

**THE CORRELATION BETWEEN USING ERROR MONITORING
STRATEGY AND ABILITY IN WRITING ANALYTICAL
EXPOSITION TEXT OF THE SECOND YEAR
STUDENTS AT SENIOR HIGH SCHOOL
AL-HUDA PEKANBARU**

Thesis

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education

(S.Pd.)



By

SAHTITI RISTIA PUSPA SARI

NIM. 10814002306

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2012 M**

ABSTRAK

Sahtiti Ristia Puspa Sari (2012): **“Hubungan antara Penggunaan Strategi Error Monitoring dan Kemampuan dalam Menulis Teks Eksposisi Analisis pada Siswa Kelas Dua SMA Al-Huda Pekanbaru”**

Menulis adalah salah satu keahlian dalam bahasa Inggris yang perlu dipelajari oleh siswa-siswa termasuk siswa kelas dua SMA Al-Huda Pekanbaru. Oleh karena itu siswa diharapkan mampu menguasai keahlian menulis. Berdasarkan fakta, siswa tersebut mengalami kesulitan-kesulitan dalam menulis khususnya teks eksposisi analisis. Dalam hal ini, peneliti menyediakan strategi error monitoring untuk meningkatkan kemampuan siswa dalam menulis teks eksposisi analisis karena strategi tersebut adalah strategi yang sesuai untuk membantu siswa menulis teks tersebut.

Tujuan dari penelitian ini adalah untuk mengetahui implementasi dari strategi error monitoring pada siswa kelas dua SMA Al-Huda Pekanbaru, untuk mengetahui kemampuan siswa dalam menulis teks eksposisi analisis dengan menggunakan strategi error monitoring, dan untuk mengetahui apakah ada hubungan yang signifikan antara penggunaan strategi error monitoring dan kemampuan dalam menulis teks eksposisi analisis pada siswa kelas dua SMA Al-Huda Pekanbaru.

Pada penelitian ini, jenis penelitian yang digunakan adalah penelitian bivariat korelasi. Peneliti menggunakan kelas IPA sebagai sampel. Jumlah seluruh sampel adalah 58 siswa. Teknik untuk mengumpulkan data adalah observasi, tes, dan wawancara. Subjek penelitian ini adalah siswa kelas dua SMA Al-Huda Pekanbaru.

Berdasarkan temuan penelitian, angka hubungan signifikan $0.250 < 0.873 > 0.325$. Ini berarti bahwa H_a diterima dan H_0 ditolak. Jadi, bisa disimpulkan bahwa ada hubungan yang signifikan antara penggunaan strategi error monitoring dan kemampuan dalam menulis teks eksposisi analisis pada siswa kelas dua SMA Al-Huda Pekanbaru.

LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGMENT	iii
ABSTRACT	vi
LIST OF CONTENTS	ix
LIST OF TABLES	x
LIST OF APPENDICES	xi
CHAPTER I: INTRODUCTION	
A. Background of the problem.....	1
B. The Definition of the Key Terms	7
C. The Problem	9
D. The Objective and the Significance of the Research.....	10
CHAPTER II: REVIEWING OF RELATED LITERATURE	
A. Review of Related Theory.....	12
B. Relevance of the Research.....	31
C. Operational Concept	33
D. Assumption and Hypotheses	34
CHAPTER III: THE RESEARCH METHOD	
A. The Research Design.....	36
B. The Time and Location of the Research.....	37
C. The Subject and Object of the Research.....	37
D. The Population and Sample of the Research.....	37
E. Technique of Collecting Data	39
F. Technique of Data Analysis	41
CHAPTER IV: THE DATA PRESENTATION AND THE DATA ANALYSIS	
A. The Description of the Data	43
B. The Data Presentation.....	44
C. The Reliability and Validity of the Test	53
D. The Data Analysis	55
CHAPTER VI: THE CONCLUSION AND THE SUGGESTION	
A. Conclusion.....	60
B. Suggestion	61
BIBLIOGRAPHY	63
APPENDICES	

LIST OF TABLES

Table 2.1	The Implementation of Error Monitoring Strategy	29
Table 3.1	The Total Population of the Second Year Students at SMA Al-Huda Pekanbaru	38
Table 3.2	Standard Assessment of Writing	40
Table 4.1	Frequency Distribution of the Use of Error Monitoring Strategy	46
Table 4.2	Category of Observation.....	47
Table 4.3	Students' Ability in Writing Analytical Exposition Text from Two Raters.....	48
Table 4.4	Frequency Distribution of the Students' Ability in Writing Analytical Exposition Text.....	50
Table 4.5	Classification of the Students' Ability in Writing Analytical Exposition Text	51
Table 4.6	Correlation of Rater 1 and 2	54
Table 4.7	Statistics of Error Monitoring Strategy	56
Table 4.8	Statistics of the Students' Ability in Writing Analytical Exposition Text	57
Table 4.9	Correlation of Error Monitoring Strategy and the Students' Ability in Writing Analytical Exposition Text	58

CHAPTER I

INTRODUCTION

A. The Background of the Problem

Writing is one of the language skills. It is an important activity to express and convey our ideas, messages, and thoughts in the form of any type of writing, such as letter, memo, poem, short story, and etc. Writing is very fun if we enjoy it. We can be more interested in writing if we know what to write, but there are some people that usually enjoy writing indirectly. They write everything they like related to their feelings, experiences, knowledge, insight, and events in their environment, but notice that we have to be careful in writing because writing can be permanent and it is more formal than speaking. So, we have to pay attention to the rules of writing.

As one of the language skills, writing should be produced grammatically because it will never be separated from the mastery of grammar. To produce good sentences, it requires the mastery of the aspect. Mastering grammar is the first step to make a good writing. It can guide us to produce writing grammatically in which our writing can be read meaningfully and logically. According to Ann Chin, a professor of English in University of Montana, Grammar is the sound, structure, and meaning system of language.¹ It means that grammar refers to the system of rules by which words are arranged into meaningful unit. It is the most important system in language skills including writing. Besides, other aspects like vocabulary, verb tenses

¹ Beverly Ann Chin. *The Role of Grammar in Improving Student's Writing*. University of Montana: Sadlier Oxford. 2000. <http://www.uwplatt.edu/~ciesield/graminwriting.htm>

and organization are also important to make our writing good, but if we ignore the aspects, our writing will be difficult to be understood by the readers. So, when we are writing, we have to notice the aspects of writing. The better our writing will be, the easier and the more understand the readers read it.

Talking about writing, it means that we talk about the communication of written text. Writing can be a tool of good and meaningful communication. We can communicate with other people indirectly. The better our writing we produce, the better our writing will be a means of written communication. As a means of written communication, writing has an important role to convey our feelings, ideas, and messages. We can send our messages through the various forms of writing areas such as newspapers, magazines, articles, and books.

Writing is also important for students including students of Senior High School (SMA) Al-Huda Pekanbaru in the process of teaching and learning English. They are expected to be able to write. They should master writing skill as one of the language skills especially English subject because of the expectation from school based curriculum (Kurikulum Tingkat Satuan Pendidikan—KTSP 2006) particularly. The students should master writing and other language skills of English as an International language. Based the

school based curriculum (KTSP), the purposes of English subject to be learned by the students are as follows:²

- 1) Developing communicative competence in oral and written form to achieve informational literacy level.
- 2) Having awareness about the sense and the significance of English in order to increase national competence in global society.
- 3) Developing understanding of students about the relationship between language and culture.

Based on the purposes above, it is clear that English is a compulsory subject needed to be mastered by the students. It means all the skills in English language are very important for them in teaching and learning process. The first, the students should develop communicative competence in oral and written form to achieve informational literacy level. Oral and written forms refer to the productive skills. In oral form, it involves learning the sound system, stress and intonation patterns; while, in written form, it will involve learning features of the writing system such as spelling structure, grammar, vocabulary, and punctuation. Achieving informational literacy level means that the students can manage better the learning process, because they will be able to determine more clearly where their search for information and understanding fit within the paradigm at any given moment, whether they are accessing, evaluating, or using a particular piece of information.

² Bambang Soehendro. *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta: Badan Standar Nasional Pendidikan. 2006. p. 126

Secondly, students should have awareness about the sense and the significance of English in order to increase national competence in global society. It means that the students need high-level thinking skills that enhance creativity and innovation to be able to compete in global society. The last, the students should understand that the relationship between language and culture is so intertwined. Language is used to maintain and convey culture and cultural ties.

Based on the explanation of the purposes of teaching and learning English above, it is clear that writing and other language skills in English should be mastered by the students wherever they study.

Senior high school Al-Huda Pekanbaru is one of schools that is included to learn English subject started from reading, writing, speaking, and listening. According to syllabus³, at the second year students for the first semester, the standard achievement of writing in English is that the students should be able to express their ideas or meanings in monologue texts or essays text by using various written language accurately, fluently, and contextually in the forms of texts such as report, narrative, and analytical exposition text.

Based on preliminary study on 11th March 2011, in Senior High School AL-Huda Pekanbaru, most of the students had problems in learning English especially writing. In learning process, actually the teacher had explained about analytical exposition text that consists of the definition, the purpose, the

³ Tim Penyusun. *Silabus SMA Al-Huda Pekanbaru 2010/2011*. (Pekanbaru: Unpublished, 2010), p. 28.

generic structure, and the language features of the text. After that, the students had been asked by the teacher to write the text. All students did based on the teacher's instruction. So the teacher could be called as the center of the students' activities. It was like the teacher-centered paradigm. In the end of learning process, the students submitted their work and the result showed that they got low scores. It means that the students still had difficulties to write especially writing analytical exposition text. They were not able to express their ideas. The sentences they wrote were not correct based on the structure. They placed capital letters in the wrong place. They also wrote some words in the uncorrect spelling form. They wrote analytical exposition text in uncorrect grammar. Besides, they were not able to write analytical exposition text correctly started from a thesis (introduction), arguments, and a reiteration (conclusion). It could be itemized into the following symptoms:

- a. Most of the students were not able to express their ideas in writing analytical exposition text.
- b. Most of the students were not able to write sentences correctly, especially in writing analytical exposition text.
- c. Most of the students had lack of mastering the places of using capital letters.
- d. Most of the students wrote uncorrect spelling of using vocabulary.
- e. Most of the students were not able to use grammar correctly.
- f. Most of the students were not able to write analytical exposition text correctly (thesis, arguments, reiteration).

