blank sheet of paper.

d) Outlining : An effective pieces of writing rests on a strong foundation: logical thingking. Any paper that you write must be completely thought out and planned. The goal of planning is to produce an essay with a thesis idea that is fully and logically supported by the there body paragraphs.

e) Rewriting and proofreading: Writing an effective paper is almost never done all at once. Rather, it is a step by step process in which you take your paper through a series of stages prewriting, first draft, added drafts, and final draft.[5]

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[5] Jhon Langan, *College Writing Skills With Readings*(New york:Prentice Hall, Inc, 1985), P.89.

So, based on those defenition researcher concludes the important in writing are having the right attitude about writing, Knowing your subject, Prewriting, Outlining, Rewriting and proofreading.

b. Aspects of writing

The main aspect of writing are to get and search information include content and meaning of the text. There are some aspects of writing such as:[6]

1) Writing meaningful text: Encoding

Beginning writers put a lot of their focus on encoding, or spelling, the words they want to use. As they develop their expertise in using the code fluently, they are able to use more of their cognitive resources to convey meaning. This expertise includes a knowledge of how words work (for example, phoneme-grapheme relationships, common and reliable spelling rules and conventions, and the meanings and spellings of morphemes) as well as an expanding memory bank of high frequency words.

2) Writing meaningful text: Using knowledge of text structure and features

This aspect focuses more closely on how students develop and use their knowledge of language features, syntax, and the structure of

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[6]http://assessment.tki.org.nz/Progress-and-Consistency-Tool/The-PaCT-frameworks/PaCT-aspects/Writing-aspects. It is a snapshot of the page as it appeared on 6 Jan 2015 19:11:42 GMT. The current page could have changed in the meantime .

written text. Students develop their expertise in selecting text structure, layout, visual language features such as headings and diagrams, and language features such as cohesive devices to meet different purposes for writing.

3) Writing meaningful text: Vocabulary knowledge

Students initially use words that are in their oral language or that have been generated in a classroom activity specifically for the writing purpose. At a midpoint in their development, students can start to use vocabulary encountered in their reading as well as the academic language of learning. Expert students become more precise in their use of language as well as being able to select and use vocabulary that is specific to particular areas of the curriculum, including words and phrases that express abstract concepts.

4) Using writing to think and organise for learning

Students use their (reading and) writing to organise their ideas and information for different learning purposes. Students develop their ability to use their writing to clarify and develop their ideas as well as reflect on their learning. They develop their expertise in selecting, noting down, and organising ideas and information, using appropriate formats. They collate, analyse, and classify the content they need for a variety of curriculum tasks.

5) Creating texts to communicate knowledge and understanding

From the start of schooling, students use their writing to demonstrate their knowledge and understanding about topics and themes from across the curriculum. As they develop their writing expertise, they become more adept at revealing what they know and selecting and using text features, including text structure and language features that are increasingly topic or subject specific.

6) Creating texts for literary purposes

Students use their writing for literary purposes. They develop their expertise in creating different types of texts that express their experiences, ideas, and imagination, evoking a response in their audience with increasing effectiveness.

7) Creating texts to influence others

Even when they are novice writers, students create texts in order to challenge their audience to do something or think about something differently. They write to argue a point or persuade someone to change their mind. Expert writers know how to effectively achieve these purposes. They choose appropriate structures and features and control the language they use in order to make the maximum impact on their audience.

So, based on those defenition researcer concludes the aspect of writing are writing meaningful text, writing meaningful text: Using

knowledge of text structure and features, writing meaningful text: Vocabulary knowledge, Using writing to think and organise for learning, Creating texts to communicate knowledge and understanding, Creating texts for literary purposes, Creating texts to influence others.

3. **Evaluation of writing**

Evaluation of writing is writing task. The task must be specifying the amount of time students will have to complete the writing. Component assesments in writing task are:[7]

According to Arthur Hughes there are some criteria of writing assessment.

a. Grammar

Garammar is the part of the study of language which deals with forms and stucture of word, with their costmary arragement in phase and sentence and often with language sounds and word meanings.

b. Vocabulary

There are many such sets of words which add greatly to our apportunities to express subbtle shades of meaning at various levels of style.

---

[7] Arthur Hughes, *Testing For Language Teachers,* (New York: Cambridge University Press, 1990), p. 91-93.S

c. Mechanics

The criteria is talk about punctuation and spelling of the writing. In good writing is correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling.

d. Fluency

In fluency writing must be consistence between choose of structure with vocabulary and also both of them must be appropriate .

e. Form (organization)

In writing activity organization is one of the main assessments in writing ability. This criterion is identified introduction, body, and conclusion of writing task.

4. Expository text

Expository text is giving directions or explaining a process, and acording to Sanggam Siahaan and Kisno Shinoda stated than expository text is a written english text in which the writer persuades people that something should or should not be the case.[8] Then, Otong setiawan Djuharie stated that expository text is to tell author's idea or argument about a phenomena or case or problem.[9] This is a unique text, a writer have to arrange some ideas in

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[8]Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu,2008),P.101.

[9]Otong Setiawan Djuharie, *Genre Dilengkapi 700 soal Uji Pemahaman* (Bandung: CV. Yrama Widya, 2007), P.31.

which a reader will be persuade by there or more argument and hope the reader will be persuade.

Dr. Djoehana D. Oka et all stated that exposition text is the straight forward explanation of something. For example a process, an object, an idea, or an event. It is simply an exposing of information. It analyses or accounts for something by presenting specific information support explanation given.[10] This defenition seems like another kind of text like explanation and argumentation, but there some big different that is the primary funtion of expository text is not tell stories, histories, or relate a happening although exposition often use naration as one of explanation technique. Its primary funtion is not to create clear picture for the reader. But the main purpose of exposition is to present/to explain an idea, or an event. Any kind of a text that has as its primary purpose to make subject clear by presenting specific information will be considered as an exposition text.

So, the researcher concludes that the text is a meaningfull linguistics unit which included not only symbols such as paragraphing and format and together become a unity in a context.

a) Part Expository text

Generally, writing has two part expository text:[11]

1) Orientation

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[10] Djoehana. D. Oka et all, *Avanced Reading* (Jakarta: Universitas Terbuka, 2004), P.4.3.
[11] SanggamSiahaan and KisnoShinoda,*Op.Cit.,*p. 125

In composition an expository is also considered as a text. in a paragraph in which a writter tries to reveal out a new truth of fact of a certain object to his readers. The object can be anything. It can be a concreteobject such as a person, or an animal, or a plan, or a car ect. It can also be an abstract object such as an opinion, or idea, or love, or hate, or belief, ect. In this case as a product of writing, the text functions to reflect what is being described to the readers. Followings are some paragraph models about revealing out a new truth of the fact of the object.

2) Paragraph model

Mr. Alex is a kind teacher. He teaches his students patiently. To start a new lesson, he lets his students know his objectives. He then explains every topic slowly and clearly. He pays attention to every body if they understand the explanation or not. Next, he runs a discussion by encouraging them to express their ideas or ask questios. Last, he always gives a quiz to make sure achievement.

So, the reasercher that conclude that the part expository text is a paragraph in which a writer tries to reveal out a new truth of fact of a certaint object to his readers. The text funtions to reflect what is being described to the readers.

b) Kind of expository text

Expository text have two froms, they are analytical exposition and hortatory exposition.

