THE USE OF LEARNING CELL TO IMPROVE STUDENTS’ WRITING SKILL ON HORTATORY EXPOSITION TEXT

(A Classroom Action Research in the Eleventh Grade of State Islamic Senior High School Magelang in The Academic Year 2013/2014)

A Graduating Paper

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan Islam (S.Pd.I) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

Written by:

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ENGLISH DEPARTMENT OF EDUCATION TEACHER TRAINING AND EDUCATION FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA 2015
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer herself. This graduating paper is original work and it contains no material previously published or written by other people and other people's idea except the information from reference.

This declaration is made by the writer, and she hopes that this declaration can be understood.

Salatiga, March 15th 2015

The writer

Sofi Fajaryani

11310097
ATTENTIVE COUNSELOR’S NOTE

Case : Sofi Fajaryani’s Graduating Paper

Dear
Dean of Teacher Training and Education Faculty

Assalamu’alaikum, wr.wb

After reading and correcting Sofi Fajaryani’s graduating paper entitled “THE USE OF LEARNING CELL TO IMPROVE STUDENTS WRITTING ON HORTATORY EXPOSITION TEXT (The Experimental Study of the Eleventh Grade Students of MAN 1 Magelang in the Academic Year 2014)”. I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper can be examined as soon as possible.

Wassalamu’alaikum, wr.wb

Counselor,

Rifqi Aulia Erlangga, S.Fill, M.Hum

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A GRADUATING PAPER

THE USE OF LEARNING CELL TO IMPROVE STUDENT'S WRITING SKILL ON HORTATORY EXPOSITION TEXT

(A Classroom Action Research in the Eleventh of State Islamic Senior High School Magelang in the Academic Year 2013/2014)

Created by:
Sofi Fajaryani
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Has been brought to the board of examiners of English Department of education Faculty State Institute for Islamic Studies (IAIN) Salatiga on April 10th 2015, and hereby considered to completely the requirements of the Degree of Sarjana Pendidikan Islam (S.Pd.I) in English and Education Department.

Salatiga, April 10th, 2015

Board of Examiners,

1. Head : Widiyanto, M.A., Dr. Phil
2. Secretary : Rifqi Aulia Erlangga, S.Fill,M.Hum
3. 1st Examiner : Rr. Dewi Wahyu Mustikasari, M.Pd
4. 2nd Examiner : Faizal Risdianto, S.S.,M.Hum

Salatiga, April 16th, 2015
Dean of Teacher Training and Education Faculty.

Suwardi, S.Pd., M.Pd.
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MOTTO

“LEARN FROM YESTERDAY, LIVE FROM TODAY, AND HOPE FOR TOMMOROW”

(Albert Eistein)

“ALWAYS BE YOURSELF AND NEVER BE ANYONE ELSE EVEN IF THEY LOOK BETTER THAN YOU”

(Anonymous)
DEDICATION

This graduating paper is dedicated to:

1. My beloved parents, my mother (Harmiana) and my father (Suhirmanto) who always pray, guide, motivate me to become better person.

2. My beloved sisters (Endah Dwi Andriyani) and my big family who fill my life with love and affection.

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim,

In the name of Allah, the most gracious and merciful, the king of universe and space. Thank you to Allah because the writer can complete this graduating paper as one of requirement to finish the study in English Department of States for Institute Islamic Studies Salatiga.

This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to:

1. Dr. Rahmat Hariyadi, M. Pd. as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Noor Malihah, Ph. D. as the Head of English Language Teaching Department of State Islamic Studies Institute (IAIN) Salatiga
3. Rifqi Aulia Erlangga, M. Hum. as counselor who has brings up, espoused, and given the writer advices, suggestions and recomendations for this graduating paper from beginning until the end. Thank you for your patience and care.
4. All lecturers in the English Language Teaching Department who have given much knowledge, the writer deeply thanks to you all.
5. My beloved family, thanks for your spirit and patient.
6. All of staffs who have helped the writer in processing of graduating paper administration.
7. All friends of D class and all friends in English Department. Thank for your friendship and kindness.

8. Eleventh year students of MAN 1 Magelang in the academic year of 2014/2015 especially XII BAHASA and Mrs. Hertina Bayu Purboasari, S.Pd.I

9. Those cannot be mentioned one by one.

Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, March 15th 2015
The writer

Sofi Fajaryani
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ABSTRACT


Keyword: Learning Cell, writing, hortatory exposition

Learning cell is shown in some cooperative learning in pairs, where the students ask and answers the question to their passengers based on the text. Writing has meaning is an effort to create a dialogue with the readers. It is a way process the reader developed to express their ideas, thought and their feelings. Then hortatory exposition text has meaning a type of spoken or written text is intended to persuade the listeners or readers that something should or should not happen or be done. Here, the writer which is done entitle The Use of Learning Cell to Improve Students Writing on Hortatory Exposition Text. The writer tries to find improving the students on hortatory text. Most of students know that hortatory exposition text. This research used quantitative approach in classroom action research. After analyzing, the writer found the problem of students writing skill and then after the writer analyzing the students can make paragraph and understand about hortatory text.
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CHAPTER I

INTRODUCTION

A. Background of the Study

English as a compulsory subject in school that covers four skills namely listening, speaking, reading and writing. At secondary schools the teaching of the four skills are taught integrative. The teacher usually puts a focus on one or two language skills in each of the English as a foreign Language (EFL) class.

Writing is one of write even a single letter of the alphabet without a conscious effort of mind and hand and to get beyond the single letter. When thought is written down must be shown how to form word, how to put words together into sentences, and how to punctuate those sentences.

Now days, English language has been studied in all level of school. Not all of students like the method which is given by their teacher. In fact, learned English with the same teaching technique something make the students get bored especially in writing.

There are many students who does not like to writing. They do not like writing because writing is difficult, need long time to think a clear idea, and so on. For example in the class, teacher give them to write something, but often they are lazy to make paragraph and it can make their writing skill is low.

The most difficult part of writing in getting start is when the students do not have clear idea, and do not know what to write about. When the teacher asks them to write an assignment, the students are confused what they want to write.
down. Finally they download and they copy paste and then collect to their teacher.