Based on the explanation and the problems above, most of the students in the second year of senior high school Al-Huda Pekanbaru still faced many problems that had to be overcome immediately so that the students could be helped to write. They actually needed a strategy when learning process to enable them to write analytical exposition text so that they would not think anymore that writing is difficult to do. In this case, the researcher provided a strategy to help them in writing namely Error Monitoring strategy. The researcher was sure that this strategy could be a helper for the students. Therefore, the researcher applied this strategy in her research.

Error Monitoring strategy is a strategy that can be used by the students to detect their writing mistakes in order to be good and neat. They can make their writing better than before. Error monitoring strategy can be used by the students to independently detect and correct errors in their written work to increase the overall quality of their final product.⁴ Therefore, in this strategy, the students are expected to detect and correct the mistakes or errors in their writing. To detect the errors, the students should use COPS acronym that consists of Capitalization, Overall appearance/Organization, Punctuation, and Spelling. This acronym can cue students through an editing process to edit written work for mechanical errors and clarity.⁵ So, the researcher hoped that error monitoring strategy might give good effect to the students' ability in

⁴ Joseph R. Pearson Hall. *Learning Strategies*. the University of Kansas: <http://kucri.org/sim>. 2009. Retrieved on April 5, 2011.

⁵ _____. *Intervention Strategy: COPS*. Retrieved on June 1, 2011. http://www.ladse.org/services/psych/written_expression_interventions/strategy_cops.pdf

writing analytical exposition text through detecting and correcting errors in their writing to be the better one.

Based on the explanation and the problems above, the researcher was interested in conducting a research entitled **”THE CORRELATION BETWEEN USING ERROR MONITORING STRATEGY AND ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT OF THE SECOND YEAR STUDENTS AT SENIOR HIGH SCHOOL AL-HUDA PEKANBARU.”**

B. Definition of the Key Terms

1. Error Monitoring Strategy

Error monitoring strategy is a learning strategy that helps students systematically question themselves regarding capitalization, overall appearance, punctuation, and spelling errors in their written products, as well as correct them, before submitting the assignment to the teacher.⁶ Besides, according to Boyle and Scanlon, Error Monitoring strategy is a strategy that stresses the importance of proofreading written products before handing them in; also, this strategy uses the mnemonic WRITER and incorporates COPS acronym within the strategy.⁷ In this research, the error monitoring strategy is a strategy that is used by the students as a guide to help them in writing analytical exposition text.

⁶Luanne Todd. *The Strategic Instruction Model*. Retrieved on June 2, 2011. <http://www.thelearningcoach.net/TheLearningCoachWebSite.pdf>

⁷ Joseph Boyle and David Scanlon. *Methods and Strategies for Teaching Students with Mild Dissabilities*. Canada: Wadsworth Cengage Learning. 2010. p. 252

2. Writing Ability

Writing ability is specific ability which helps writers to put their ideas into words in meaningful form and interact with the message.⁸ Besides, according to Troyka (1987:3-4) states that writing is a way of communicating a message to a reader for a purpose.⁹ So, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. In this research, the writing ability refers to ability in writing analytical exposition text of the second year students at senior high school Al-Huda Pekanbaru.

3. Analytical Exposition Text

Analytical exposition text is included in expositions that are used to argue (or persuade) a case for or against a particular point of view.¹⁰ According to Knapp and Watkins, analytical exposition text is a text type which clearly focuses students on the purpose of argument; that is, putting forward a viewpoint and providing evidence to support it.¹¹ Besides, according to Elang Yudhantoro, analytical exposition text is a text that is to persuade the readers by presenting arguments and to analyze or explain

⁸ SIL International. "What are Writing Skills?" Version 4. 1999. p.1 (Retrieved on May 22, 2010) www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm.

⁹ ADMIN. *Teaching English; Definition of Writing Ability*. 2010. p.1. (Retrieved on June 26, 2012) <http://teachingenglishonline.net/definition-of-writing-ability/>

¹⁰ Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau. 2007. p.132

¹¹ Peter Knapp and Megan Watkins. *Genre, Text, Grammar; Technologies for Teaching and Assessing Writing [Electronic Book]*. Australia: A UNSW Press book. 2005. p. 191.

‘how’ and ‘why’.¹² In this research, analytical exposition text is a text that the students will write by using error monitoring strategy.

C. The Problem

1. The Identification of the Problem

Based on the explanation above, the writer identifies the problems as follows:

- a. Why are most of the students unable to express their ideas in writing analytical exposition text?
- b. Why are most of the students unable to write sentences correctly, especially in writing analytical exposition text?
- c. Why do most of the students have lack of mastering the places of using capital letters?
- d. Why do most of students write uncorrect spelling of using vocabulary?
- e. Why are most of the students unable to use grammar correctly?
- f. Why are most of the students unable to write an analytical exposition text correctly (thesis, arguments, reiteration)?
- g. Does error monitoring strategy have significant correlation with the students’ ability in writing analytical exposition text?

2. The Limitation of the Problem

Based on the identification of the problems above, it can be known clearly that there were many problems that ought to be investigated. Besides, because of limited time, finance, the researcher’s ability, this

¹² Elang Yudhantoro. *Rangkuman Bahasa Inggris SMA*. Jakarta: Gagasmedia. p. 8

research is limited to the correlation between using error monitoring strategy and students' ability in writing analytical exposition text.

3. The Formulation of the Problem

The problems of this research can be formulated in the following questions:

- a. How is the implementation of the use of error monitoring strategy of the second year students at senior high Al-Huda Pekanbaru?
- b. How is the students' ability in writing analytical exposition text by using error monitoring strategy?
- c. Is there any significant correlation between the use of error monitoring strategy and the students' ability in writing analytical exposition text of the second year students at senior high Al-Huda Pekanbaru?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out the information about the implementation of the use of error monitoring strategy of the second year students at senior high Al-Huda Pekanbaru.
- b. To find out the information about the students' ability in writing analytical exposition text by using error monitoring strategy of the second year students at senior high Al-Huda Pekanbaru .
- c. To find out the significant correlation between the use of error monitoring strategy and students' ability in writing analytical

exposition text of the second year students at senior high Al-Huda Pekanbaru.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. This research is hopefully contributing to the writer as a researcher in term of learning research as a novice researcher.
- b. This research finding is also expected to give the positive contribution pertaining to the process of teaching and learning English especially in term of “the correlation between using error monitoring strategy and ability in writing analytical exposition text of the second year students at senior high school al-huda pekanbaru”.
- c. This research finding is also expected to develop the theories on teaching and learning English as a foreign language and for those who are concerned very much in the whole of language teaching and learning in general.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. Writing Ability

Writing is one of the skills in English that should be learned by students because it is not an easy skill to master. It needs a process in which in the process we should develop our ideas in order to get the result that is writing. Dealing with this, Sokolik in Linse said that writing is a combination of process and product (98: 2005).¹ The process means our act in gathering our ideas. The ideas then will be presented to the readers (audiences) in a form of any type of writing that is called as the product. In addition, Rohman in Russel and Robert state that writing is usefully described as a process, something which shows continuous change in time like growth in organic nature (7: 2002).² It means that writing is a process in which there is always continuous change in the process until the process finished. It is as a growing of organic nature.

Writing must also be developed through systematic instruction and practice. According to Ericsson et al in Silvia, people must learn rules and strategies and then practice them (6: 2007).³ It means that to master writing, we have to practice the strategies and rules of how to be able to write. We

¹ Caroline T. Linse. *Practical English Language Teaching: Young Learners [Electronic Book]*. New York: Mc.Graw Hill Companies, Inc. 2005. p.98

² Christina Russell McDonald and Robert L. McDonald. *Teaching Writing: Landmarks and Horizons [Electronic Book]*. New York: Board of Trustees, Southern Illinois University. 2002. p. 7.

³ Paul J. Silvia. *How to Write a Lot; A Practical Guide to Productive Academic Writing [Electronic Book]*. Washington: American Psychological Association. 2007. p. 6.

need many practices because writing is a complex and demanding skill.⁴ According to Wendling and Mather in their book, writing is a complex task that requires the integration of multiple cognitive, linguistic, and motor abilities (139: 2009).⁵ If students are to become confident and competent writers, they require explicit instruction and many opportunities to write. So, writing is a skill that needs a process to be done in order to get the product and should often be practiced to be able to write.

Being able to write means that our ability is able to produce good writing so that it can be readable and understandable for the readers or audiences. Being readable and understandable can make the readers not bored to read our writing. They can be more interested in reading it and can catch the points of our writing. In writing, the students should have some skills in order to be able to do the process of writing and get the better product. To have the skills of writing is not easy, but if the students do more practices and study hard, they must be able to have the skills.

According to Douglas in his book, there are two kinds of skills of writing as follows (399: 2007):⁶

a. Microskills

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.

⁴ Peter Westwood. *What Teachers Need to Know about; Reading and Writing Difficulties [Electronic Book]*. Australia: ACER Press. 2008. p. 69.

⁵ Barbara J. Wendling, and Nancy Mather. *Essentials; Evidenced-Based Academic Interventions [Electronic Book]*. New Jersey: John Wiley & Sons, Inc. 2009. P. 139.

⁶ Brown, H. Douglas. *Teaching by Principles; An Interactive Approach to Language Pedagogy, Third Edition*. New York: Pearson Education, Inc. 2007. p. 399.