1) Analytical exposition

Social function to persuade the reader or listener that something is in the case.Generic structure:

    (a) Thesis
        Position: introduces topic and writer's position.
        Preview; outline the main arguments to be presented.
    (b) Arguments
        Point: restates main argument outlined in prewiew.
        Elaboration: develops and supports each point/argument.
    (c) Reiteration: restates writer's position.
        Significant Lexicologrammatical Features:
        Focus on the Generic Structure.
        Use of simple present tense.
        Use Relational Process.
        Use of external Temporal Conjunction to stage argument.
        Reasoning through Causal Conjuntion or nominalization.

Example

Is Smoking Good for Us ?

Before smoking, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nierly a quarter of smokers die because of disease caused by smoking.

Ninety percent of lung cancers are caused by smoking. if ones smoke five cigaretes a day, they are six times more likely to die of lung cancer than a non smoker. if they smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffersof bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.

Aditionally, children of smoker are more likely to develop bronchitis and pneumonia in one hour in smoky room, non smoker

breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.

Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is good for every body else.

1. Generic structure Analysis

   a. Thesis: Position
      Before smoking, it is better to look at the fact. About 50 thousands people die every year in Britain as direct result of smoking. This is seven times as many as die in road accidents. Nierly a quarter of smokers die because of disease caused by smoking.
   b. Arguments
      Ninety percent of lung cancers are caused by smoking. if ones smoke five cigaretes a day, they are six times more likely to die of lung cancer than a non smoker. if they smoke twenty cigarettes a day, the risk is nineteen greater. Ninety five percent of people who suffersof bronchitis are people who are smoking. Smokers are two and half times more likely to die of heart disease than non smokers.
   c. Reiteration
      Aditionally, children of smoker are more likely to develop bronchitis and pneumonia in one hour in smoky room, non smoker breathes as much as substance causing cancer as if he had smoked fifteen cigarettes.
   d. conclusion
      Smoking is really good for tobacco companies because they do make much money from smoking habit. Smoking however is good for every body else.

2) Hartatory expositions

   Social function to persuade the reader or listener that something should or should not be in the case.Generic Structure:

   (a) Thesis: announcement of issue of concern or this stage usually includes a "preview of arguments". It is introduces topics and indicates writer's position.

(b) Argument: reasons for concern, leading to recommendation or this stage consists of a "point and elaboration" sequence. The number of points may vary, but each must be supported by discussion and evidence (which is the elaboration of the point). Points are ordered according to the writer's choice, but it is usual to discuss the strongest pont first.

(c) Recommendation: statement of what ought or ought not to happen.

B. Review of Related Findings

In conducting this research, researcher has previous research. These related findings discuss about expository text where discuss about text also. This research related to Abdi Yunus's "students' comprehension in reading expository text at the fourth semester of english education study program STAIN Padangsidimpuan in 2012-2013. The Concluding of her research 58,6% was enough category,[12] and acording to Siti Handayani Pulungan's "the effect of genre based language

Teaching on the student's achievement in writing procedure text at Mas Hutapadang Pijorkoling Padangsidimpuan Tenggara". The concluding of his research 74.2,>73,6.[13] Last acording to Rukiah's "the students' achievement in writing narrative text by using STAD cooperative learning at first grade in MAN Siabu. The concluding of his researh was 72,14, the students' achievement

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[12]Abdi Yunus, Students' Comprehension In Reading Expository Text At The Fourth Semester Of English Education Study Program STAIN Padangsidimpuan in 2012-2013 Academic Year.

[13]Siti Handayani, The Effect Of Genre Based Language Teaching On The Student's Achievemment In Writing Procedure Text At Mas Hutapadang Pijarkoling Padangsidempuan Tenggara in 2011-2012 Academic Year.

writing narrative using conventional strategy at first grade in MAN Siabu was 69,5, the student's achievement's writing narrative by using STAD of cooperative learning was better than conventional strategy ($\mu_1 > \mu_2$). Hypothesis alternative (H_a)was accepted. It can be seen from the mean score of experimental and control class (76.84> 72.12),[14]according to research done by Lainatussipa script entitled "The ability of students' Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph.[15] Based on the calculating score it was have mean score was 44%. Based on the criteria above, it could be categorized in to enough categoryand from their research researcher interest to analyze the student ability in writing expository text at grade XII of MAS Al Hakimiyah Paringgonan.

C. The Conceptual Framework

Based on the theoritical review of related findings, the researchermade the conceptual framework of this research. In teaching and learning process, especially in English. Many problems and activities face by the students. Therefore, actually if the students want to be good in English, it should be determined by themselves. The students should not just study English school, they also should study hard at home, or another place make them comportable, by repeating the lessons at the school from the teacher not only time the learn in class but they can save the materials in their mind.

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[14]Rukiah, the effect of STAD cooperative learning on students 'writing achievements in narrative text at first grade in MAN Siabu in 2012-2013 Academic Year.

[15]Lainatussipa, *The Ability of Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph*, (Script STAIN Padangsidimpuan, 2011).

One of the students' problems in learning English is in writing, especially in writing expository text. The researcher found the students ability in writing expository text is still low. It can be seen because there are still many students that forgetten to put the resource the information, they also do not know how to elaborate the information, and some of students think that expository text is the same with descriptive text. Because the expository text just only difference aim, if the aim of expository text is explain the general phenomenon and the aim of descriptive text is explain especial phenomenon. On the other hand, they do not know the generic structure of the text, construct the sentence and vocabulary. The students are considered quite good in expository text, if the students master in the elements of the text. The point is most of them responded that writing is difficult.

Therefore, the researcherconducted a research to find out and explain about the ability and the difficulties of students in writing expository text and also find out the causes of the problems faced. The conceptual framework can be seen from figure below:

Figure I: Research Conceptual Framework

Writing problems:

1. Students low in writing value.

2. High contrast of ability among students in the classrooms, and

3. The students have lack motivation in learning writing

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Factors which cause the ability and difficulties