The facts above are experienced by students of Madrasah Aliyah Negeri (MAN) 1 Magelang, the researcher has observed teaching and learning at Madrasah Aliyah Negeri (MAN) 1 Magelang. The researcher has gotten information from English teacher, colleagues, and result of CAR research around 2 months at the second class in Madrasah Aliyah Negeri (MAN) 1 Magelang. And there is data source indicated that the students mean score was still low. The researcher wants to improve the students writing skill.

Based on the condition above, it is necessary to create a strategy that can involve both the teacher and the students to participate in the learning activities. One of the strategies that can be used in order to help the students in gathering and developing their ideas in writing is the use of learning cell method. It can also make students more involved learning process that leads to understanding so that they can make sense of the writing activities in their life and they can be more motivated. From the explanation above the researcher is inspired to apply “THE USE OF LEARNING CELL TO IMPROVE STUDENTS WRITING ON HORTATORY EXPOSITION TEXT”.

B. Limitation of the Problem

The researcher identifies and limits her study in teaching the writing material stated in the English module use for Madrasah Aliyah Negeri (MAN) 1 Magelang at second grade. The researcher focuses on the improvement achieved by students in writing skill hortatory exposition text.
C. Statement of the Problems

Based on the previous background, the writer formulates a research question as follows:

1. How does learning cell strategy improve the student’s ability of the eleventh grade in Madrasah Aliyah Negeri (MAN) 1 Magelang to write hortatory exposition text in term of orientation?

2. How does learning cell strategy improve the student’s ability of the eleventh grade in Madrasah Aliyah Negeri (MAN) 1 Magelang to write hortatory exposition text in term of event?

3. What the influence learning cell to the students writing ability.

D. Objectives of the Research

The objectives of the research are to find out:

1. Whether or not hortatory exposition text can increase the student’s writing skill of the second grade in Madrasah Aliyah Negeri (MAN) 1 Magelang.

2. To know the different improvement the student’s writing skill in second grade of Madrasah Aliyah Negeri (MAN) 1 Magelang.

E. Significant of the Research

This research is conducted in order to give theoretical and practical benefits.

1. Theoretical benefits

The result of the research is expected to be meaningful information and contribution for the teacher as the technique writing in relations to the
students. They will express their ideas in writing form to improve their ability by the use of hortatory exposition text.

2. Practical benefits

The research findings can be used by students, teachers, schools, and writers themselves and will be useful to other researchers interested in analyzing teaching learning writing:

a. For students

1) It can improve the mastery of the writing subject.

2) The students will write better.

b. For the teachers

1) The teacher knows the level of student’s mastery in writing skill.

2) The result can become an input to determine the step and strategy for teaching as feedback to improve in the process of English teaching learning especially in writing and it can be as the important information in using media to improve the quality of teaching writing.

F. Scope of the Research

This research was limited on the use of hortatory exposition text in improving the writing skill at the second grade of Madrasah Aliyah Negeri (MAN) 1 Magelang. It is applied to improve the student’s ability in writing hortatory exposition text. Writing skill here focuses on content. The researcher
focused on content because most of the students have difficulty in expressing their idea to complete their writing contents.

The scope of the review is focused on the students of Senior High School and the object of the study is improving writing skill of the students. By using this method the researcher hopes can applied in the class to make the situation’s class being active and increase pairs group working together. This study will give more information about learning cell method and how apply this method in the class.

G. Definition of the Key Terms

1. Learning cell

The learning cell the first time was developed by Goldschmid from Swiss Federal Institute of Technology in Lausanne. Learning cell shown in some cooperative learning in group, where the students ask and answers the question to their passengers based on the text. This method is so simply activity, discussion between two persons or more who has close friend. Talking between two close friends they can be talk about that has not important meaning for people their listen. They can be talk about self problem and need problem solving from their close friend, or this about something important problem that have secret things and another person cannot hear what is the problem. Learning cell strategy steps are first, teacher will diided in to some groups, then teacher give some topic about hortatory exposition text.
After the students accept the topic they make question and answer then they come to in front of the class and presented their assigment, after their present other group can give comments. So the topic is many kinds and whatever the topic shows their close friend. Because the result can communicate in front of the class and in front of friends, the students choose topic can be talked that can be science that can make other friends participate on that topics. The topic about something that have relation with students’ activity. For example, home activity, school activity, or social activity. For example, student choose “new neighbor”. How to start and to knontw with new neighbor. What is the interesting topic can be talked wnith new neighbor. If new neighbor has a child, how to introduce by self. Introduce by self is one of the social assignment in the area tradition.

2. Hortatory Exposition text

Hortatory exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something should or should not happen or be done. (Sudarwati 2007:162)

Hortatory is similar to analytical exposition but if we have to differentiate both from one to each other, we have one useful tool by making analysis on the generic structure. What makes hortatory different from analytical exposition is the last finalizing step which analytical exposition is ended by a reiteration while hortatory exposition is finalized by certain a recommendation. (Susanto 2007:42).
H. Research Paper Organization

This research is consisting of five chapters. Chapter 1 is Introduction that discusses background of the study, problem of the study, statement of the study, objective of the study, benefit of the study, and research paper organization.
CHAPTER II
THEORITICAL FRAMEWORK

A. LEARNING CELL

Learning cell will give the chance to pursue a single topic in depth for a few week period study. Ideally there should be between two and five member. This method is use by many reseacher, group discussion is one of the way learning cell strategy. This discussion is make sure that every member have participation. Every group must choose one person as leader, the leader must excellent not only in the academic but also in the organization. Leader must make member active in the group. This method is so simple activity, discussion between two students who have close friend. Talking between two close friends they can be talk about that has not important meaning for people their listen. They can talk about self-problem and need problem solving from their close friend, or this about something important problem that have secret things and another person cannot hear what is the problem.

So the topic is many kinds and whatever the topic shows their close friend. Because the result can communicate in front of the class and in front of friends, the students choose topic can be talked that can be that can make other friends participate on that topics. The topic about something that has relation with student’s activity. For example, home activity, school activity, or social activity. For example, student choose “new neighbor”. How to start and to know with new neighbor. What is the interesting topic can be talked with new
neighbor. If new neighbor has a child, how to introduce by self. Introduce by self is one of the social assignment in the area tradition.