- 3) Produce an acceptable core of words and use appropriate word order patterns.
 - 4) Use acceptable grammatical systems (e.g, tense, agreement, pluralization), patterns, and rules.
 - 5) Express a particular meaning in different grammatical forms
- b. Macroskills
1. Use cohesive devices in written discourse
 2. Use the rhetorical form and conventions of written discourse
 3. Appropriately accomplish the communicative functions of written text according to form and purpose.
 4. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
 5. Distinguish between literal and implied meanings when writing.
 6. Correctly convey culturally specific references in the context of the written text.
 7. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

The importance of mastering those skills is that the students can achieve which type of writing that they are able to write. Generally, micro

skills apply more appropriately to imitative and intensive writing. While the macro skills are essential for the successful mastery of responsive and extensive writing (essay). So, what the students need in writing is the macro skills of writing.

2. The Purpose of Writing

The purposes of writing are to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work. Writing for some writers has different purposes. Writing is not only used to express ideas, meanings, and feelings but also used for the other reasons. Students have some reasons to write. The students need to know for what they write in order to make them easier in developing their ideas. If students do not have clear purpose of writing, they will feel bored and not focus on their writing. By knowing the purpose, students will be easy to decide the strategies to achieve good writing. Therefore, students need to identify a purpose of their writing.

There are several general purposes for writing: to explain or educate, to entertain or amuse, to persuade or convince. Furthermore, Grenville points out the purpose of writing:⁷

a. Writing to Entertain

Writing to entertain means that it does not necessarily make the readers laugh, but at least engage their feelings in some way. Writing to

⁷ Kate Grenville. *Writing from Start to Finish: A Six Step Guide*. Australia: Giffin Press, 2001. p.1.

entertain is also known as creative writing or imaginative writing. The examples of creative writing are novels, stories, poems, song lyrics, etc.

b. Writing to Inform

Writing to inform means that we tell the readers about something. This writing is used to give important information related to the readers. The examples of writing to inform are newspapers, reports, articles, procedures, etc.

c. Writing to Persuade

Writing to persuade means that we try to convince the readers about something. This writing tries to make the reader agree with the writer's opinion. This type of writing may include writer's opinion, but as a part of logical case backed up with evidence, rather than just as an expression of feelings.

According to Richards, Writing is a purposeful and communicative activity that responds to other people and other texts.⁸ Patel and Jain state that writing is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern.⁹ Furthermore, writing is an efficient tool to facilitate and to reinforce other

⁸ Jack C. Richards. *Second Language Writing [Electronic Book]*. New York: Cambridge University Press. 2003. p. 27

⁹ Patel, Jain, and Praveen. *English Language Teaching (Methods, Tools, and Techniques)*. Jaipur: Sunrise Publisher and Distributor. 2008. p. 126.

language skills. Reading, vocabulary, and grammar skills are employed in the act of writing.¹⁰

Based on the explanation above, it is clear enough that writing is necessary. By writing, the writer does not only express his/her ideas in written form but also in order to give information, entertainment, etc. to the readers. Furthermore, through writing, the other skills such as reading, vocabulary, and grammar will be activated. In writing, the mastery of vocabulary and grammar has main role. Having good grammar and vocabulary will lead the writer to have good writing. So, by writing, the other skills will be learned indirectly.

3. The Process of Writing

Writing is an integrated skill. It is one of the productive skills and another is speaking.¹¹ As the productive skill, writing is very far different from speaking. It needs a process that students should do. The process is usually called as writing process. All students must be through a process to produce the product of writing. Doing the process, the students should do the right stages started from writing until being finished. By doing the stages carefully, the students will produce a good result. According to Richard and Renandya in their book, process of writing as a classroom activity

¹⁰ Jane Hughey., et. al. *Teaching ESL Composition (Principles and Techniques)*. London: Newbury House Publishers. 1983. p. 6.

¹¹ John Haycraft. *An Introduction to English Language Teaching*. England: Longman Group Ltd. 1978. p.8

incorporates the four basic writing stages-planning, drafting (writing), revising (redrafting) and editing (316: 2002)¹²:

a. Planning

Planning (pre-writing) is the first step that the students do to start writing. It stimulates thoughts for getting started.¹³ The students have to plan what they will write that can make them easier in drafting. Having a planning is the important one to do the activity because if there is no planning, there is nothing to do the next step. Everything we do, we have to plan before. Planning in writing is that the students should think in their mind to gather ideas that they are going to write so that the students can be easy to continue the next step.

b. Drafting

Drafting is a step after planning. This step involves the ideas from the planning stage into written sentences, adding details, and elaborating. In drafting, students have to use the easy way that is the students can use some questions that help them while they are drafting. According to Riel, there are some questions might be helpful to students as they compose their first drafts:¹⁴

- 1) What ideas or thoughts will we include?
- 2) How will we organize the material?

¹² Jack C. Richards and Willy A. Renandya. *Methodology in Language Teaching; An Anthology of Current Practice [Elektronik Book]*. New York: Cambridge University Press. 2002. p. 316.

¹³ Ibid.

¹⁴ Margaret Riel. *Learning Circles Teacher's Guide (The Writing Process)*. 2002. Retrieved on June 28, 2011. <http://www.learncircles.org/circles/lcguide/p4.exchange/4.writing.html>

- 3) How will we introduce, develop and conclude our first draft?
- 4) What will the title of our article be? (A clever title can help ensure a large readership!)

c. Revising

Revising usually involves proofreading a writing product for meaning. The revision process can seem overwhelming. In this step, the students may resist to make revisions, such as additions, deletions, or movement of words, sentences, or paragraphs. They can check their draft whether it is true or not. In addition, Vaca et al in Linse said that revising occurs when a writer looks for feedback from a teacher or another student (107: 2005).¹⁵ It means that revising can be done by the teacher or another student to revise the students' writing (drafting).

d. Editing

Editing is the proofreading stage of writing. Unlike revising, which entails the possible reworking of large parts of our writing, editing is a word-by-word and sentence-by-sentence task.¹⁶ The proofreading stage is to identify grammatical, spelling, and mechanical (capitalization and punctuation) errors. Besides, according to Robert in his book, There are seven types of incorrectness that can be edited:¹⁷

- 1) Careless slips, confusions and omissions.
- 2) Spelling mistakes.

¹⁵ Caroline T. Linse. Op.Cit. p.107

¹⁶ Lauren Starkey. *How to Write Great Essays [Electronic Book]*. New York: Learning Express. 2004. p. 57

¹⁷ Jeffcoate Robert. *Starting English teaching*. New York: Routledge. 2003. p. 147

- 3) Punctuation mistakes.
- 4) Grammatical incorrectness.
- 5) Formed sentences.
- 6) Grammatical inappropriateness.
- 7) Semantic or lexical incorrectness.

e. Publish¹⁸

Publish is the last step to show our product of writing. The students can post writing product in front of the class or read it to the class. They can also share about their writing to other friends.

The process of writing also has requirements. The requirements can help the students do the stages of process of writing easily. They will be able to decide what the topic that they want to write in which they know the background knowledge of the topic. By knowing the background knowledge of the topic, they can be easy to develop their ideas to continue their writing until being finished. They can also notice what the specific genre they will write. The requirements in the process of writing are:¹⁹

- 1) *Awareness*: When students are given a writing assignment such as an essay, they must draw upon awareness of
 - a) Background knowledge on the topic
 - b) How to research relevant information on the topic

¹⁸ Sandra F. Rief and Judith M. Stern. *The Dyslexia Checklist; A Practical Reference for Parents and Teachers [Electronic Book]*. San Fransisco: Jossey-Bass. 2010. p. 127.

¹⁹ Ibid. p. 126.

- c) The specific structure for the genre assigned (persuasive essay, narrative account, response to literature)
 - d) What the teacher wants in the paper — the performance standards and expectations to be met
- 2) *Skills and brain processes*: Producing a writing assignment requires a student to use multiple skills, many of which are areas of weakness for dyslexic learners, including organization, language, memory and sequencing, metacognition, processing speed, perceptual - motor skills, and attention.

4. The Components of Writing

In producing good writing, we should notice the components of writing. According to Hughey et al, there are five components of writing,²⁰ they are:

a. Content

We must have ability to think creatively to develop our ideas. The content of writing should be knowledgeable, substantive, through development of thesis, relevant to assigned topic. To help developing content, we need to ask ourselves about questions such as whether to expand a point that provides an example or define a term in order to help readers understand the text or to persuade them of the validity of the argument presented.²¹

²⁰ Jane Hughey. Op.cit. p. 139

²¹ Dudley, Toni, et al. *Development in English for Specific Purpose, A Multi-Disciplinary Approach*. London: Cambridge University Press. 2008. p. 115

b. Organization

Writing should have good organization based on the text written. It should have unity and coherence. Unity means that all of the sentences in it discuss only one main idea. Every supporting sentence must directly explain or prove the main idea, which is stated in the topic sentence; while, coherence means that the parts of the paragraph are logically connected. To make a coherent paragraph should use transitional signals.

c. Vocabulary

In writing composition, there should be sophisticated range, effective words, idiom, word choice, and its usage. We should have many vocabularies to make our writing become good writing. so, we should enrich our vocabulary.

d. Language Use

In composing texts, the well writing results require correct spelling, grammar, and handwriting.²² It is important to make our writing become meaningful and understandable for the readers. We should notice the tense, word order, pronouns, articles, prepositions, number, and also the errors of agreement in writing.

e. Mechanics

Essay writing is mechanically good if the writers demonstrate the mastery of conventions, good spelling, punctuation, capitalization,

²² Larry Lewin. *Paving the Way in Reading and Writing Strategies and Activities to Support Struggling in Grades 6-12*. San Fransisco: Jossey Bass a Wiley Imprint. 2003P. 206

paragraphing, and also hand writing.²³ Mechanics are the conventions of print that do not exist in oral language just in written language. So, we should be careful in writing because it will be permanent.