Students' writing achievement
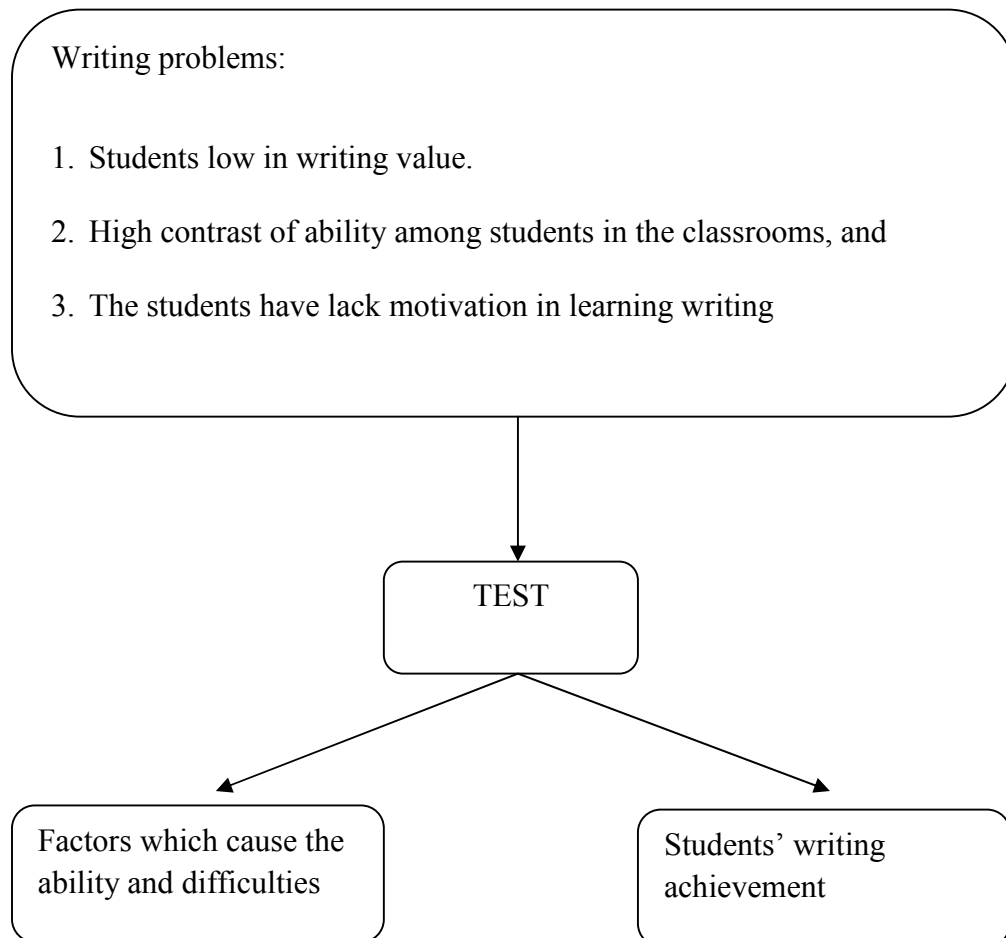
D. Hypotheses

L.R Gay says, "A hypothesis is a researcher's tentative prediction of the result of the research findings".[16] Here, the hypothesis of this research is "The Students' Ability in Writing Expository Text at Grade XII of MAS AL-Hakimiyah Paringgonan is high category".

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[16]L. R .Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application* (USA: Merril, 2000), p.71.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time

This research has been conducted at MAS AL – Hakimiyah Paringgonan, where it is in Jl. Mayor Daulat No. 26 Paringgonan Padang Lawas. The researcher has beendoneat 04 September 2015thesis was accepted.

B. Research Design

The design of this research was descriptive in nature, because the researcher wanted to describe the students' ability in writing expository text. Descriptive method is a survey that determines and allocates it with technical interview, observation or technical test, studying time of problem and identification of comparative analysis or operation).

According L.R Gay that, "descriptive research is a descriptive study determines and describes the way thing are. It may also compare how subgroups such as male and females or experienced and inexperienced teacher view issues and topic".[1] Will be conduct quantitative approach. The quantitative research is the research the analysis of the data by using figure data. According by Ranjit Kumar"in quantitative research you are guided by predetermined sample size that is based upon a number of other considerations in addition to resources

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[1]L.R. Gay & Peter Airasian, *Educational   Research Competence   for Analysis and Application,* (USA: Prentice Hall, 2000), p. 275.

available"[2]. Like according by Gay and Peter Airasian, "Quantitative descriptive or survey research involves collecting data in order to answer questions about the current status of the subject or topic of study".[3] Quantitative descriptive is aim to describe with systematically and accurate of fact about the population.

So, it can be concluded that quantitative descriptive research means to analyze or make a sense (descriptive) about situation or events. It used to describe how the students' ability in writing expository text at the grade XII AL – Hakimiyah Paringgonan.

C. Population and Sample

1. Population

According to Suharrsimi Arikunto, population is a set or collection of all elements possessing one or more attributes of interest.[4]According to Sugiyono in Ruslan that "Population is generalization area consist of subject or subject has special quantity and characteristic which determined by researcher to get concluding."[5]In doing a research, the researcher needs population. population is whole subject of the research.[6] In this problem the researcher chose the grade XII students of AL – Hakimiyah Paringgonan as the population of this research. There are threeclasses and consist of 92 students.

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[2]Ranjit Kumar, *Research Methodology,* (London: Sage, 2011), p. 192.
[3]Gay and Peter Airasian, *Education Research Competencies for Analysis and Application,* (USA: Prentice Hall, 2000), p. 8-11.
[4]Suharsimi Arikunto, *Op.Cit.,* p. 120
[5]Rosady Ruslan, *Metode Penelitian Public Relations dan Komunikasi* (Jakarta: PT. Raja Grafindo Persada, 2004), p.133.
[6]Suharsimi Arikunto, *Op. Cit. p.* 130.

Table I

Population of the Research

Grade XII students at MAS AL – Hakimiyah Paringgonan

No.	Classes	Number of Students
1.	XII A	31
2.	XII B	29
3.	XII C	32

Source: School Administration Data of MAS AL – Hakimiyah Paringgonan

2. Sample

Suharsimi Arikunto says, "Sample adalah sebagian atau wakil populasi yang diteliti." (Sample is a parts is a population which will be researched) Morever, Suharsimi Arikunto says.[7] Acording by Saifuddin Azwar: "sampel adalah bagian populasi, karena ia merupakan bagian dari populasi, tentulah ia harus memiliki ciri-ciri yang dimiliki oleh populasinya"[8]. It means the all of population consists 92 students, they was divided into three classes. They are XII A 31 students, then XII B 29 student, last XII C 32 students. The researcher has been taken one class to got the sample of this research XII A to do the research.

Then, sample is taken by using purposive sampling techbique. it is a technique use when the population has not opportunities to choose as sample of research, and it's also include in non probability sampling. The sample of

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[7]*ibid.*.p.109

[8]Saifuddin Azwar, *Metode Penelitian, (Yokyakarta:Pustaka Pelajar*,2004) p.79

the research was students from grade XII A with the total 31 students. So, the number that has been chosen become the sample in this research. it was described in the table below:

Table II

Sample of the research

XII the grade of AL – Hakimiyah Paringgonan

No.	Class	Total of Students
1.	XII A	31 students
	Total of students	31 students

From the table above, it could be seen, in this research the sample were taken from one class by used purposive sampling.

D. The Instruments and the Techniques of Collecting Data

For collecting the data, the researcher used test as the instruments. Intruments that has been employed in this research were test and interview which request the students to describe their ability in writing expository text. A research might have a good instrument in this research because a good instrument could go guarantee the valid data. SuharsimiArikunto, "pengumpulan data adalahalat bantu yang dipilihdandigunakanolehpenelitidalamkegiatannyamengumpulkan agar kegiatantersebutmenjadisistematisdandipermudaholehnya".[9]

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[9]SuharsimiArikunto.*ManajemenPenelitian*, (Jakarta: RinekaCipta, 1995), p. 134.

In this case, in order to get the data of this research, the researcher will prepare the available instrument. There were many kinds of instrument, they were questionnaire, checklist, interview guide or interview schedule, observation sheet or observation schedule, achievement test, scale etc.[10]The instrument that will be use by test and interview. They are:

1. Test.

Test is sequence of question or practice that would be used for surverying the skill, intelligence, knowledge, ability to trail tat is owned be used for surverying by individual or group.