The weakness of learning cell strategy is need a long time for this activity. The strengthen of learning cell strategy are can make students brave speak in front of many people. Can make students understand characteristic people to others. Can make grow the responsible of the students. Can make students more self-confident. Students more crisis to give opinion and comments to other group.

B. WRITING SKILL

Basically writing is one of kinds of communication to express ideas, thought and feelings. In other language, writing is complement to speech. Writing also can understand as one of media from communication to express ideas, thought, and feeling in a symbol and sign for the readers to understand what the writer write.

1. Definition of Writing

The definition of writing has several meaning. Many experts have proposed the definition and explanation of writing. According to Gould (1989:30) defines “writing is an effort to create a dialogue with the readers”. It is a way process the reader developed to express their ideas, thought and their feelings. Widdowson (1978: 62) states that writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper. Writing also is a process to make a product something and meaning making. Troyka (1987: 3-4) defines “writing is a way of communication a message to the reader for a purpose”. The purpose of writing is to express one’s self, to persuade the readers, for give information the readers. There many kind of text
types in writing such as narration, recount, spoof, report, description, procedure, news item, analytical exposition, hortatory exposition, explanation and reviews.

a. Narration

Narration is type of text that use to amuse, entertain and to deal with actual or various experience in different ways. The genre structure is orientation, complication and resolution.

b. Recount

Recount is a type of writing which retell past events for the purpose of informing or entertain. It focuses on individual participants and sequence of events. The genre structure is orientation, events and reorientation.

c. Spoof

It is a story or events with a humorous twist. Basically has a funny character. Spoof is almost the same with recount. Both explore informative text about past experience. They focus on series of events. However, spoof text aims to amuse the readers. The end of spoof story is twist. It is unpredictable thing. Most spoof stories have funny twist.

d. Report

Report is types of writing that describes many things with reference to range of natural, man made and social phenomena in our environment.
e. Description

It is type of writing which describe a particular person, place or thing. The generic structure is identification: identifies phenomenon to be described and description: describe parts, qualities, characteristics.

f. Procedure

Procedure describes how to do or to make something through a sequence of action or steps. It focuses on generalized human agent.

g. News Item

News item is to inform readers about events of the day which are considered newsworthy or important. The text organization are news worthy event (tells the event in summary form), background events (elaborate what happened, tell what caused the incident), sources (comments by participants, witnesses, authorities, and expert involved in the event).

h. Analytical Exposition

It is text to persuade the reader or listener that something in the case. The generic structure is thesis, argument, and reiteration conclusion.

i. Hortatory Exposition

It is text to persuade the readers or listener that something should or shouldn’t be the case. Hortatory exposition is classified as argumentation. The generic structure is:

a) Thesis : the writer’s point of view about the topic discussed.
b) Argument: the series of argument which strengthen the thesis stated before.

c) Recommendation: the writer gives recommendation to the readers.

In the last paragraph on hortatory exposition will be ended a strong recommendation.

j. Explanation

It is text of writing that use to explain how something information phenomena take place, or socio cultural take place. The generic structural are general statement, sequenced explanation, and closing.

k. Reviews

The text created to critique an art work or event for public reader and listener or public audience such as film, shows, books, concert, etc.

2. Ten Steps in Planning a Writing Course and Teachers of Writing

According to Ann raimes, there are ten steps that can lead us to safer ground both in planning writing course and helping teachers to plan writing course.

Steps 1: Ascertaining Goals AndInstitutional Constraints

According to Ann Raimes the writer just only listed “ascertaining goals” then the writer start to work and found the writer’s self discussing upon teachers by institutions or further afield by ministries of education, examining accreditation agencies, founding sources and etc.
Students in a recent ESL class basically write about the times when they write or spoke in English. They felt worried, embarrassed, hampered. The goals are pursue that can see as the student’s goals, a few actions:

a. Work politically to change the constrains. Joint and form committees, make proposal and can run pilot projects. Pilot projects are a good way to test out alternate methods.

b. Make only a part of our course address the test or assigned curriculum.

c. A students has to learn how to write in a several minute on a prescribed topic.

Step 2 : Deciding on Theoretical Principles

Teacher needs to confront their ideologyposition and recognize their perceptions of the relationship between type of writing and the role.

Step 3 : Planning Content

For writing unlike speaking, in writing not only presenting the ideas to many people but also writing need a language procedure and the content must has relation with the title. And need topic that allow generating ideas, find the form to fit the ideas and invite risk taking.

Steps 4 : Weighing The Elements

According to Ann Raimes writing consists of many constituent parts and need to consider which one has most important for a course, content, organization, originality, style, fluency, accuracy or using appropriate rhetorical form of discourse. They can help to write something and become best write.
Steps 5: Drawing Up A Syllabus

Before teach, the teacher write a syllabus to help teaching in the class.

a. Structural

Writing courses, grammar and sentence patterns can be organized at the beginning levels. First present tense paragraph, then a past tense paragraph and so on. Now days, patterns of writing form or genres: paragraph with topic sentence, descriptions, analyses, and so on are often organized in the structural courses.

b. Functional

Rhetorical activities: describing, telling a story, writing autobiography, comparing and contrasting, classifying, defining, explaining, arguing, persuading, or supporting a thesis with example, illustrations, and other evidence can be organize in the writing courses.

c. Topical

Writing course can organize around theme. Such as housing, healthy, education and abstractions.

d. Situational

Situational transactions: applying for a job, complaining to landlord, writing letters to the news paper, writing a business memo or writing essays to pass a course can organize in writing process.

e. Skill and Processes
Skill process: generating ideas, organizing idea, revising, writing fluently, writing effective beginnings and endings, and developing an argument to convince a reader can be organize writing.

f. Task

Writing courses e can organize in the problem-solving activities: producing a class magazine of accounts of students trips, comparing the structure of text written for different audiences and purpose.