5. Writing Analytical Exposition Text

a. Definition of Analytical Exposition Text

Analytical exposition text is a text that is to analyze, elaborate, and persuade by giving arguments for the readers so that the readers can believe our writing; also, they can be persuaded. It is a text that elaborates the writer's idea about the phenomenon surrounding. Therefore, to make arguments, we can see the phenomena happened around us. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.²⁴

b. The Generic Structure of Analytical Exposition Text

Generic Structure is package of events in a text. It will explain how the stages move through to attain the purposes. It will help us the way how to make analytical exposition text correctly. The generic structure of this text consists of three components: thesis, arguments, and reiteration or conclusion.²⁵

- 1) Thesis (statement of position) is an introduction that introduces topics and indicates the writer's position. It includes a preview of arguments.

²³ Larry Lewin. Op.cit. p. 117

²⁴ Atikah Cikok Shakar. *Analytical Exposition*. 2010. Retrieved on June 12, 2011. <http://www.scribd.com/doc/23978194/Analytical-Exposition>

²⁵ Sudarwati and Eudia Grace. *Look Ahead (An English Course for Senior High School Students Year XI)*. Jakarta: Erlangga, 2005. p.106

- 2) Arguments are the proofs that are used to persuade the readers. Each argument consists of a 'point and elaboration' sequence. The number of points may vary, but each point must be supported by discussion and evidence (elaboration).
- 3) Conclusion or Reiteration (Reinforcement of the statement of position) restates the position of arguments to be more forcefully.

c. Language Features of Analytical Exposition Text

- 1) Students are able to use action verbs
- 2) Students are able to use connective words
- 3) Students are able to use present tense

6. Error Monitoring Strategy

a. The Concept of Error Monitoring Strategy

Error monitoring strategy is a strategy used as a guide to write in the correct form. It helps students systematically question themselves regarding capitalization, appearance, punctuation, and spelling errors in their written products, as well as correct them, before submitting the assignment to the teacher.²⁶ In other words, error monitoring strategy is very helpful for the students to be used as self-correct of their writing in order to be better so that the teacher can be satisfied in assessing their product. Error monitoring strategy is a strategy that addresses revisions

²⁶ Luanne Todd . *The Strategic Instruction Model*. Retrieved on June 2, 2011. <http://www.thelearningcoach.net/TheLearningCoachWebSite.pdf>

for any type of writing.²⁷ So, this strategy can be used not only for editing but also for revising before the final draft is written.

By using error monitoring strategy, students learn how to monitor their written work through self-questioning, thus allowing them to cope more effectively with the curriculum demands related to written assignments.²⁸ Question themselves means that after drafting their writing, they then use COPS questions to correct their draft by themselves. If they doubt about editing the draft, they can give their product to their friends to help revising.

The COPS question/ acronym is used to apply error monitoring strategy. According to Schumaker et al in Mather, COPS helps the students identify four basic error types (146: 2009).²⁹ The four basic types of errors refer to the acronym of COPS itself. They are Capitalization, Overall appearance, Punctuation, and Spelling. Moreover, the COPS acronym provides students with a checklist for editing some possible mechanical errors. According to Welkes in his book, the acronym of COPS, which stands for Capitalization, Overall appearance,

²⁷ Torry Lieneman and Robert Reid. *Written Expression: Grade 2-5*. The IRIS Center <http://iris.peabody.vanderbilt.edu>. p.30. Retrieved on 25 May 2011.

²⁸ Jane Burnette. *Strengthening the Second "R" Helping Students with Disabilities Prepare Well-Written Compositions*. New York: Office of Special Education Programs. Retrieved on 10 May 2011. Number 10, Winter 2002. <http://www.hoagiesgifted.org/eric/osep/recon10/rc10.pdf>

²⁹ Nancy Mather, et al. *Writing Assessment for Instruction for Students with Learning Disabilities [Electronic Book]*. San Fransisco: Jossey Bass. 2009. p. 146.

punctuation, and Spelling, enables students to use a self questioning technique, similar to that used with content editing (54: 2008).³⁰

- 1) Have I capitalized all proper names (i.e., people, places, documents, as well as the first word of every sentence?
- 2) How would I judge the overall appearance of my paper? Are there many erasures? Would the reader look at my paper as being sloppy or unappealing?
- 3) Have I used the proper Punctuation? Do my sentences end in periods, question marks, or exclamation points? Have I separated items in a series and multiple clauses with commas?
- 4) Have I checked the spelling in my essay? Is it correct? Does it conform to the spelling rules I know? Have I avoided the abbreviations of computer communication?

b. The Advantages of Error Monitoring Strategy

By using error monitoring strategy, the students can get many advantages of it. They can use this strategy to edit or to revise their writing, starting from editing the capitalization, overall appearance, punctuation and spelling; Capitalization include the proper nouns, titles, and beginning of sentences; overall appearance include spaces between words and double spaces between lines, neat printing/writing/typing, and paragraphs are indented, paragraphs follow the model, complete sentences used; punctuation includes proper end marks, commas, semi colons, colons, quotation marks, and hyphens as required; and spelling includes use tools such as lists, word walls, dictionaries, word study notebooks, and spell check technology.³¹ Besides, students can check

³⁰ Toni Welkes. *SAT Strategies for Students with Learning Dissabilities [Electronic Book]*. New York: Barron's Educational series, Inc. 2008. p. 54.

³¹ Ashley Clifton, et all. *English/Language Arts; C.O.P.S Writing Strategy*. EIU. Retrieved on June 11, 2011. <http://www.sd47.bc.ca/school/pie/Students/Documents/COPS%20Editing%20Strategy.pdf>

their writing independently before submitting their work.³² In addition, error monitoring strategy enable learners to attempt increasing accuracy during independent work without the need for one-on-one instruction.³³ So, by using this strategy, the students can write accurately, fluently, and neatly.

b. The Steps of Using Error Monitoring Strategy:

Error monitoring strategy can be implemented individually, in small groups, or whole group and it can be facilitated by a teacher, paraprofessional or adult volunteer.³⁴ Applying the steps of using error monitoring strategy should use the mnemonic WRITER to remember the steps. Mnemonic WRITER consists of **Write, Read, Interrogate** by using COPS acronym (Capitalization, Punctuation, Overall Appearance, and Spelling), **Take, Execute, and Reread**. By the existence of the mnemonic, the students will be easy to do the steps of error monitoring strategy; also; they will be more active in writing. Besides, the students can practice this strategy in their daily activity when they practice writing. It can make them become aware to notice the aspects of writing by using COPS acronym within the strategy. The steps of using error monitoring strategy are as follows:³⁵

³² Nancy Mather, et al. Loc. Cit.

³³ Jessica Tomasula. *Error Monitoring Strategy Intervention Brief Student Lead Developer*. Retrieved on May 24 2011. <http://ebi.missouri.edu/wp-content/uploads/2011/04/ECU-EBI-Academic-Need-Help-Error-Monitoring-Strategies.pdf>

³⁴ _____. *Intervention Strategy: COPS*. Retrieved on June 1, 2011. http://www.ladse.org/services/psych/written_expression_interventions/strategy_cops.pdf

³⁵ Jan N. Hughes and Robert J. Hall. *Cognitive Behavioral Psychology in the Schools [Electronic Book]*. New York: The Guilford Press. 1989. p. 265.

- 1) In developing their initial draft, students write on every other line to leave room for edit.
- 2) The rough draft is read for meaning, and inappropriate sentences (e.g: those that are not related or are unclear) are deleted and changed.
- 3) Students interrogate themselves using COPS acronym: (C)—Have I capitalized the first word and proper nouns; (O)—Have I made any handwriting, margin, messy, or spacing errors; also, paragraphs are indented, paragraphs follow the model, complete sentences used (P)—Have I used end punctuation, commas, and semicolons correctly; and (S)—Do the words look like they are spelled right, can I sound them out, or should I used the dictionary?
- 4) If the students are unsure about en error, they are directed to take their paper to someone else (teacher, parent, friend, etc) for help.
- 5) Students execute a final copy of their paper, incorporating corrections made on the rough draft and writing neatly as possible on every line.
- 6) The composition reread and final corrections are made
- 7) Students submit their work to the teacher.

The Description of implementation of Error Monitoring Strategy can be described as follow:³⁶

Table 2.1
Implementation of Error Monitoring Strategy

ERROR MONITORING
<p>W Write on every other line</p> <p>R Read the paper for meaning</p> <p>I Interrogate yourself by using the COPS questions</p> <p>T Take your paper to someone for help</p> <p>E Execute a final copy</p> <p>R Reread your paper</p>

Before the students apply the steps above, the teacher should introduce the strategy to the students. Introducing the strategy, the teacher should do some steps below:³⁷

- 1) Explain to the student that if he/she is able to identify the errors in compositions, his/her papers will be better and his/her grades will improve.
- 2) Administer a pretest, using a copy of a handwritten sample passage, in which the student is asked to mark any errors found. Show the student the percentage of errors the student identified and the percentage he/she did not identify.
- 3) Explain that you will teach the student a strategy that will help with proofreading. Make sure he/she understands why proofreading is necessary.

³⁶ Joseph Boyle and David Scanlon. *Methods and Strategies for Teaching Students with Mild Dissabilities*. Canada: Wadsworth Cengage Learning. 2010. p. 252

³⁷ Mather, N., & Jaffe, L. *Woodcock-Johnson III: Reports, Recommendations, and Strategies*. New York: John Wiley & Sons. 2002. p. 1. Retrieved on June 20, 2011. http://hidalgo.schoolspan.com/cms/filemgr/2_5/Error%20Monitoring%20Strategy.pdf

- 4) Obtain a commitment from the student to learn the strategy.
- 5) Describe the steps in the strategy.