So it some questions about expository text in order to get the information about the students' ability in writing expository text. The instrument is test, the form of the test is essay test. Essay is a literary device for saying almost everything and adds that by tradition almost by definition[11]. The researcher would be used the students as participant, in doing test. The researcher will use written techniques. The researcher would be control all the students when doing this test and the students involve this research.

In order to gather the data accurately on students' difficulties in writing expository text, the researcher gave a writing test. Test is some tittle to get information that pointed understanding the text. Appropriate with the instrument of this research, the researcher wants to analyze the students' difficulties in writing

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[10]*Ibid.*
[11]An. M.wikipedia.org/wiki/essay,(assesednov 11 2013).

expository text. In this research, researcher gave test about writing a text expository and then order to get the information of the text like analyzing generic structure, grammatical, and language features.

The students write the expository text with the title "*my class*". In giving score for the students' writing test, the researcher gives 100 score for very good text, in writing text, the researcher gives five value namely: grammar, vocabulary, mechanics, fluency and form (organization). Researcher gives 20 for every very good value. So the high score is 100.

Table III: Rubric Score of writing

Indicators	Score			
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanic	20	15	10	5
Fluency	20	15	10	5
Form(organization)	20	15	10	5

a. Grammar

The criteria of scoring are as determined by ranges of the scores as following:

No	Indicator	Score
1	Few (if any) noticeable errors of grammar or word	20

	order	
2	Some error of grammar or word order which do not however, interfere with comprehension	15
3	Errors grammar of word order frequent: efforts of interpretation sometimes required an reader's part	10
4	Errors of grammar of word order so severe as to make comprehension virtually impossible	5

b. Vocabulary

No	Indicator	Score
1	Use of vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer	20
2	Use writing or inappropriate word fairly frequently expression of ideas maybe limited because of in adequate vocabulary	15
3	Limited vocabulary so frequent errors clearly hinder expression of ideas	10
4	Vocabulary limitations so extreme as to make comprehension virtually impossible	5

c. Mechanic

No	Indicator	Score

1	Few (if any) noticeable lapses in punctuation or spelling	20
2	Occasional lapses in punctuation or spelling which do not, however interfere with comprehension	15
3	Frequent error in spelling or punctuation sometimes to obscurity	10
4	Error in spelling or punctuation so severe as to make comprehension virtually impossible	5

d. Fluency (Style and ease of communication)

No	Indicator	Score
1	Choice of structures and vocabulary consistently appropriate: like that of educated native writer	20
2	Patchy, with some structures or vocabulary items noticeably inappropriate to general style	15
3	Structures of vocabulary items sometime not only in appropriate but also misused little sense of ease of communication	10
4	Communication often impaired by completely inappropriate or misused structures or vocabulary items.	5

e. Form Organization

No	Indicator	Score

1	Highly organized clear progression of ideas well linked: like educated native writer	20
2	Some lack of organization re-reading required for clarification of ideas	15
3	Individual ideas maybe clear, but very difficult to deduce connection between them	10
4	Lack of organization so severe that communication is seriously impaired[12]	5

SuharsimiArikunto said that, Validity chance shows the level of instrument something[13]. There is validity of instrument:

1.) Logical validity is the instrument which done by analysis logically; it comfort content construct validity.

In this researcher, the research used content validity to establish the validity of the instrument. The logical validity is done by divided variable to be sub variable and indicator of variable. Actually, content validity is the degree to which a test measures an intended content are. So, the researcher showed the test to validator as a specialist test to measure the test to be valid.

E. The Data Analysis

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[12] Arthur Hughes, *Testing For Language Teachers,* (New York: Cambridge University Press, 1990), p. 91-93.
  [13]SuharsimiArikunto, *Op, Cit*. p. 508.

After data is collected, the researcher had analyzed the data by using some steps, they are:

1. Counted the students' answer and then classified it based on their score.

2. Calculate their result (mark)

   Because the researcher use the test so,the researcher also want to:

   a. Know the range of the data, the formulation is:

   Range = High Score – Low Score

   b. Know the total of classes (BK), with the formula:

   $1 + 3,3 \log n$

   c. Know the interval (i) used the formula:

   $$i = \frac{R}{BK}$$

   d. Know the mean score used the formula:

   $$\bar{x} = \frac{\sum x_i}{n}$$

   e. Know the median score used the formula:

   $$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

   f. Know know the modus of score used the formula:

   $$Modus = b + p \left(\frac{b_i}{b_1 + b_2} \right)$$

g. The researcher also used tabulation of the data, it was do to account and gave the score to students answered though the test and took on the table that consist of alternative answer, frequency any percentage those all, to obtain the percentage of the students' answered and put them on the table by using the formula below:

$$p = \frac{f}{N} \times 100 \%$$

Explanation:

f = Frequence

N = Number of classes

p = Percentage.[14]

h. Uji Z

$$z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

Explanation: x : Data that includes hypothesis categories

n : All of data

p : Hypothesis proportion[15]

[14]AnasSudijono, *Op.Cit.*, p. 43.
[15]Ahmad Nizar Rangkuti,*Statistik PenelitianPendidikan*, (Medan: Perdana Mulya Sarana, 2014)*,* p. 80.

Table IV

The Classification Quality of The Students' Score[16]

No	Percentage	Criteria
1	0%-20%	Very low
2	21%-40%	Low
3	41%-60%	Enough
4	61%-80%	High
5	81%-100%	Very high

After the researcher found the mean scores of all students', it has been presented to the criteria as follows:

1) If the value of means score 0-20, it can be categorized into very low ability.

2) If the value of mean scores 21-40, it can be categorized into low ability.

3) If the value of mean score 41-60, it can be categorized into enough ability.

4) If the value of mean score 61-80, it can be categorized into high ability.

5) If the value of mean score 81-100, it can be categorized into very high ability.

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[16]*Riduan, Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula, (Bandung: Alfabeta, 2005), P.89.*

CHAPTER IV

THE DATA AND ANALYSIS OF THE DATA

As mentioned in earliner chapter, in order to know the writing expository text at Grade XII of MAS AL – Hakimiyah Paringgonan. The researcher has calculated the data using writing expository text test. Applying quantitative analysis the researcher used the formulation of mean score. Next, the researcher described the data as follow:

A. Description of Data

1. Students' Ability in Writing Expository Text

Based on the result of the students' test in which the students were asked to write a text about the expository text. From the result of the students it could know that the score of the students was between 25 up to 85. It means that the highest score got by students was 85, the lowest score was 25. The data description of the student ability in writing expository text at grade XII of MAS AL – Hakimiyah Paringgonan could be seen in the following table:

Table V
The Total Score of Students' Ability in Writing Expository Text at
Twelve Grade of AL – Hakimiyah Paringgonan