Step 6: Selecting Material

Before teacher teaches in the class, they must choose the material that will be taught in the class. Teacher has selected the material beginning to view the main text. According to Raimes there are seven features assumptions if use a textbook and not book and articles.

a. Topics make the content relevant and engaging.

b. Types of Writing, what the students need for their writing.

c. Opportunities for and instruction in methods of generic idea, which appropriate for students, it is about free writing, mapping, listing or outlining.

d. Instructions on principles of theoretical organization, it is about what information is providing to help students organize various types of writing.

e. Opportunities for collaboration, it is about collaborate views in culture.

f. Opportunities in revisions, relationship with the students essay, the student’s task are curriculum allow for revision essay.
g. Instruction in editing and proofreading, it is about students how to edit their own work.

Step 7 : Preparing Activities and Roles

This steps can help the teacher to teach, before teach, the teacher think what they do, such as presenting the materials, editing the students paper, or so on.

Step 8 : Choosing Types and Methods of Feedback

The students can make a sign like a journal, essay or so on. Then the teacher makes an oral question beside the teacher give explanation. Then select the type of response prefer to give with time and class, like giving grade, make a suggestion.

Step 9 : Evaluating the Course

Teachers use sentence test and essay to evaluate student’s progress. The result of the student’s progress is a result of these tests.

Steps 10 : Reflecting the Teacher’s Experience

Reflecting teachers experience can make students work together with their teacher.

3. Writing Process and Process Writing

Writing process is a private activity. Writing process and process writing can help them in composing their thought into paper. According to Anthony Seow there are several process writing, they are:
a. Planning (Pre-writing)

There are several prewriting techniques that will help to think and developed a topic and get word.

1) Group brainstorming

Group members spew out ideas about the topic. Spontaneity is important here. There are no rights or wrong answer.

2) Clustering

Student’s form word related to a stimulus supplied by the teacher. The word are circled and then linked by lines to show discernible clusters. Clustering is simple powerful strategy.

3) Rapid free writing

Within a limited time students can make write quickly a single word or phrase about a topic.

4) WH-question

WH-question is who, why, what, where, when and how question about the topic. This can help to write a paragraph which has correlation to the topic.

b. Drafting

In the second stage is drafting, in the drafting stage the writer are focused fluency of writing with grammatical accuracy.
c. Responding

Responding to students writing has a centre role to play in the successful implementation of process writing. Responses can be oral in writing, after the students have produced and before they process to revise the draft that they make.

d. Revising

Revising means rewriting an essay, building on what has already been done to make it stronger. Then they revise their draft, they review their draft on the feedback given in the responding stages. There are several stages to the revising process: revising content, revising sentence and editing.

e. Editing

In this stage students have prepare the final draft for evaluation by the teacher. They edit their own work in grammar, spelling, punctuation, diction, sentence accuracy of supportive textual material like quotations, example and etc.

f. Evaluating

After the students has finished, the next stage is evaluation students writing. In this stage students will get score may be scoring from analytical. The criteria for evaluation should be made known to students in advance. In this way they are made more responsible for their own writing.
g. Post-writing

Post-writing constitutes any classroom activity that the teacher and students can do with completed pieces of writing. Include publishing, sharing, reading aloud, and transforming text for stages performance.

Writing can be difficult and time consuming for many students. Writing is easier if students have the right tool. Good writing doesn’t happen by accident. Successful writing use material procedure to help the production of writing.

4. Writing Goal

According to Hampton some of writing goal are:

a. Writers are independent when they are able to write without much assistance.

b. Writers gain comprehensibility when they can write so that it can be read and understood by themselves and others.

c. Writers are fluent when they are able to write smoothly and easily as well as understand.

d. Writer again creativity when they can write their own ideas, not copying what has already been written, so that they can be read and understood.

C. HORTATORY EXPOSITION

Hortatory exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something should or should not happen or be done.
Hortatory is similar to analytical exposition but if we have to differentiate both from one to each other, we have one useful tool by making analysis on the generic structure. What makes hortatory different from analytical exposition is the last finalizing step which analytical exposition is ended by a *reiteration* while hortatory exposition is finalized by certain a *recommendation*.

1. Definition of Hortatory Exposition text

Hortatory Exposition text is text to persuade the readers or listener that something should or shouldn’t be the case. Hortatory exposition is classified as argumentation. The last paragraph of Hortatory Exposition makes different from analytical exposition. The analytical exposition closes the paragraph with the restatement of the writer’s thesis. On hortatory exposition will be ended a strong recommendation.

2. The Generic Structure

   a) Thesis : the writer’s point of view about the topic discussed. Preview of the argument that will follow in the next section and a question or emotional

   b) Argument : the series of argument which strengthen the thesis stated before.

   c) Recommendation: the writer gives recommendation to the readers.

3. The Grammatical Features of Hortatory Exposition Text

   a. Use of simple present tense.

   b. Use of subjective opinion using pronoun I or we.
c. Use of mental processes to state what happens.

d. Use of relational processes to state what it should or shouldn’t be.

e. Use of passive sentence.

f. Connective, such as firstly, secondly.

4. The Purpose of Hortatory Exposition Text

Basically the purpose of hortatory exposition text is to persuade the readers or listeners that something should or shouldn’t be the case. The different of analytical and hortatory exposition is on the term of its generic structure in the last part that is called reiteration in analytical and recommendation in hortatory exposition. The function of both is quite different.

In analytical exposition, reinteraction is used to give emphasize on the writer’s opinion by restating point of view. While in hortatory exposition, recommendation is used to give advice or such a suggestion to the readers to make a choice by considering the presented argument. In short the purpose of hortatory exposition text is to argue a case for against a particular position or point of view and it purpose a suggestion in the end of the argumentation. Some examples of hortatory exposition are: editorial, letter to the editor, and letter to a politician.