7. Writing Analytical Exposition Text by Using Error Monitoring Strategy

Analytical exposition text is a text that is to persuade the readers. It is one of many texts that the students of SMA Al-Huda Pekanbaru are difficult to make the paragraph of the text. By using error monitoring strategy, the students will be able to successfully write the paragraph. Error monitoring strategy is actually suitable for all the kinds of writing because applying error monitoring strategy, there is acronym of COPS to help the students edit their writing. In the acronym of O (Overall Appearance or Organization), the students can edit not only spaces between words and double spaces between lines, neat printing/writing/typing, complete sentences used, and paragraphs are indented, but also whether the paragraphs follow the model or not. The model depends on what the kinds of writing the students write. So, here the students should follow the model of analytical exposition text. The model of the text means that the model of how analytical exposition text is made.

Besides, by using error monitoring strategy, the students can improve their writing skill. They can use the correct spelling and punctuation; also, they can place the use of capital letters in the correct places.

B. Relevance of the Research

1. Devi Marliasari conducted a research entitled “Using Clustering Technique to Improve the Senior High School Students’ Abilities in Generating Ideas for Writing Analytical Exposition”.³⁸ This research is classroom action research covering one cycle which consists of four meetings conducted in a single classroom containing 30 students as the subjects of the study. In her research, she used clustering technique to improve students’ abilities in generating ideas for writing analytical exposition. The findings of her study showed that the students’ participation increased, and it was followed by the improvement of the students’ achievement in writing. Her research has similarity with the researcher that is in variable Y, but her research focuses on improving the students’ abilities in generating ideas for writing analytical exposition while the researcher just focuses on the effect of using error monitoring strategy toward students’ ability in writing analytical exposition. Besides, the technique and design of the research used by the researcher are different. Devi uses clustering technique, while the researcher uses error monitoring strategy. The design used by the researcher is correlational study, while Devi uses classroom action research.
2. Amanda K. Schnee conducted a research entitled “Student Writing Performance: Identifying the Effects when Combining Planning and

³⁸ Devi Marliasari. *Using Clustering Technique to Improve the Senior High School Students’ Abilities in Generating Ideas for Writing Analytical Exposition*. UM: Fakultas Sastra. 2007. Retrieved on June 10, 2011. <http://karya-ilmiah.um.ac.id/index.php/sastra-inggris/article/view/590>

Revising Instructional Strategies”.³⁹ She used experimental study of her research. She combined planning and revising strategies so that after the students write by using planning strategy, they then used revising strategy that is COPS strategy to revise their writing. The result of her study is that there was significant effect of combining planning and revising instructional writing strategies. There is similarity of her research with the researcher that is using COPS strategy to revise students’ writing. The differences are clearly stated that her research used two strategies and did not focus the genre of writing (variable Y).

3. Deborah A. Mclaughlin conducted a reserach entitled “An Assessment of the Effectiveness of the POW plus TREE and COPS Writing Strategies”.⁴⁰ Her research is experimental study. She combined writing strategies of POW plus TREE and COPS so that the students could check their writing in different aspects. She did not focus on the genre of writing that the students write. The result of her study is that there was an increase of 2.21 points in the mean scores from the pretest (2.42) to the posttest (4.63). This research also has similarity with the researcher that is using COPS strategy, and the difference is that this strategy used two writing strategies that are POW plus TREE and COPS strategies.

³⁹ Amanda K. Schnee. *Student Writing Performance: Identifying the Effects when Combining Planning and Revising Instructional Strategies*. Lincoln: University of Nebraska. 2010. Retrieved on June 27, 2011. <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1071&context=cehdsdiss&sei-redir=1#search=%22effect%20using%20WRITER%20%28COPS%29%20strategy%22>

⁴⁰ Deborah A. Mclaughlin. *An Assessment of the Effectiveness of the POW plus TREE and COPS Writing Strategies*. Rowan University. 2004. Retrieved on June 27, 2011.

C. Operational Concept

This operational is used to avoid misunderstanding and misinterpretation because the theoretical concept is still an abstract form. So, it should be interpreted into particular words. There were two variables used. The first was error monitoring strategy which referred to the researcher's strategy in teaching writing. The second was the students' ability in writing analytical exposition text. Error monitoring strategy was independent variable and ability in writing analytical exposition text was dependent variable. To operate the investigation of the variables, the researcher worked based on the following indicators:

The indicators of error monitoring strategy (x) are:

1. Students write on every other line to leave room for edits.
2. Students read the paper for meaning and inappropriate sentences (e.g: those that are not related or are unclear) are deleted and changed.
3. Students interrogate themselves using COPS acronym:
 - a. C= Have I Capitalized the first word and all proper nouns?
 - b. O= How is the Overall appearance? (spaces between words and double spaces between lines, neat writing, paragraphs are indented, paragraphs follow the model, complete sentences used)
 - c. P= Have I used end Punctuation, commas, and semicolon correctly?
 - d. S= Do the words look like they are Spelled right, can I sound them out, or should I use the dictionary?

4. Students take the paper to their friends or teacher to proofread and check their writing
5. Students execute a final copy
6. Students reread their paper a final time and make final correction
7. Students submit their assignment to the teacher.

The indicators of students' ability in writing analytical exposition text (y) are:

1. Students are able to write a thesis (introduction)
2. Students are able to write arguments (point and elaboration)
3. Students are able to write a reiteration or conclusion
4. Students are able to use action verbs
5. Students are able to use connective words
6. Students are able to use present tense

D. Assumption and Hypothesis

1. Assumption

In this research the writer assumes that the better error monitoring strategy is applied, the better students' ability in writing analytical exposition text of the second year students at senior high school Al-Huda Pekanbaru.

2. Hypothesis

- a. Ho: there is no significant correlation between using error monitoring strategy and ability in writing analytical exposition text of the second year students at senior high school Al-Huda Pekanbaru.
- b. Ha: There is a significant significant correlation between using error monitoring strategy and ability in writing analytical exposition text of the second year students at senior high school Al-Huda Pekanbaru.

CHAPTER III

THE RESEARCH METHOD

A. The Research Design

The type of this research was correlational research because it was the appropriate one to this research. This research examined the use of error monitoring strategy and students' ability in writing analytical exposition text. It was called as correlational design because this research intended to find out the correlation between using error monitoring strategy and students' ability in writing analytical exposition text. Correlational research involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more quantifiable variables.¹ Besides, Anderson states that this design allows us to predict an outcome, such as prediction that ability, quality of schooling, students' motivation, and academic course work influence students' achievement.²

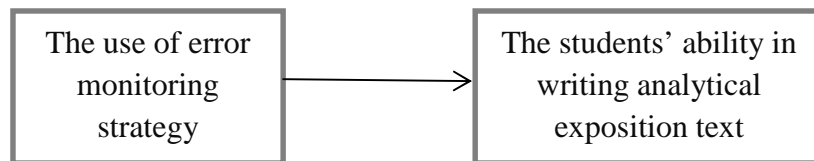
Therefore, the researcher determined that the research was a correlational research, especially bivariate correlation. It is used to analyze the relationship between two continuous variables is called the correlation coefficient³.

¹ L.R. Gay, and Peter Airasian. *Educational Research: Competencies for Analysis and Application (Sixth Edition)*. New Jersey: Pearson Prentice-Hall, 2000. p. 394.

² Jhon. W. Cresswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Person Education). 2008. p.356

³ Daniel Muijs. *Doing Quantitative Research in Education with SPSS [Electronic Book]*. London: SAGE Publication. Ltd., 2004. p. 26.

The design of the research can be illustrated as follow:



B. Time and Location of the Research

The research had been conducted at the second year students of Senior High School Al-Huda Pekanbaru Jln. Subantras, Panam. The research had been done two months, March until May 2012.

C. Subject and Object of the Research

1. Subject of the Research

The subject of the research was the second year students of Senior High School Al-Huda Pekanbaru, in the academic year of 2011/2012.

2. Object of the Research

The object of this research was the correlation between using error monitoring strategy and the students' ability in writing analytical exposition text.

D. Population and Sample of the Research

1. Population

The population of this research was the second year students of Senior High School Al-Huda Pekanbaru in 2011-2012 academic years. It had 4 classes which consisted of two classes for science department and two classes for social department. The number of the second year students of Senior High School Al-Huda Pekanbaru was 122 students.

Table 3.1
THE TOTAL POPULATION OF THE SECOND YEAR STUDENTS
OF SMA AL-HUDA PEKANBARU 2011-2012

No	Class	Total
1	XI IPA 1	30
2	XI IPA 2	28
3	XI IPS 1	33
4	XI IPS 2	32
	Total	122

2. Sample

Based on the total of the population above, it was impossible for the researcher to random all the population because the background knowledge between science and social department was different. In this case, the researcher chose science department based on the recommendation from the teacher in the school. Choosing the sample of the research from two classes of the science department, the researcher referred to Suharsimi Arikunto that if the number of the subjects is less than 100, it is better to take all the subjects to be sample.⁴ So, the researcher chose both of the classes that consisted of 58 students as the sample of this research.

E. The Technique of Collecting Data

a. Observation

⁴ Suharsimi Arikunto. *Procedure Penelitian (Suatu Pendekatan Praktik)*. Jakarta: PT Rineka Cipta. 2006. p. 134

An observation is the current status of a phenomenon determined by observing.⁵ In this research, the researcher used observation for two reasons:

- 1) The researcher wanted to know the students' difficulties in writing analytical exposition text that had been conducted at the beginning of doing the research by the result in the background of the problem.
- 2) The researcher wanted to know the implementation at school of the use of error monitoring strategy in teaching writing of analytical exposition text.

b. Test

In this research, the writer used test to collect the data. The test was used to find out the students' ability in writing analytical exposition text. The data of this research were the score of the students' ability in writing analytical exposition text obtained by using composition test. The test was done once, after treatment intended to obtain the students' ability in writing analytical exposition text of the second year students at Senior High School Al-Huda Pekanbaru. The students' ability in writing analytical exposition text was measured by using writing assessment used by the English teacher of Senior High School Al-Huda Pekanbaru.