Name	Grammar	Vocabulary	Mechanic	Fluency	Form/ Organization	Score
AH	15	20	20	15	15	85
A	15	15	20	15	15	80
ESS	15	20	15	15	15	80
ESL	15	20	15	15	15	80
FTA	15	20	15	15	15	80
HP	5	5	5	5	5	25
IWS	10	10	15	15	15	65
JAN	10	10	15	15	15	65
LHN	10	15	20	15	15	75
MN	10	10	15	15	15	65
MIA	10	10	15	15	15	65
MSN	10	10	15	15	10	60
MSL	10	10	15	15	15	65
MR	10	10	15	15	15	65
MYN	15	20	15	15	15	80
MZN	5	5	5	5	5	25
MN	10	10	15	10	10	55
NHH	5	5	5	5	5	25
PSP	10	10	15	15	10	60
RPD	10	10	15	10	10	55
RTH	15	20	20	15	15	85
RMH	5	5	5	5	5	25
RM	10	10	15	15	15	65
RH	15	20	20	15	15	85
RHH	10	10	15	15	15	65
SH	10	10	15	5	5	45
SSD	5	5	5	5	5	25
SD	10	10	15	10	10	55
TSS	15	20	20	15	10	80
TGH	5	5	5	5	5	25
YHH	10	10	15	10	10	55
Total						1865

From the table researcher found that the students' ability in writing expository text was enough from the maximal score. Then, from the 31 students was only 25 for the minimal score and only 85 for maximal score. The students that got 25 score was 6 students. The students that got 45 score was 1 students. The students that got 55 score was 4 students. The students that got 60 score was 2 students. The students that got 65 score was 8 students. The students that got 75 score was 1 students. The students that got 80 score was 6 students. The stu dents that got 85 score was 3 students.

To evaluate the students' ability in writing expository text, the researcher has calculated the data by using statistic count. Next, the researcher described the data as follow:

Table VI
The Students' Ability in Writing Expository Text
Had been gotten as in the table below:

No	Statistic	Total
1	High score	85
2	Low score	25
3	Range	60
4	Mean score	60,16
5	Median	64.5
6	BK	10
7	Interval	7
8	Modus	63.75

From the table above it has been known the higher score of students was 85 score and the lower score was 25 score, range 60, mean score 60 and median score 64.5 and the total of class BK 10 and interval I was 7, and modus was

63.75. Based on the calculation means score above, the students couldn't achieved KKM that was 60. So the ability of students in writing expository text was 60%.

From the data above can be know the mean score 60 and median was 64.5 and modus was 63.75 from the three data constituted as central tendency of the students' ability in writing expository text at grade XII of MAS AL – Hakimiyah Paringgonan. The distributing data above could be seen in the following table:

Table VII
The Frequency Distribution of Students' ability in writing expository text

No	Interval	Median	Frequency (F)	Percentage (%)
1	25 – 34	29,5	6	20 %
2	35 – 44	39,5	0	0 %
3	45 – 54	49,5	1	3 %
4	55 – 64	59,5	6	20 %
5	65 – 74	69,5	8	26 %
6	75 – 84	79,5	7	22 %
7	85– 94	89,5	3	9 %
Total			N = 31	100

From the table above, it can be known the score of students were 6 students (22%) have 25 up to 34 score, there were 0 students (0%) have 35 up to 44 score, there were 1 students (3%) have 45 up to 54 score, there were 6 students (20%) have 55 up to 64 score, there were 8 students (28%) have 65 up

to 74 score, there were 7 students (22%) have 75 up to 84 score, there were 3 students (9%) have 85 up to 94.

In continuation, the distribution data of problems that students face in writing expository text at grade XII of MAS AL - Hakimiyah Paringgonan was drawn in the following histogram.

Frequency
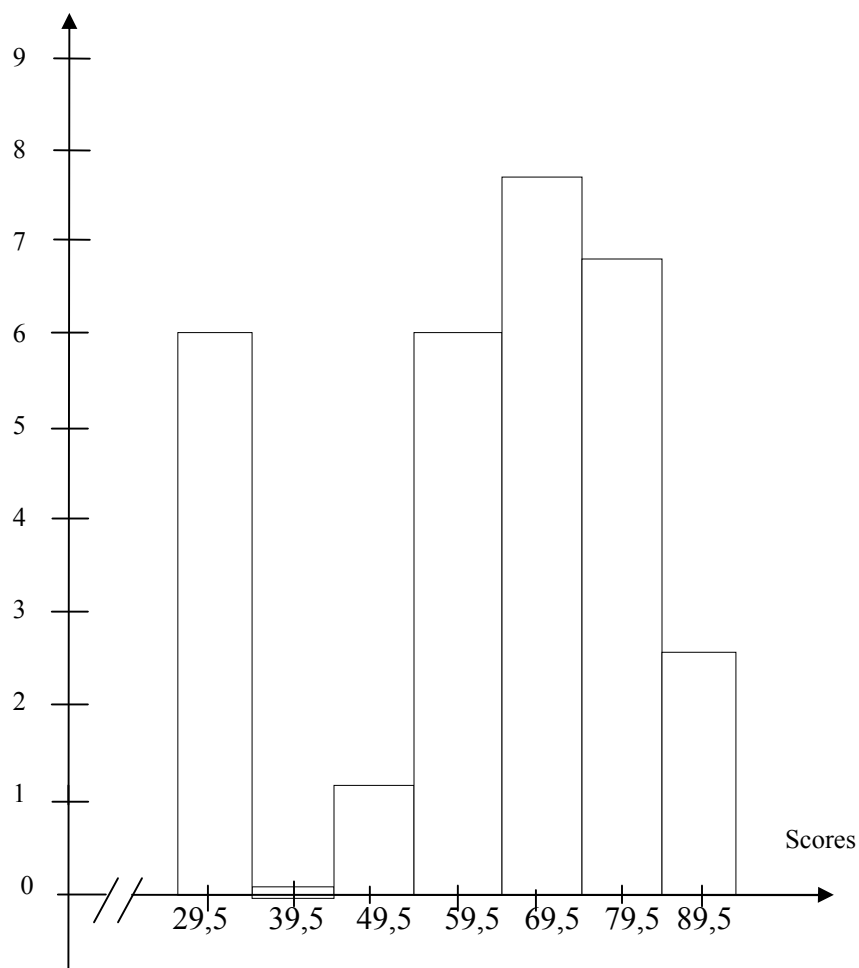
The Histogram of The Students' Ability in Writing Expository Text at Grade XII of MAS AL – Hakimiyah Paringgonan.

Based on the figure of histogram above, it was describe about the frequency every score distance of students' ability in writing expository text. The first, in 25 up to 34 score the frequency was 6. Second, in 35 up to 44 score the frequency were 0. The third, in 45 up to 54 score the frequency were 1. Fourth, in 55 up to 64 score the frequency were 6. Fifth, in 65 up to 74 score the frequency were 8. Sixth, in 75 up to 84 score the frequency were 7. seventh, 85 up to 94 score frequency were 3.

So from the figure of the histogram above could be seen that, frequency most high 8 were in 65 up to 74 score. It means that the students' ability still enough because didn't achieve to KKM at AL - Hakimiyah Paringgonan.

B. Hypothesis Testing

The hypothesis of research was "The students' ability in writing expository text at grade XII of MAS AL – Hakimiyah Paringgonan are 60.16 %." Based on the data collected, the data will be analyzed to prove hypothesis by using formula of Z-Test. It can be seen as follow :

$$z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

$$z = \frac{\frac{7}{31} - 0,6}{\sqrt{\frac{0,6(1-0,6)}{31}}}$$

$$z = \frac{0,23 - 0,6}{\sqrt{\frac{0,6(1-0,4)}{31}}}$$

$$z = \frac{-0,37}{\sqrt{\frac{0,24}{31}}}$$

$$z = \frac{-0,37}{0,088}$$

$$z = -4,20$$

Based on calculating above can be conclude z_{hitung} = -4,20 < z_{tabel} = 3,26 by level of significance 0,05. So, from the result above the researcher concludes that the hypothsis : The students' ability in writing expository text at grade XII of MAS AL – Hakimiyah Paringgonan is rejected .