5. Example of Hortatory Exposition Text

<table>
<thead>
<tr>
<th>Title</th>
<th>Crime in crisis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Crime is a serious problem in big cities and it is</td>
</tr>
<tr>
<td>(announcement of</td>
<td>getting worse every year. This is what police</td>
</tr>
</tbody>
</table>

21
issues concern) | departments around the country said in their report, last week. The subways are more dangerous. The streets are more dangerous. You may not even be saving in your own home. Why is the problem so serious now? This is not an easy question to answers. There are may not be a single answers. Many problems seem to make cities so dangerous.

| Argument (Reasons for concern that lead recommendation) | One of the problems is money. To fight crime at cities a city need police officers, cars, and guns. These cost a lot of money. But right now cities do not have much extra money. So, there are not enough police officers, car, and guns for the cities.

| Argument | Another problem is drug. Crime studies show that many criminal use and sell drug. After they start taking drugs, they want to have more. However, drugs are very expensive. So, these people may steal money to get more drugs.

| Argument | There is an even more important cause of crime. Cities have rich and poor neighborhoods. In the poor neighborhoods, jobs are hard to find. Many young people don’t have much hope for a better life. They only know one way to make to make a
better living for themselves. That way is to sell drugs or steal. So, some of these young people become criminal.

| Recommendation (State of what ought or ought not happen) | It is not going to be easy young people to change these crime problems. We must first change many of the laws about drugs. We must change the way cities spend their money. Until then, the crime problem will not go away and will leave our live in fear. |
CHAPTER III

METHOD OF RESEARCH

A. Setting of the Research

The research was carried out in Madrasah Aliyah Negeri (MAN) 1 Magelang. This located in Jl. Sunan Bonang No. 17 Magelang, Magelang Selatan, Kota Magelang, Jawa Tengah. The place was selection based on considered that researcher ever practice to develop her profession of education.

Madrasah Aliyah Negeri (MAN) 1 Magelang is a senior high school which consists of 3rd grade of the students. There are seventeen classes of 10th grade students, eighteen classes of 11th grade students, and thirteen classes of 12th grade students. Beside of the classroom, there are other room and facilities at Madrasah Aliyah Negeri (MAN) 1 Magelang, likes one head master room, two teacher’s rooms, one biology laboratory room, two physic laboratory room, one chemistry laboratory room, one computer laboratory room, two language laboratory rooms, two library rooms, two hall room, one UKS room, one OSIS room, and two small building for performance of religious duties (mushola).

This is the condition of teacher, employee, students and room:

<table>
<thead>
<tr>
<th>Siswa   :</th>
<th>Ruang</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelas X</td>
<td>Ruang Kelas</td>
<td>48 buah</td>
</tr>
<tr>
<td>Kelas XI BAHASA</td>
<td>Ruang Perpustakaan</td>
<td>2 buah</td>
</tr>
<tr>
<td>Kelas XI IPA + AGAMA</td>
<td>Ruang Laboratorium Biologi</td>
<td>1 buah</td>
</tr>
<tr>
<td>Kelas XI IPS</td>
<td>Ruang laboratorium Fisika</td>
<td>2 buah</td>
</tr>
<tr>
<td>Kelas XII BAHASA</td>
<td>Ruang Laboratorium Kimia</td>
<td>1 buah</td>
</tr>
<tr>
<td>Kelas XII IPA + AGAMA</td>
<td>Ruang Laboratorium Komputer</td>
<td>1 buah</td>
</tr>
<tr>
<td>Kelas XII IPS</td>
<td>Ruang Laboratorium Bahasa</td>
<td>2 buah</td>
</tr>
<tr>
<td>Jumlah</td>
<td>Ruang Kepala Madrasah</td>
<td>1 buah</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pegawai Madrasah :</th>
<th>Ruang</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kepala Madrasah</td>
<td>Ruang Guru</td>
<td>2 buah</td>
</tr>
<tr>
<td></td>
<td>Ruang Tata Usaha</td>
<td>1 buah</td>
</tr>
</tbody>
</table>
In the following list there were teachers who teach in the MAN 1 Magelang:

<table>
<thead>
<tr>
<th>No</th>
<th>Nama Guru</th>
<th>Mata Pelajaran yang Diampu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drs. H.M Masyur Asnawi, Msi</td>
<td>Bahasa Arab</td>
</tr>
<tr>
<td>2</td>
<td>Drs. Sukartono</td>
<td>BK</td>
</tr>
<tr>
<td>3</td>
<td>Drs. Hj. Ary Yuswarsian</td>
<td>Biologi</td>
</tr>
<tr>
<td>4</td>
<td>Drs. Syarif Agus Wijanarko</td>
<td>Geografi</td>
</tr>
<tr>
<td>5</td>
<td>Drs. Edi Prasetyo</td>
<td>Ekonomi</td>
</tr>
<tr>
<td>6</td>
<td>Drs. Hj. Wairoh</td>
<td>Al-Qur'an Hadist</td>
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<tr>
<td></td>
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<td>Hadist</td>
</tr>
<tr>
<td>7</td>
<td>Dra. Hj. Wiwik W. Astuti, M.Pd</td>
<td>Matematika</td>
</tr>
<tr>
<td>8</td>
<td>Dra. Etty Rahmawati</td>
<td>Biologi</td>
</tr>
<tr>
<td>9</td>
<td>Dra. Ning Naningsih</td>
<td>Prakarya/Keterampilan</td>
</tr>
<tr>
<td>10</td>
<td>Dra. Siti Ufah</td>
<td>BK</td>
</tr>
<tr>
<td>11</td>
<td>Drs. Much Muslich, M.Pd</td>
<td>Fisika</td>
</tr>
<tr>
<td>No.</td>
<td>Nama</td>
<td>Keterangan</td>
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<tr>
<td>12</td>
<td>Drs. Suwanto</td>
<td>PKN</td>
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<tr>
<td>13</td>
<td>Dra. Partiningsih</td>
<td>Prakarya/Keterampilan</td>
</tr>
<tr>
<td>14</td>
<td>Dra. Hj. Zulia Nugrahaningsih</td>
<td>Matematika</td>
</tr>
<tr>
<td>15</td>
<td>Drs. Suyoto, M.M</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>16</td>
<td>Dra. Kustanti Indiarti</td>
<td>Prakarya/Keterampilan</td>
</tr>
<tr>
<td>17</td>
<td>Dra. Hj. Nanik Indriyani</td>
<td>Fiqih</td>
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<tr>
<td>18</td>
<td>Hj. Rahayu</td>
<td>Prakarya/Keterampilan</td>
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<tr>
<td>19</td>
<td>Dra. Hj. Latifah</td>
<td>Agi'dah Akhlak</td>
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<td>20</td>
<td>Drs. Mohtar Al dadik</td>
<td>Biologi</td>
</tr>
<tr>
<td>21</td>
<td>Mundakir, S.Pd</td>
<td>Penjas Orkes</td>
</tr>
<tr>
<td>22</td>
<td>Dra. Hj. Ika Sulistiyawati M.Pd</td>
<td>Bahasa Inggris</td>
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<td>23</td>
<td>M. Sulkhan S.Pd</td>
<td>Prakarya/Keterampilan</td>
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<tr>
<td>24</td>
<td>Khoirul Umam, M.Pd</td>
<td>Matematika</td>
</tr>
<tr>
<td>25</td>
<td>Sri Hidayati, S.Pd</td>
<td>PKN</td>
</tr>
<tr>
<td>26</td>
<td>Endang Abri Astuti, S.d</td>
<td>Kimia</td>
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<tr>
<td>27</td>
<td>Ismi Andriati, S.Pd</td>
<td>Prakarya/Keterampilan</td>
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<tr>
<td>28</td>
<td>Catur Endah Suprihatin, S.Pd</td>
<td>Prakarya/Keterampilan</td>
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<tr>
<td>29</td>
<td>Dra. Endranandijah P.</td>
<td>Prakarya/Keterampilan</td>
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<td>Dra. Muayyadah R, MA</td>
<td>Bahasa Indonesia</td>
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<tr>
<td>31</td>
<td>Erni Triani, S.Pd, MA</td>
<td>Bahasa Indonesia</td>
</tr>
<tr>
<td>32</td>
<td>Hj. Fitri Ariyani, S.Pd</td>
<td>Sejarah</td>
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<td>33</td>
<td>Drs. Kadaryono</td>
<td>Penjas Orkes</td>
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<td>Drs. Muh Muhasin</td>
<td>Biologi, TIK</td>
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<td>35</td>
<td>B. Setyogroho, S.Pd</td>
<td>Prakarya/Keterampilan</td>
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<tr>
<td>36</td>
<td>Drs. Syaiful Faizin</td>
<td>Prakarya/Keterampilan, BTA</td>
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<tr>
<td>37</td>
<td>M. Adi Kurniawan, S.Pd</td>
<td>Kimia</td>
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<tr>
<td>38</td>
<td>Ellys Rahmawati, S.Ag</td>
<td>Al-Qur'an Hadis</td>
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<td>39</td>
<td>H.M. N. Huda, S. Ag, M.Pd</td>
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<td>40</td>
<td>Senik, S.Pd</td>
<td>Bahasa Indonesia</td>
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<td>41</td>
<td>Widayatun, S.Pd</td>
<td>Ekonomi</td>
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<td>Utami, S.Pd</td>
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<td>Sri Rahayu B, S.Pd</td>
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<td>45</td>
<td>Purvyono, S.Pd</td>
<td>Seni Budaya</td>
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<td>46</td>
<td>Tri Hartono, S. Ag.</td>
<td>Al-Qur'an Hadis</td>
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<td>Ilmu Hadis</td>
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<td>47</td>
<td>Agus Haryanto</td>
<td>Fisika, TIK</td>
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<td>48</td>
<td>Naelly Rita Saadah, S.Ag</td>
<td>Bahasa Arab, BTA</td>
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<td>49</td>
<td>Haryati, S.Pd</td>
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<td>50</td>
<td>M. Kholil, S.Pd</td>
<td>Prakarya/Keterampilan</td>
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<td>51</td>
<td>Lutfah Iin Setyorini, SS</td>
<td>Bahasa Inggris</td>
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<td>52</td>
<td>Catur Litasari, S.Pd</td>
<td>Sejarah</td>
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<td>Gelar</td>
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<td>54</td>
<td>Nur Salim, S. Ag, MM, Msi</td>
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<td>55</td>
<td>Dwi Erna Hidayati, S.Ag</td>
<td>Fiqih</td>
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<td>Muh As'adi, S.Ag</td>
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<td>Dwi Nita Rosnida N.S.Sos</td>
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<td>Geografi, Ekonomi</td>
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<td>Jatmiko, SS</td>
<td>B.Indo, Sastra Indo</td>
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<td>Dra. Hj. Azmil Laeli Risjidah</td>
<td>Bahasa Jepang</td>
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<td>63</td>
<td>Nur Kholis , S.Pd.I</td>
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<td>Herlina Bayu P. S.Pd.I</td>
<td>Bahasa Inggris</td>
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<td>66</td>
<td>Sri Haryati, S.Pd</td>
<td>Bahasa Inggris</td>
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<td>67</td>
<td>Dra. Komariyah</td>
<td>BK</td>
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<td>68</td>
<td>Madhan Aziz, S.Pd.I</td>
<td>Fiqih</td>
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<td>69</td>
<td>M. Fahmi Najib, SHI</td>
<td>Tafsir, Ushul Fiqih</td>
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<td>Aqidah Akh. Akhlaq</td>
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<td>Drs. Gerry Kustanto, M.Pd.Si</td>
<td>Fisika</td>
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<td>74</td>
<td>Usman Khamidi, S.Pd.</td>
<td>Kimia</td>
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<td>75</td>
<td>Khulatul L., S.Pd.I, M.Pd.I</td>
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<td>Putra Adi Wibowo, M.Pd.</td>
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<td>Nihayatus Sangadah, S.Sos.I</td>
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<td>78</td>
<td>Arieza Eka Esanti, S.Pd.</td>
<td>Sejarah Indonesia</td>
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<td>79</td>
<td>Much. Rikhan Fuadi, M.Pd.Si</td>
<td>SKI</td>
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<td>80</td>
<td>Dwi Susanto N., S.Pd.I</td>
<td>Penjas Orkes</td>
</tr>
<tr>
<td>81</td>
<td>Fitrani Diah Utami, S.Pd.</td>
<td>Prakarya/Keterampilan</td>
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<tr>
<td>82</td>
<td>Nugroho Nur Cahyo, S.Pd.</td>
<td>Bahasa Indonesia</td>
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<td>83</td>
<td>Læli Mafhtukhah, S.Pd.</td>
<td>Bahasa Jawa</td>
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<td>84</td>
<td>Suyanti, S.Pd.</td>
<td>Geografi, TIK</td>
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<td>85</td>
<td>Laela Sangadah, S.Pd.I</td>
<td>Akhlak, BTA</td>
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<td>86</td>
<td>Asyharul Huda, S.Pd.I</td>
<td>Bahasa Arab</td>
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<td>87</td>
<td>Zulfaida Retnani, S.Pd.</td>
<td>Sejarah</td>
</tr>
<tr>
<td>88</td>
<td>Restika Afriyani, S.Pd.</td>
<td>Geografi</td>
</tr>
<tr>
<td>89</td>
<td>M. Abdan Nurfiqin, S.Pd</td>
<td>Sosiologi</td>
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<td>90</td>
<td>Luluk Isna, S.Pd.</td>
<td>Bahasa Inggris</td>
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<td>Muh. Fadholi, S.Pd.I</td>
<td>Bahasa Arab, BTA</td>
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<td>Dwi Budi Ariyanto, S.Pd.</td>
<td>Geografi</td>
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<td>93</td>
<td>Rohmatuloh, S.Pd.</td>
<td>Seni Budaya</td>
</tr>
<tr>
<td>94</td>
<td>M. Agung Aprilian W., S.Pd.</td>
<td>PKN</td>
</tr>
</tbody>
</table>
The researcher was done at first semester in 2014/2015 academic year. It was conducted on November 2014.