Table 3.2
STANDARD ASSESSMENT OF WRITING

No	Aspects Assessed		Score	
----	------------------	--	-------	--

⁵ Ibid. p. 294

		1	2	3	4
1	Content				
2	Organization a. Thesis b. Arguments c. Reiteration				
3	Vocabulary				
4	Grammatical features a. Action verbs b. Connective words c. Present tense				
5	Spelling and Punctuation				
Total					
Maximum Score		20			

Explanation of score

1 = incompetent

2= competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

c. Interview

In this research, interview was used to ask the students in the last meeting after being given the test whether or not they have improved their writing ability in analytical exposition text by using error monitoring strategy. Interview was other way to know the result of this research. It was to ask the students of how their ability by using error monitoring strategy.

F. The Technique of Data Analysis

In order to find out whether there is a significant correlation between using error monitoring strategy and students' ability in writing analytical exposition text, the data were statistically analyzed. In analyzing the data, the researcher used the result of observation checklist and the score of test. After finding out the data, it was analyzed by using SPSS software 17.0 version and Microsoft Excel 2010. The researcher used the statistical calculation of Pearson's correlation coefficient formula that was calculated by using SPSS software⁶ :

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

r_{xy} : Correlated Confession between X and Y

X : Odd Items (1,3,5,7,9,11,13,15,17,19,21,23,25,27,29)

Y : Even Items (2,4,6,8,10,12,14,16,18,20,22,24,26,28,30)

N : Respondents

The r – table was employed to see whether there is a significant correlation between the use of error monitoring strategy and the students' ability in writing analytical exposition text. The r - obtained value was consulted with the value of r – table statically hypothesis:

Ho: $r_o < r - \text{table}$

Ha: $r_o > r - \text{table}$

⁶ Hartono. *Statistik untuk Penelitian*. Pekanbaru: Pustaka Pelajar. 2008. p. 53.

H_0 is accepted if : $r_o < r - \text{table}$ or there is no significant correlation between using error monitoring strategy and the students' ability in writing analytical exposition text.

H_a is accepted if : $r_o > r - \text{table}$ or there is significant correlation between using error monitoring strategy and the students' ability in writing analytical exposition text.

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of the Data

This chapter presents the results of this research, including the findings and its discussions. The data presentation of this study includes the analysis of the recapitulation of observation checklist and test of the students' ability in writing analytical exposition text. The writing ability test in analytical exposition text was analyzed by using SPSS 17.0 version and Microsoft Excel 2010. The aim of this research is to obtain the significant correlation between the use of error monitoring strategy and the students' ability in writing analytical exposition text.

The first data were the data of this research which were from observation checklist; when the students implemented error monitoring strategy in order to know to what extend the procedures of the strategy was implemented; that was error monitoring strategy. The second data were from the test of the students' ability in writing analytical exposition text after the use of error monitoring strategy. In giving the test; the students were asked to write analytical exposition text by choosing some topics given. Then, the students' ability in writing analytical exposition text was evaluated by the assessment used by the teacher in the school that had been explained in chapter III.

The third data were the correlation analysis product moment between the use of error monitoring strategy and the students' ability in writing analytical exposition text. The data of this research are all relevant to the required

information. The data gathered in this research were all information related to the implementation of error monitoring strategy and the students' ability in writing analytical exposition text.

B. The Data Presentation

The data of this research were gotten by the researcher from observation checklist and the students' ability in writing analytical exposition text. The data were collected through the following procedures:

- 1) The class got treatment, it was learnt by using error monitoring strategy.
- 2) The class got test, asked them to write analytical exposition text by choosing one of the topics given.
- 3) The students' writing was collected in order to evaluate their ability in writing analytical exposition text.

1. The Implementation of Error Monitoring Strategy

This research was about implementation of a learning strategy, error monitoring strategy which was done by the students that is why the researcher used observation checklists for the students. The students' observation checklist was filled by the students. The total number of the students was 58. So, there were 58 students who filled the observation checklist. The items of observation lists are as follows;

- a. Students write on every other line to leave room for edits.

- b. Students read the paper for meaning and inappropriate sentences (e.g: those that are not related or are unclear) are deleted and changed.
- c. Students interrogate themselves using COPS acronym:
 - 1) C= Have I Capitalized the first word and all proper nouns?
 - 2) O= How is the Overall appearance? (spaces between words and double spaces between lines, neat writing, paragraphs are indented, paragraphs follow the model, complete sentences used)
 - 3) P= Have I used end Punctuation, commas, and semicolon correctly?
 - 4) S= Do the words look like they are Spelled right, can I sound them out, or should I use the dictionary?
- d. Students take the paper to their friends or teacher to proofread and check their writing
- e. Students execute a final copy
- f. Students reread their paper a final time and make final correction
- g. Students submit their assignment to the teacher.

There were 10 items of the procedure of error monitoring strategy. Actually it was an ordinal data, but the researcher changed it to an interval data by giving score 10 in every checklist yes of the procedure of error monitoring strategy. There were 10 items of procedure of error monitoring strategy including the parts of the third item that consists of COPS (Capitalization, Organization/ Overall Appearance, Punctuation, and

Spelling). It means that the maximum score that would be gotten by the students was 100.

Based on the implementation of error monitoring strategy, the students' score of the use of error monitoring strategy can be distributed into following table;

Table 4.1
Frequency Distribution of the Use of Error Monitoring Strategy

		Error Monitoring			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60.00	11	19.0	19.0	19.0
	70.00	17	29.3	29.3	48.3
	80.00	19	32.8	32.8	81.0
	90.00	6	10.3	10.3	91.4
	100.00	5	8.6	8.6	100.0
	Total	58	100.0	100.0	

Based on the table above, it shows that there were 11 student who did 60 (19.0%), 17 students who did 70 (29.3%), 19 students who did 80 (32.8%), 6 students who did 90 (6%), and 5 students who did 100 (8.6%).

Besides, the researcher used the following formula to get the percentage of the observation:¹

$$P = \frac{F}{N} \times 100\%$$

¹ *Ibid.* p. 43

Where:

P: Percentage

F: Frequency of the score

N: Number of Case

The category of observation can be seen below:²

Table 4.2

No	Percentage	Category
1	80-100	Very Good
2	70-79	Good
3	60-69	Enough
4	50-59	Less
5	0-49	Bad

Referring to the table, it can also be seen that the total number of the students was 58 students. The highest implementation of error monitoring strategy was 100 and the lowest was 50. The highest frequency was 19 at the implementation of 80. So, it can be calculated as below;

$$P_{Yes} = \frac{441}{580} \times 100\%$$

$$= 76\%$$

$$P_{No} = \frac{139}{580} \times 100\%$$

$$= 24\%$$

In conclusion, the use of error monitoring strategy was categorized into Good level because the students have done 76 % of error monitoring strategy and only 24% who was not. It means that the implementation of

² Arikunto, *Op. Cit.* p.245

error monitoring strategy would has positive correlation with the students' ability in writing analytical exposition text of the second year at Senior High School Al-huda Pekanbaru

2. The Data Presentation of Students' Ability in Writing Analytical Exposition Text

The test was conducted after using error monitoring strategy. The data can be seen from the table below:

Table 4.3
Students' ability in writing analytical exposition text from two raters

No	Student	Rater 1	Rater 2	Final Score from Two Raters
1	Student 1	48	48	48
2	Student 2	68	68	68
3	Student 3	64	64	64
4	Student 4	76	68	72
5	Student 5	48	52	50
6	Student 6	56	56	56
7	Student 7	56	60	58
8	Student 8	60	64	62
9	Student 9	68	72	70
10	Student 10	76	72	74
11	Student 11	68	72	70
12	Student 12	72	68	70
13	Student 13	52	56	54
14	Student 14	60	60	60
15	Student 15	60	64	62
16	Student 16	72	72	72
17	Student 17	72	72	72
18	Student 18	68	60	64
19	Student 19	76	76	76
20	Student 20	80	76	78
21	Student 21	80	80	80
22	Student 22	80	80	80
23	Student 23	76	72	74

No	Students	Rater 1	Rater 2	Final Score from Two Raters
24	Student 24	52	60	56
25	Student 25	56	60	58
26	Student 26	64	60	62
27	Student 27	68	76	72
28	Student 28	72	68	70
29	Student 29	64	64	64
30	Student 30	72	76	74
31	Student 31	80	72	76
32	Student 32	72	72	72
33	Student 33	68	72	70
34	Student 34	56	56	56
35	Student 35	72	68	70
36	Student 36	68	72	70
37	Student 37	72	72	72
38	Student 38	76	80	78
39	Student 39	72	76	74
40	Student 40	60	64	62
41	Student 41	72	72	72
42	Student 42	68	76	72
43	Student 43	72	76	74
44	Student 44	64	64	64
45	Student 45	56	60	58
46	Student 46	48	52	50
47	Student 47	56	60	58
48	Student 48	60	60	60
49	Student 49	68	72	70
50	Student 50	76	72	74
51	Student 51	64	64	64
52	Student 52	72	68	70
53	Student 53	76	64	70
54	Student 54	64	60	62
55	Student 55	68	60	64
56	Student 56	68	72	70
57	Student 57	64	64	64
58	Student 58	72	68	70
		3868	3884	3876
		66.8	66.96	66.83

From the table above, the researcher found that the total of final score from two raters was 3876. The highest score was 80 and the lowest was 48. The distribution frequency of the students' writing ability test score as follows:

Table 4.4
Frequency Distribution of the Students' Ability in writing analytical Exposition Text

Writing Ability of the Students in Analytical Exposition Text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48.00	1	1.7	1.7	1.7
	50.00	2	3.4	3.4	5.2
	54.00	1	1.7	1.7	6.9
	56.00	3	5.2	5.2	12.1
	58.00	4	6.9	6.9	19.0
	60.00	2	3.4	3.4	22.4
	62.00	5	8.6	8.6	31.0
	64.00	7	12.1	12.1	43.1
	68.00	1	1.7	1.7	44.8
	70.00	12	20.7	20.7	65.5
	72.00	8	13.8	13.8	79.3
	74.00	6	10.3	10.3	89.7
	76.00	2	3.4	3.4	93.1
	78.00	2	3.4	3.4	96.6
	80.00	2	3.4	3.4	100.0
	Total	58	100.0	100.0	

Based on the table above, it shows that there was 1 student who got score 48 (1.7%), 2 students who got score 50 (3.4%), 1 student who got

score 54 (1.7%), 3 students who got score 56 (5.2%), 4 students who got score 58 (6.9%), 2 students who got score 60 (3.4%), 5 students who got score 62 (8.6%), 7 students who got 64 (12.1%), 1 student who got 68 (1.7%), 12 students who got 70 (20.7), 8 students who got score 72 (13.8%), 6 students who got score 74 (10.3%), 2 students who got score 76 (3.4%), 2 students who got score 78 (3.4%), and 2 students who got score 80 (3.4%).