So that, The students' ability in writing expository text at grade XII of MAS AL – Hakimiyah Paringgonan are enough ability.

C. Discussion

In this research, researcher explain about students' ability in writing expository text be obtained in theoretical study, as a teacher recruit the students must known the criteria to get a good teacher writing text. For the first, definition about students ability with writing and important writing, factor in writing, with known definition and aspect of writinng.

The second, expository text, where in part expository text students must known about orientation, paragraph model, kind expository text, analytical exposition, hartatory exposition,generic structure, thesis, argument, reiteration,

Addition, there are some criteria of student ability in writing expository text. For the first, students must students'ability about definition and goals of writing. Next, students must comprehension about expository text. The last is students must students' ability in writing part expository text. Although, from the result of the test that have be given to the students at twelve grade of AL – Hakimiyah Paringgonan were enough students' ability in writing expository text. So, the students at twelve grade of AL – Hakimiyah Paringgonan enough students' ability in writing expository text.

Based on explanation above, researcher concluded that the students' ability in writing expository text at grade XII of MAS AL Hakimiyah Paringgonan was enough. Researcher take conclusion that students' enough students' ability in writing expository text because the result of the calculation of the students' ability in writing expository text was 60%. The result far from good category.

D. Threats of the Research

In this research, the researcher believed that there were many threats of the research. It started from the titled until the technique of analyzing data, so the

researcher knew that it was so far from excellence thesis and fells that research was still far from perfect.

This research still limited. They were many mistakes and weakness. mistakes and weakness were caused by limitation of the indicator that represent all of indicator of students' ability in writing expository text. So, the precise of the indicator was still limited on hand. On doing the test, there were the weakness of participant, because when the students answered the tests they less concentrate test. In data, researcher less able to measure honesty aspects of the students in answered the test that given. So, make possible the students follow the lead of their friends. The researcher expected to the generations would be able to do the best.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were the threats of the research. The researcher has searched this research only. Finally, it has been because the helping from the entire advisors and students of English Education Department in IAIN Padangsidimpuan.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing and describing the data on "Students' Ability In Writing Expository Text at Grade XII of MAS AL - Hakimiyah Paringgonan", the reseracher gave conclusion as follows:

a. The mean score of Students' Ability in Writing Expository Text at Grade XII of MAS AL- Hakimiyah Paringgonan are 60,16 it could be categorized in to enough ability.

b. The hypothesis of Students' Ability in Writing Expository Text at Grade XII of MAS AL – Hakimiyah Paringgonan was rejected by using z-test. It can be seen z_{hitung} -4,20< z_{tabel} 3,26.

B. Suggestions

Based on the conclusion and the implications of the research that had mentioned previously, the researcher would like to give some suggestions to people who gets benifits from this research.

1. The researcher on this occasion hopes that other research workers would conduct a research related to the topic of this study, especially to find out other Students' ability in writing other text.

2. To the students of AL – Hakimiyah Paringgonan should have to do practice in writing text, especially expository text.

3. To the teacher especially English teachers of AL – Hakimiyah Paringgonan were hoped to develop the students' ability in writing text, especially expository text.

4. To the head master of AL - Hakimiyah Paringgonan should be active to look her students' ability.

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CURRICULUM VITAE

1. **Personal Data**

   Name   : ANISA HANUN HASIBUAN

   Reg. Students Number : 10 340 0077

   Place, Date of Birthday : Sibuhuan, November, 07th1991

   Sex   : Female

   Address   : Sibuhuan, Kecamatan Barumun,

             KabupatenPadanglawas

2. **Educational Background**

   Primary School   : SD INPRES Sigorbus Julu (1998 - 2004)

   Junior High School   : MTsSAL – Hakimiyah Paringgonan (2004 - 2007)

   Senior High School   : MAS AL – Hakimiyah Paringgonan (2007 - 2010)

   Institute   :Institute Agama Islam Negeri

            Padangsidimpuan(2010 - 2015)

3. **Parents Data**

   Father's Name   : Goloman Hasibuan

   Date of Birthday   : September, 14th 1969

   Mother's Name   : Nur Hayani Nasution

   Date of Birthday   : November, 4th 1971

APPENDIX 1

The Instrument of Writing Test

A. Pengantar
1. Instrument inihanyabertujuanuntukmenyaring data darisiswa/i tentang**The Students' Ability in Writing Expository Text at Grade XII of MAS AL-HAKIMYAH PARINGGONAN.**
2. Jawabanandatidakmempengaruhikedudukanandadisekolahini
3. Jawabanandaakandijagakerahasiannya

B. Petunjuk
1. Bacalahpertanyaansecaraseksama
2. Kerjakanlahsoalsesuaidenganpetunjuk
3. Apabilaadapertanyaan yang kurangjelas, tanyakanlangsungkepadapengawas
4. Waktu yang tersedia 90 menit

NAME: ....
CLASS: ....

Instruction : Write Expository Text by chosing these titles.
a. School of Al – Hakimiyah Paringgonan
b. My class
c. Sport
Make sure the generic structure with:
  1.Thesis
  2. Arguments
  3. Reiteration
  4. conclusion

Appendix 2

Table V

The Total Score of Students' Ability in Writing Expository Text at Grade XII of MAS AL – Hakimiyah Paringgonan

Name	Grammar	Vocabulary	Mechanic	Fluency	Form/ Organization	Score
AH	15	20	20	15	15	85
A	15	15	20	15	15	80
ESS	15	20	15	15	15	80
ESL	15	20	15	15	15	80
FTA	15	20	15	15	15	80
HP	5	5	5	5	5	25
IWS	10	10	15	15	15	65
JAN	10	10	15	15	15	65
LHN	10	15	20	15	15	75
MN	10	10	15	15	15	65
MIA	10	10	15	15	15	65
MSN	10	10	15	15	10	60
MSL	10	10	15	15	15	65
MR	10	10	15	15	15	65
MYN	15	20	15	15	15	80
MZN	5	5	5	5	5	25
MN	10	10	15	10	10	55
NHH	5	5	5	5	5	25
PSP	10	10	15	15	10	60
RPD	10	10	15	10	10	55
RTH	15	20	20	15	15	85
RMH	5	5	5	5	5	25
RM	10	10	15	15	15	65
RH	15	20	20	15	15	85
RHH	10	10	15	15	15	65
SH	10	10	15	5	5	45
SSD	5	5	5	5	5	25
SD	10	10	15	10	10	55
TSS	15	20	20	15	10	80
TGH	5	5	5	5	5	25
YHH	10	10	15	10	10	55
Total						1865

Appendix 3

The Calculation

A. The calculation for making histogram
1. The score of students in the questionnaire

    25   25   25   25   25   25   45   55   55   55
    5560 60   65   65   65   65   65   65   65
    65   75   80   80   808080   80   85
    85   85