This classroom action research was conducted through two cycles. It mean the observing improve student’s writing ability by learning cell technique.

B. Subject of the Research

The object of the research is 11th grade students of Madrasah Aliyah Negeri (MAN) 1 Magelang Jl. Sunan Bonang No. 17 Magelang 56161, Jawa Tengah. This class was chosen because the writing skill is lower and the students less understand about hortatory exposition text. It seen when the teacher asks to make a writing task, a half of the student can make and a half of students make a vocabulary error. Teacher asks to make free writing, most of the students get a good idea.

C. Type of the Research

Writer applied classroom action research (CAR). It is to increase education quality by an action and reflection (Dave Ebbut (1993) in Suwandi (2009:9). In Suwandi (2009:9) according to Kemmis and Mc Taggart (1991) action research is study who use in self improvement, work experience, but it is done by systematic and planned. Arikunto (2007:3) said, teacher give classroom research or guidance for teachers and the student has solved. According to Suharsimi (2007:58) classroom action research are coming from tree word, they are:

1. Research : an activity to find out accuracy some object by using methodology to get data or information that have benefit to improve something with interest and importance for researcher.
2. Action: some a goal of activity where done deliberately, in the research in form activities cycles.

3. Class: a room who there are a group students in the same time, have same lesson from teacher.

The classroom action research was conducted in Madrasah Aliyah Negeri (MAN) 1 Magelang Jl. Sunan Bonang No. 17 Magelang 56161 Jawa Tengah which the goal to increase motivation and ability in writing skill by using hortatory texts.

D. Procedures of the Research

In this classroom research, the researcher uses the Classroom Action Research (CAR) to collecting data. There four main stages of activities in CAR implementation, they are:

1. Planning

In the cycle I the researcher’s activities are doing survey about the writing skill in the eleventh grade in MAN (Madrasah Aliyah Negeri) 1 MAGELANG, Jl. Sunan Bonang No 17 Magelang 56161, Jawa Tengah.

Researcher can found the problems with using text on the hortatory text in the one and second cycles, and the plan implementation of action research and student’s worksheet.

In the cycle II the researcher’s activities still in the MAN (Madrasah Aliyah Negeri) 1 Magelang. Reseacher was found the problem of student’s writing skill. Then reseacher still give plan implementation of action research.
2. Action

In the cycle I and cycle II researcher make a lesson plan. Plan of meeting 2x45 minute of time allocation. Lesson plan can helps researcher to teaching writing skill of eleventh grade og MAN (Madrasah Aliyah Negeri) 1 Magelang, Jl. Sunan Bonang No 17 Magelang 56161.

3. Observation

Cycle I observation, researcher’s activities of learning cell method and hortatory exposition texts media in learning process of wri
ting learning skill.

Reseacher also focus on implementation of the learning sitation. Researcher as a passive participant who make observation.

Cycle II, reseacher’s activities teach learning method in the learning process using hortatory exposition texts as a media in learning process.

4. Reflection

Analysis and interpretation of observation be done in this stage. The conclusion needs to be repaired and improved and who is the target. The result was reviewed of the observations and interpretation of the action that has taken. After that researcher and teacher discuss to determine what action to take in the next lesson.

Thus stages are the element to form cycles, if one round of success events then goes back to the original stages. The successes and obstacles of the actions can see in the location of the undertaken in the first cycles. The design of the second cycle was determined by teachers. According to Arikunto (2007:74), Second cycle, the activity undertake by a range of additional improvement from previous activities, with the goal in improving to know the several of barriers and
difficulties that found in the first cycle. The cycle can describe with the scheme of action research phases as follows:

The scheme of Classroom Action Research

The procedures of the study include the following stages:

1. Planning

   In this stage researcher’s activities are doing the initial survey about the writing skill in eleventh grades Madrasah Aliyah Negeri (MAN) 1 Magelang Jl. Sunan Bonang No. 17 Magelang 56161, Jawa Tengah.

   Analyze issue on this text with reference to relevant theories, to develop appropriate action and class to overcome the problem. Researcher can found
the problems with using text on the hortatory text in the one and second cycles, and the plan implementation of action research and student’s worksheet.

2. Action

Lesson plans can help to done this stage in teaching writing skill of eleventh grades of Madrasah Aliyah Negeri (MAN) 1 Magelang Jl. Sunan Bonang No.17 Magelang 56161, Jawa Tengah. Plan one meeting with 2x45 minute of time allocation in cycle I and cycle II. Conjunction was performed in this stage with observation stage.

3. Observing and evaluating

Observing and interpreting the activity of learning cell method and hortatory text media in the learning process on writing learning skill can done with the conducted to obtain data about the advantages and disadvantages of the implementation of the action.

Researcher also focus on the implementation of the learning situation, teachers can help the activities student’s in learning activity. In this stage, researcher as a passive participant who makes observation.

Researcher stands in front of the classroom to give pretest to students. After that, if students don’t understand about the material researcher can explain the text or material. And researcher discussion with teacher of this action and makes a draft to next action.