Referring to the table, it can also be seen that the total number of the students was 58 students. The highest score was 80 and the lowest score was 48. The highest frequency was 12 at the score of 70.

The data of the students' writing ability test were obtained from the result of the students' writing ability test which has been presented above.

It can be classified as follows:

Table 4.5
Classification of Students' Writing Ability in analytical Exposition Text of
The Second Year Students at Senior High School Al-Huda Pekanbaru

NO	CATEGORIES	SCORE	FREQUENCY	PERCENTAGE
1	Very Good	80-100	2	3.4
2	Good	70-79	30	51.6
3	Enough	60-69	15	25.8
4	Less	50-59	10	17.2
5	Bad	0-49	1	1.7
TOTAL			58	100

Based to the table above, the test classification of the second year students at senior high school Al-Huda Pekanbaru shows that there were 2 students categorized into Very Good level (3.4%), 30 students categorized into Good level (51.6%), 15 students categorized into Enough level

(25.8%), 10 students categorized into Less level, and 1 student categorized into bad level. Thus, the majority of students in this regard were classified into Good level.

3. Interview

The interview was done to get the information from the students who got difficulties in learning English. It was done in the last meeting. The researcher interviewed the students about their problems in writing, especially analytical exposition text before and after using error monitoring strategy. It was useful to know how the students' opinion in writing analytical exposition text before using error monitoring strategy and whether or not the students felt better in writing analytical exposition text after using error monitoring strategy.

The result of interview showed that before using error monitoring strategy:

- a. The students faced difficulties when writing especially analytical exposition text
- b. They thought that writing was a boring activity, and
- c. Even they still did not know what analytical exposition text is

After using error monitoring strategy:

- a. The students are able to write an analytical exposition text
- b. They feel helped in writing analytical exposition text
- c. They feel enjoyable when writing the text.

C. Reliability and Validity of the Test

The test that was used for testing the students' writing ability has to have reliability and validity. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.³ It is reflected in the obtaining how far the test or instrument test that enable to measure the same subject on different occasions that indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency. In this research, to know the reliability of the writing test, the researcher used inter rater reliability, because the writer has two raters in order to score the students' writing ability. Gay said that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both judges. Then the scores of the rater 1 correlated with the scores of the rater 2. The higher correlation, the higher the inter judge reliability. The following table will describe the correlation between score of rater 1 and the score of the rater 2 by using Pearson product moment correlation formula through SPSS 17.0 Version:

³ Op.cit. L.R. Gay. P. 169

TABLE 4.6**Correlations**

		rater1	rater2
rater1	Pearson Correlation	1	.860**
	Sig. (2-tailed)		.000
	N	58	58
rater2	Pearson Correlation	.860**	1
	Sig. (2-tailed)	.000	
	N	58	58

** . Correlation is significant at the 0.01 level (2-tailed).

From the output above, it can be seen that r calculation is 0.860 will be correlated to r table, df=56. Because df=56 was not found from the r table, so the researcher looked df=60 that is near from df=56 to be correlated either at level 5% or 1%. At level 5% r table is 0.250, while at level 1% r table is 0.325. Thus, the r observation is obtained higher than r table, either at level 5% or 1%. So the researcher concluded that there is a significant correlation between score of rater 1 and score of rater 2. In the other words, the writing test is reliable. The reliability of writing test is very high.

R calculation	R table (df=60)
0.860	0.250 (5%), 0.325 (1%)

To know the validity of the test, the writer used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured called content validity.⁴ It means

⁴ Ag. Bambang Setiyadi. *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*. Edisi Pertama. Yogyakarta: Graha Ilmu. 2006. p.23

the test had fulfilled the validity of the content. In other word, the materials of the test have been taught at the second year of SMA Al-Huda Pekanbaru. It was familiar materials and near to the students' daily life. It was appropriate to the students' knowledge, insight and experience. Moreover, the materials were taken from the book guide for the students and other related resources. Here the researcher prepared some topics based on the topics discussed at the time. The topics were chosen freely by the students and they wrote analytical exposition text based on topic chosen.

D. The Data Analysis

The data analysis presents the statistical result followed by the discussion about the correlation between using error monitoring strategy and the students' writing ability in analytical exposition text of the second year students at senior high school Al-Huda Pekanbaru. The researcher used Pearson product moment correlation formula to analyze the correlation between using error monitoring strategy and the students' ability in writing analytical exposition text of the second year students at senior high school Al-Huda Pekanbaru.

1. Data Analysis of Using Error monitoring Strategy

Table 4.7

Statistics

Error Monitoring

N	Valid	58
	Missing	0
Mean		76.0345
Std. Error of Mean		1.53483
Median		80.0000
Mode		80.00
Std. Deviation		11.68890
Variance		136.630
Range		40.00
Minimum		60.00
Maximum		100.00
Sum		4410.00

Based on the table above, it shows that mean score was 76 and its standard deviation was 11.68. The maximum score was 100 and the lowest score was 60. The use of error monitoring strategy was categorized into good level.

2. Data Analysis of the Students' Writing ability in Analytical Exposition Text

Table 4.8

Statistics

Students Ability in Writing Analytical Exposition Text

N	Valid	58
	Missing	0
Mean		66.8276
Std. Error of Mean		1.01773
Median		70.0000
Mode		70.00
Std. Deviation		7.75081
Variance		60.075
Range		32.00
Minimum		48.00
Maximum		80.00
Sum		3876.00

Based on the table above, it shows that the mean score was 66.83 and its standard deviation was 7.75. The maximum score was 80 and the lowest score was 48. The students' writing ability in analytical exposition text was categorized into Enough level.

4. Data Analysis of *Pearson's Correlation Coefficient*

Table 4.9
Correlations

		Error Monitoring	Students Ability in Writing Analytical Exposition Text
Error Monitoring	Pearson Correlation	1	.873**
	Sig. (2-tailed)		.000
	N	58	58
Students Ability in Writing Analytical Exposition Text	Pearson Correlation	.873**	1
	Sig. (2-tailed)	.000	
	N	58	58

** . Correlation is significant at the 0.01 level (2-tailed).

Out Put of Pearson's Correlation Coefficient shows that for varian
in this Hypothesis examination is:

H_0 = Identical variant population

H_a = Non-identical variant population

This statement based on the probability gate:

If Probability > 0.05, H_0 is accepted

If Probability < 0.05, H_0 is rejected

Based on the account table analysis above, the significant point is 0.873. Based on the taking decision standard, 0.000 is shorter than .005. It means that H_0 is rejected and H_a is accepted and variant population was

identical. Because both of the hypotheses were relevant, the next standard for analysis based on *Equal variant assumed*.

From the table above, it could be seen that score $r_{observed}$ was 0.873 with $df = 58 - 2 = 56$. Because $df = 56$ was not found in the r_{table} , so the researcher took $df = 60$. If $r_{observed}$ was 0.873 compares with r_{table} with $df = 60$, the "r" critic point is:

Significance 5% = 0.250

Significance 1% = 0.325

It can be seen that the $r_{observed}$ is higher than r_{table} in significance 5% and 1%. In other words, it can be read $0.250 < 0.873 > 0.325$. It means that H_0 is rejected and H_a is accepted; or there is significant correlation between using error monitoring strategy and the students' ability in writing analytical exposition text.

In conclusion, error monitoring strategy positively has correlation with the students' ability in writing analytical exposition text at the second year students of Senior High School Al-Huda Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After conducting the research about the correlation between using error monitoring strategy and ability in writing analytical exposition text of the second year students at SMA Al-Huda Pekanbaru, the researcher found that the students who used error monitoring strategy became aware of the aspects of writing; capitalization, organization or overall appearance, punctuation, and spelling in order to make the readers understand the meaning or message in the writing. Then, they become able to write because the model of error monitoring strategy can remind the students about the aspects of writing. When writing, the students do not only do it individually but also do it collaboratively either with their friends or the teacher (researcher). It means that after interrogating themselves by using COPS acronym, the students can take the paper to their friend or teacher in order to help editing the draft.

Based on data analysis and research finding in chapter IV, finally the research about The Correlation between Using Error Monitoring Strategy and Ability in Writing Analytical Exposition Text of the Second Year Students at Senior High School Al-Huda Pekanbaru comes to the conclusion as follows:

1. The use of error monitoring strategy was categorized into good level because the students have done 76% of error monitoring strategy and only 24% who was not. Therefore, the error monitoring strategy would

positively have correlation with the students' ability in writing analytical exposition text.