2. High score: 85

3. Low score : 25

4. Range = high score – low score = 85-25= 60

5. The total of classes (BK)   = 1 + 3,3 log n
                                 = 1 + 3,3 log 31
                                 = 1 + 3,3 x 1,49
                                 = 1 + 4,92
                                 = 5,92
                                 = It was got the completion became **6**

6. Interval (i)

    $$i = \frac{R}{BK} = \frac{60}{6} = 10$$

7. Mean score

    $$M = \frac{\sum Score}{\sum Responden}$$

    $$= \frac{1865}{31} = 60.16$$

    $$= 60.16$$

8. Median

25   25   25   25   25   25   45   55   55   55

5560 60   65   65   65   65   65   65   65

65   75   80   80   808080   80   85

85   85

Table VII

The Frequency Distribution of Students' ability in writing expository text

No	Interval	Median	Frequency (F)	Percentage (%)
1	25 – 34	29,5	6	20 %
2	35 – 44	39,5	0	0 %
3	45 – 54	49,5	1	3 %
4	55 – 64	59,5	6	20 %
5	65 – 74	69,5	8	26 %
6	75 – 84	79,5	7	22 %
7	85– 94	89,5	3	9 %
	Total		N = 31	100

9. The histogram graph of "The Students' Ability in Writing Expository Text at grade XII of MAS AL – Hakimiyah Paringgonanan 2014/2015 Academic Year"

Frequency
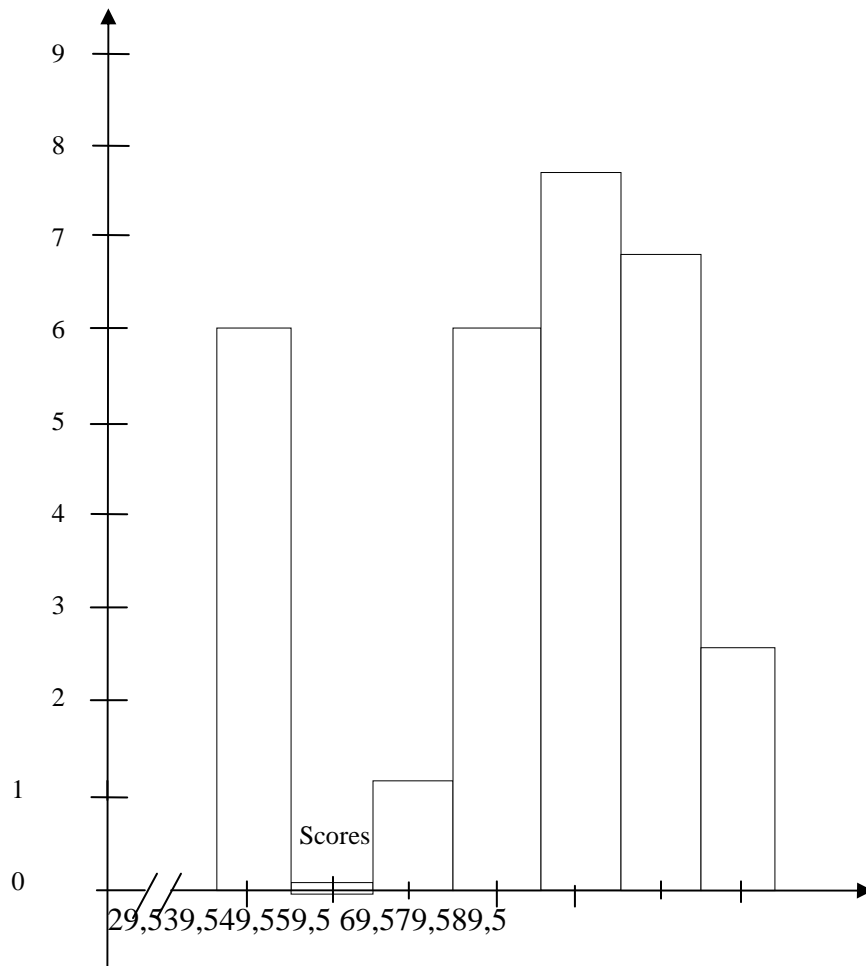
The Histogram of TheStudents' Ability in Writing Expository Text at Twelve Grade of AL – Hakimiyah Paringgonan.

$$\text{Me} = \text{B} + \text{P}\left(\frac{\frac{1}{2}n - F}{f}\right)$$

$$\text{B} = 60$$

$$\text{P} = 10$$

$$f = 10$$

$$n = \ 31$$

$$F = 11$$

$$\text{Me} = \text{B} + \text{P}\left(\frac{\frac{1}{2}n - F}{f}\right)$$

$$= 60 + 10\left(\frac{\frac{1}{2}31 - 11}{10}\right)$$

$$= 60 + 10\left(\frac{15,5 - 11}{10}\right)$$

$$= 60 + 10\ (0,45)$$

$$= 60 + 4,5$$

$$= 64,5$$

10. Modus

$$\text{Mo} = b + p\left(\frac{b_1}{b_1 + b_2}\right)$$

$$= 60 + 10\left(\frac{6}{6 + 10}\right)$$

$$= 60 + 10\left(\frac{6}{16}\right)$$

$$= 60 + 3,75$$

$$= 63,75$$

11. Uji Z

$$z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

$$z = \frac{\frac{7}{31} - 0,6}{\sqrt{\frac{0,6(1-0,6)}{31}}}$$

$$z = \frac{0,23 - 0,6}{\sqrt{\frac{0,6(1-0,4)}{31}}}$$

$$z = \frac{-0,37}{\sqrt{\frac{0,24}{31}}}$$

$$z = \frac{-0,37}{0,088}$$

$$z = -4,20$$

Appendix 4

Table 1
The Result of Students' Test
Grammar

No	Grammar	Errors	Correctly
1.	Example: AH Got false in possesive pronoun*"our"*	*"sport is very important for <u>body us</u>".*	*"sport is very important for <u>our body</u>".*
2.	Example: A Got false in possesive pronoun*"our "*	*"so that <u>we body</u> is not sick".*	*"so that <u>our body</u> is not sick".*
3.	Example: ESS Got false in auxilia ry*"is"*	*"sport<u>was</u> very important".*	*"sport <u>is</u> very important".*
4.	Example: ESL Got false in verb 3*"gave"*	*"because can <u>gave</u> us body health".*	*"because can <u>give</u> us body healt".*
5.	Example: FTA Got false in verb 3 *"done"*	*"that people <u>done</u> in every day".*	*"that people <u>do</u> in every day"*
6.	Example: IWS Got false article*"the"*	*"dis sport ".*	*"the sport".*
7.	Example: JHN Got false in structure*"make"*	*"the sport can <u>making</u> our body healthy".*	*"thesport can <u>make</u> our body healthy".*
8.	Example: LHN Got false eliminating*"sport"*	*"many people <u>doing sport</u> in Sunday morning".*	*"many people <u>sport</u> in sunday"..*
9.	Example: MN Got false in possesive pronoun*"their"*	*"sometimes, the worker lazy to do sport, because they busy with <u>them working</u>".*	*"sometimes, the worker lazy to do sport, because they busy wity <u>their work</u>".*
10.	Example:MIA Got false in Possessive Pronoun *"our"*	*"<u>we class</u> must healthy we now order that cause iuness".*	*"<u>our class</u> must healthy we now order that cause iuness".*