2. The students' writing ability in analytical exposition text by using error monitoring strategy was categorized into enough level because the mean score of the writing ability test was 66.83. In other words, the use of error monitoring strategy has correlation with the students' ability in writing analytical exposition text of the second year students at senior high school Al-Huda Pekanbaru.
3. There is significant correlation between using error monitoring strategy and ability in writing analytical exposition text of the second year students at senior high school Al-Huda Pekanbaru.

So, it can be seen that the use of error monitoring strategy has correlation with the students' writing ability in analytical exposition text of the second year students at senior high school Al-Huda Pekanbaru.

B. SUGGESTION

Pertaining on the research finding, the researcher would like to give suggestion to the teacher, students and the school. From the conclusion of the research above, it is known that using Error Monitoring strategy can give the contribution on the students' ability in writing analytical exposition text.

1. In the teaching and learning process, the teacher should use various strategies that are suitable with the teaching material itself. In teaching writing, especially in writing analytical exposition text, teacher should

make the students involve in the learning process. The teacher should have the students write. By using Error Monitoring strategy, the students will notice the aspects of writing started by editing capitalization, organization/overall appearance, punctuation and spelling. By noticing the aspects, the students' writing will be meaningful and understandable to be read by the readers. Therefore, the students will be easy in writing analytical exposition text. So, it is better for the teacher to implement the Error Monitoring strategy in his/her classroom.

2. For the students, they must have hard effort to improve their writing ability. The students must have much practice. In writing, the students should know the aspects of writing; also, they should interrogate themselves by using COPS acronym after writing their draft in order to look for the errors they make in their drafts.
3. For the institution, it will be more effective if this strategy is implemented in the small class because the teacher can control the students' learning activities and the most important thing is the timing. It means that this activity needs more time in order to give chance to the students in fair. Besides, it is better that if the students are provided with the more dictionaries in order to add the students' vocabulary. So, there is no reason for the students to forget bringing the dictionary.

BIBLIOGRAPHY

- ADMIN. 2010. *Teaching English; Definition of Writing Ability*. (Retrieved on June 26, 2012) <http://teachingenglishonline.net/definition-of-writing-ability/>.
- Arikunto, Suharsimi. 2006. *Procedure Penelitian (Suatu Pendekatan Praktik)*. Jakarta: PT Asdi Mahasatya.
- Boyle, Joseph and David Scanlon. 2010. *Methods and Strategies for Teaching Students with Mild Dissabilities*. Canada: Wadsworth Cengage Learning.
- Cresswell, Jhon. W. 2008. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Person Education).
- Douglas, Brown, H. 2007. *Teaching by Principles; An Interactive Approach to Language Pedagogy, third edition[Electronic Book]*. New York: Pearson Education, Inc.
- Elbow, Peter. 2000. *Everyone Can Write [Electronic Book]*. New York: Oxford University Press.
- Gay, L.R., and Peter Airasian. 2009. *Educational Research: Competencies for Analysis and Application (Sixth Edition)*. New Jersey: Pearson Prentice-Hall.
- Grenville, Kate . 2001. *Writing from Start to Finish: A Six Step Guide*. Australia: Giffin Press.
- Hall, Joseph R. Pearson. 2009. *Learning Strategies*. the University of Kansas: <http://kuurl.org/sim>.. Retrieved on April 5, 2011.
- Hasibuan, Kalayo and Muhammad Fauzan Ansyari. 2007. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau.
- Hartono. 2008. *Statistik untuk Penelitian*. Jogjakarta: Pustaka Pelajar.
- Haycraft, John. 1978. *An Introduction to English Language Teaching*. England: Longman Group Ltd.
- Hughes, Jan N., and Robert J. Hall. 1989. *Cognitive Behavioral Psychology in the Schools [Electronic Book]*. New York: The Guilford Press.
- Hughey, Jane., et. al. 1983. *Teaching ESL Composition (Principles and Techniques)*. London: Newbury House Publishers.

- _____. *Intervention Strategy: COPS*. Retrieved on June 1, 2011. http://www.ladse.org/services/psych/written_expression_interventions/strategy_cops.pdf
- Jain, Patel, and Praveen. 2008. *English Language Teaching (Methods, Tools, and Techniques)*. Jaipur: Sunrise Publisher and Distributor.
- Knapp, Peter., and Megan Watkins. 2005. *Genre, Text, Grammar; Technologies for Teaching and Assessing Writing*. Australia: A UNSW Press book.
- Lewin, Larry. 2003. *Paving the Way in Reading and Writing Strategies and Activities to Support Struggling in Grades 6-12*. San Fransisco: Jossey Bass a Wiley Imprint.
- Lieneman, Torry., and Robert Reid. *Written Expression: Grade 2-5*. The IRIS Center <http://iris.peabody.vanderbilt.edu>. p.30. Retrieved on 25 May 2011.
- Linse, Caroline T. 2005. *Practical English Language Teaching: Young Learners [Electronic Book]*. New York: Mc.Graw Hill Companies,Inc.
- Marliasari, Devi. *Using Clustering Technique to Improve the Senior High School Students' Abilities in Generating Ideas for Writing Analytical Exposition*. UM: Fakultas Sastra. 2007. Retrieved on June 10, 2011. <http://karya-ilmiah.um.ac.id/index.php/sastra-inggris/article/view/590>
- Mather, Nancy et al. 2009. *Writing Assessment for Instruction for Students with Learning Dissabilities [Electronic Book]*. San Fransisco: Jossey Bass.
- Mather, N., & Jaffe, L. 2002. *Woodcock-Johnson III: Reports, Recommendations, and Strategies*. New York: John Wiley & Sons. Retrieved on June 20, 2011. http://hidalgo.schoolspan.com/cms/filemgr/2_5/Error%20Monitoring%20Strategy.pdf
- McDonald, Christina Russell., and Robert L. McDonald. 2002. *Teaching Writing: Landmarks and Horizons [Electronic Book]*. New York: Board of Trustees, Southern Illinois University.
- Mclaughlin, Deborah a. *An Assessment of the Effectiveness of the POW plus TREE and COPS Writing Strategies*. Rowan University. 2004. Retrieved on June 27, 2011.
- Muijs, Daniel. 2004. *Doing Quantitative Research in Education with SPSS [Electronic Book]*. London: SAGE Publication. Ltd.,
- Richards, Jack C., and Willy A. Renandya. 2002. *Methodology in Language Teaching; An Anthology of Current Practice [Electronic Book]*. New York: Cambridge University Press.

- _____. 2003. *Second Language Writing [Electronic Book]*. New York: Cambridge University Press.
- Rief, Sandra F., and Judith M. Stern. 2010. *The Dyslexia Checklist; A Practical Reference for Parents and Teachers [Electronic Book]*. New York: Jossey-Bass.
- Riel, Margaret. *Learning Circles Teacher's Guide (The Writing Process)*. 2002. Retrieved on June 28, 2011. <http://www.iearn.org/circles/lcguide/p4.exchange/4.writing.html>
- Robert, Jeffcoate. 2003. *Starting English Teaching*. New York: Routledge.
- Schnee, Amanda K. *Student Writing Performance: Identifying the Effects when Combining Planning and Revising Instructional Strategies*. Lincoln: University of Nebraska. 2010. Retrieved on June 27, 2011. <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1071&context=cehsdiss&seidir=1#search=%22effect%20using%20WRITER%20%28COPS%29%20strategy%22>
- Setiyadi, Bambang. 2006. *Metode Penelitian Pengajaran Bahasa Asing; Pendekatan Kuantitatif dan Kualitatif*. Edisi Pertama. Yogyakarta: Graha Ilmu.
- Shakar, Atikah Cikok. *Analytical Exposition*. 2010. Retrieved on June 12, 2011. <http://www.scribd.com/doc/23978194/Analytical-Exposition>
- SIL International. "What are Writing Skills?" Version 4. 1999. p.1 (Retrieved on May 22, 2010) www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm.
- Silvia, Paul J. 2007. *How to Write a Lot; A Practical Guide to Productive Academic Writing [Electronic Book]*. Washington: American Psychological association.
- Starkey, Lauren . 2004. *How to Write Great Essays [Electronic Book]*. New York: Learning Express.
- Sudarwati and Eudia Grace. 2005. *Look Ahead (An English Course for Senior High School Students Year XI)*. Jakarta: Erlangga.
- Soehendro, Bambang. 2006. *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah*. Jakarta: Badan Standar Nasional Pendidikan.
- Tim Penyusun. *Silabus SMA Al-Huda Pekanbaru 2010/2011*. (Pekanbaru: Unpublished, 2010).
- Todd, Luanne. *The Strategic Instruction Model*. Retrieved on June 2, 2011. <http://www.thelearningcoach.net/TheLearningCoachWebSite.pdf>

- Tomasula, Jessica. *Error Monitoring Strategy Intervention Brief Student Lead Developer*. Retrieved on May 24 2011. <http://ebi.missouri.edu/wp-content/uploads/2011/04/ECU-EBI-Academic-Need-Help-Error-Monitoring-Strategies.pdf>
- Toni, Dudley., et al. *Development in English for Specific Purpose, A Multi—Disciplinary Approach*. London: Cambridge University Press. 2008. p. 115
- Welkes, Toni. 2008. *SAT Strategies for Students with Learning Dissabilities [Electronic Book]*. New York: Barron’s Educational series,Inc.
- Wending, Barbara J., and Nancy Mather. 2009. *Essentials; Evidenced-Based Academic Interventions [Electronic Book]*. New Jersey: John Wiley & Sons, Inc.
- Westwood, Peter. 2008. *What Teachers Need to Know About; Reading and Writing Difficulties [Electronic Book]*. Australia: ACER Press.
- Yudhantoro, Elang. 2010. *Rangkuman Bahasa Inggris SMA*. Jakarta: Gagasmedia.