Table 2
The Result of Students' Test
Vocabulary

No	Vocabulary	Errors	Correctly
1.	Example: MSN In his sentences, he made so minim and lack of generic structure.	*Text of "sport"*	*In his text it should be "more clear explanation".*
2.	Example: MSL She did not clear in writinglack vocabulary.	*"sport very good to bady".*	*"sport very good to body".*
3.	Example: MR He did not clear in writing lack vocabulary.	*"give many purpose to student as place study toghether".*	*"give many purpose to student as place study together".*
4.	Example: MYN He wrote few sentences only and lack of generic structure.	*Text of "my class".*	*In her text it should be "more explanation and so many ideas in her sentences".*
5.	Example:MN Her paragraph was so minim and just one paragraph.	*Text of"school of AL – Hakimiyah Paringgonan".*	*In her text it should be "generic structure not complete"*
6.	Example : NHH She did not idea lack vocabulary.	*"sporty is very important to body health".*	*"sport is very important to our health".*
7.	Example : PSP Her paragraph was so minim explanation of ideas.	*Text of"what is human?".*	*In her text it should be "more explanation again".*
8.	Example: RPD She did not clear in writing and lack idea.	*"in conclussion, any one must to watch over cleaner ony where".*	*"in conclussion, each and everyone have to keep clean".*

No		Errors	Correctly
9.	Example: RTH In his text, he used few sentences could not be understandable.	*Text of"my class?".*	*In his text it should be "looking back attention what he wrote in his sentences to make the sentences be good".*
10.	Example:RMH In his paragraph, he made just one paragraph only, it means the ideas are no good.	*Text of"my class".*	*In his text it should be "three paragraphs minimally in writing expository text".*

Table 3
The Result of Students' Test
Mechanics

No	Mechanics	Errors	Correctly
1.	Example: RM False in spelling noun*"body".*	*"sport can give our bady strong".*	*"sport can give our* body *strong".*
2.	Example: RH False in spelling *verb "sport"*	*"sporty is very healty for our body".*	*"sport is very health for our body".*
3.	Example: RHH False in spelling noun.	*"sport very good to bady".*	*"sport very good to body".*
4.	Example: SH False in spelling noun*"advantages".*	*"sport is many advantage for us".*	*"sport is many advantages for us".*
5.	Example: SSD False in spelling noun and verb*"sport/make".*	*"spart can moke body to be health"*	*"sport can make body to be health".*
6.	Example: SD False in spelling conjunction*"can".*	*"sport is con keep our body health".*	*"sport is can keep our body health".*

7.	Example : TSS False in spelling conjunction "*with*".	"*because<u>whit</u> sport can give health our body*".	"*beacause<u>with</u> sport can give health our body*".
8.	Example: TGH False in using together".	"*place study <u>toghether</u>*".	"*place study <u>together</u>*".
9.	Example: YHH False in using punctuation "*comma (,)*"	"*in conclusion sports would adjust in the existence for us becouse many advantages can to pick*".	"*in conclusion, sports would adjust in the existence for us, becouse many advantages can to pick*".
10.	Example:A False in using punctuation "*comma (,)*".	"*in conclussion sport can make our body health*".	"*in conclusion, sport can make our body health*".

Table 4
The Result of Students' Test
Fluency

No	Fluency	Errors	Correctly
1.	Example: SD False in structure adjective "*advantage*"	"*sport is many <u>advantage</u> for us*".	"*sport is many <u>advantages</u> for us*".
2.	Example: SML False in structureverb"*make*"	"*the sport can <u>making</u> our body health.*	"*the sport can <u>make</u> our body health*".
3.	Example: ESS Do not use auxiliary "*is*" in the sentence.	"*sport (…) very important to our body* "	"*sport<u>is</u>very important to our body* "
4.	Example: FTA False in structure.	"*many people <u>doing</u> sport in Sunday morning*".	"*many people sport in Sunday morning*".

5.	Example: LHN False in structure adjective "good"	*"sport very <u>gooding</u> to our body".*	*"sport very <u>good</u> important to our body".*
6.	Example: RPD Got false in auxiliary *"has"*	*"sport<u>is much coming advantage</u> to us".*	*"sport <u>has advantages</u> to us"*
7.	Example: SD False in auxiliary *"is"*	*"sport<u>wasing</u> very important in our life".*	*"sport<u>is</u> very important in our life".*
8.	Example: TSS False in used structure verb 3 *"give"*	*"because it's can <u>gave</u> us body health".*	*"because it's can <u>give our</u> body health".*
9.	Example: AA False in structure infinitive *"lifing".*	*"sport is <u>veri</u> important in our <u>lifing</u>".*	*"sport is <u>very</u> important in our <u>life</u>".*
10.	Example:A False in structure verb *"do".*	*"sport is an activity, <u>that people done</u> in every day"*	*"sport is an activity, <u>that people do</u> in every day".*

Table 5
The Result of Students' Test
Organization

No	Form (organization)	Errors	Correctly
1.	Example: PSP In his sentences, he made so minim, lack of ideas and he didn't know *"generic structure"*.	*Text of "school of AL – Hakimiyah Paringgonan".*	*"more clear in writing text so the text has the rules of generic structure.*
2.	Example: MN In her sentences, he made so minim, lack of ideas and she didn't make the *"argument"*.	*Text of "my class"*	*"more clear in writing text so the text has the argument".*
3.	Example: MR In his sentences, he made so	*Text of "sport"*	*"more clear in writing text so the*

	minim, lack of ideas and he didn't make the *"generic structure"*.		*text has the generic structure"*
4.	Example: JAN In his sentences, he made just one paragraph and lack of *"reiteration"*.	*Text of " my class".*	*"more clear in writing text in reiteration and conclusion."*
5.	Example: IWS In her sentences, she made just two paragraph and lack *"conclusion"*.	*Text of "sport".*	*"more explanation and less conclusion".*
6.	Example: RMH In his sentences, he made just one paragraph only and lack of ideas.	*Text of "sport".*	*"moreexplanation what the language features of the text".*
7.	Example: MZN In her sentences, she made so minim paragraph and in the text combine the *"thesis, argument, reiteration and conclusion"*.	*Text of "school of AL – Hakimiyah Paringgonan".*	*"moreexplanation and organize what the thesis, argument, reiteration and conclusion".*
8.	Example: HP In his sentences, he made so minim paragraph.	*Text of "my class".*	*"moreexplanation what the language features of the text".*
9.	Example: NHH In his sentences, he made so minim paragraph and he didn't make the *"argument"*.	*Text of "my class.*	*"moreexplanation and add the argument".*
10.	Example: SSD In her sentences, she made so minim and didn't knowthe *"tenses"*.	*Text of " sport".*	*"moreexplanation what the tenses of text".*

APPENDIX 4

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551

-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974

2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3,1	0,4990	0,4991	0,4991	0.4991	0,4992	0,4992	0,4992	0,4992	0,4993	0,4993
3,2	0,4993	0,4993	0,4994	0,4994	0,4994	0,4994	0,4994	0,4995	0,4995	0,4995
3,3	0,4995	0,4995	0,4995	0,4996	0,4996	0,4996	0,4996	0,4996	0,4997	0,4997
3,4	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4998
3,5	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998
3,6	0,4998	0,4998	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,7	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,8	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,9	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000