4. Reflecting

Analysis and interpretation of observation be done in this stage. The conclusion needs to be repaired and improved and who is the target. The result was reviewed of the observations and interpretation of the action that has
taken. After that researcher and teacher discuss to determine what action to take in the next lesson.

E. Data and Sources of the Data

1. Data

According to Sutopo (2002:73) data is raw essential material that collecting from the world of researcher who studied. Data includes teacher and students activities during the learning process using hortatory text and the word include in the story or the result of writing, and document such as learning process plans, photographs, notes field and student’s task.

2. Source of Data

Sources of data in this observation, researcher can be a resource person (informant), activities, place or location several photograph object, and recordings as well as documents and archives, Sutopo (2002: 50-54).

According Arikunto (2002:114) if researchers using observation techniques, the data of resources usually in the form of objects, motion or any process. From the above options, it can be concluded that the data source in a form of human subjects, objects, motion, or process in which something of the process can be obtained the necessary data. In this study the data sources used, are:

a. Place and events, included teaching and learning to write process of the eleventh grade students of Madrasah Aliyah Negeri (MAN) 1 Magelang.

b. Informants, included students and teachers English of the eleventh grade students of Madrasah Aliyah Negeri (MAN) 1 Magelang.
c. Documents included the implementation of the lesson plans, stories of students and assessments books.

d. Observation is an activity that teachers do in teaching and learning.

F. Technique of Collecting Data

The act of collecting data will be presented as follows:

1. Observation

To carried out gets information about human behavior which occurs in reality with observation. According to Arikunto (1992:189) observation method is a conscious effort to get data in a systematic and standard procedure.

Observation carried out to observe directly in learning writing activities using text of the eleventh grades of Madrasah Aliyah Negeri (MAN) 1 Magelang. Based on the observations can be motivation and ability of students that occurred in the learning.

2. Documentation

According to Guba and Lincoln in Malcong (2006:216), document in the study that used to test, interpret and event predict use a source of data of written material or film.

Document is technique in research with recording and collecting data sourced from archives and documents whose content is to related student’s abilities in writing use text.

3. Interview

According to Nasution (1991:153) interview is a form verbal communication so a kind of conversation that has goal to obtain information.
Using text is also used in interview to determine student’s interest and motivation in writing. Teaching writing and teacher preparation before teaching take place, researcher must retrieve data about the barrier that that teachers face.

4. Test

According Harries (1969:1) test are generally prepared, administered, and scored with one teacher. Nurgiyatoro (1988:56) said the test is a way to make an assessment in the form of assignment to be done to obtain data on student’s values and student achievement is comparable is comparable to that achieved his friends or the standards set. Arikunto (1996:138) test is to measure skill, knowledge, intelligence, ability or talent possessed by individual group use a series of questions exercises or other device.

G. Technique of Analyzing Data

Researcher conduct the action research of teching writing using text series eleventh grade students of Madrasah Aliyah Negeri (MAN) 1 Magelang Jl. Sunan Bonang No.17 Magelang 56161, Jawa Tengah.

In this analysis, researcher uses two techniques, namely comparative analysis and critical analysis. To analyze quantitative data use comparative technique. Suwandi (2009:61) said that in each circle be done with comparing the result of score of writing. Researcher compares the student’s value on cycle I and cycle II, it is known as descriptive statistics. Researcher uses the formula to find the significant differences between the students before and the action, the formula is:

$$Me. = \frac{\sum_{i=1}^{n} x_i}{n}$$
Where:

\( \text{Me} \) : Mean

\( \sum \) : Epsilon

\( \text{Xi} \) : score x to i up to n

\( \text{N} \) : number of subject

While analytic technique related with qualitative data. Analytic techniques include activities to know weakness and strengthen of students and teacher when teaching in learning. Drafting as a basic of result on the action plan for the next stage with exiting cycle.
CHAPTER IV

DATA ANALYSIS

This chapter the researcher fined discussed and analyze. From the analyze data, the finding give detail information about the result of this research. The researcher collects thirty students of the eleventh grade of MAN 1 Magelang in academic year of 2014/2015. The data consisted of pretest and post test of cycle I and cycle II. The data of pretest and post test presents the improvement of writing skill in hortatory exposition text through learning cell.

A. Field Note

The researcher act as the teacher and learning process was observed by her partner in this chapter. The researcher arranged two cycles, in each cycle consist of planning, action, observation, and reflection. The whole steps of this research are explained in the description bellow:

1. Cycle I
   a. Planning

   Before conducting the research, the researcher prepared the instrument of the research, there are as follows:

   1) Lesson Plan

   In order to control the teaching learning process, the researcher used the lesson plan as guidance for the researcher activities in the class.

   2) Material

   In the first cycle, the researcher used topic about “Consume Water to Have Beauty” and “Let’s Make City Clean and Fresh”. The
researcher uses several books as a resource and looking for the material in the internet.

3) Teaching Aid

The researcher prepared some instrument, such as: blank paper and board marker.

4) Sheet of classroom observation

Sheet for classroom observation was prepared in order to know the condition of teaching learning process.

5) Test (pre-test and post-test)

Pre-test is a test that is given to the students before the teaching learning process. Meanwhile, post-test is a test that is given to the students after teaching learning was conducted. The test is the teacher asked to the students to make a simple text about hortatory exposition text and arrange the text to be a good paragraph of hortatory exposition text.

b. The implementation of the action

On Monday, 17 November 2014, the researcher and her partner entered to the English class, the researcher open the lesson by introducing herself and check the students present. In the first meeting, the researcher introduce the mode presentation in studying English especially in learning hortatory exposition text, the researcher use several paragraph and texts before the researcher start to explained the material. Situation in the class as follows:

The Reseacher : “Good Morning guys”
Students : “Morning bu”
The Researcher : “Before we start our lesson let’s say bismillah all
together”

Students : “Bismillahirohmanirohim”

The researcher : ”okay guys, I want to ask you something.

What do you think about this text?”

Students : “this is a story bu,

The researcher : “Can you tell me what kind of this text?”

The students told to the researcher kind of the text, some of kind of the text mentioned, then the researcher wrote the kind of text in white board mode some correction.

The researcher : “All right guys, today we will study hortatory exposition text.”

Before the lesson, she gave the pre-test for students in 20 minutes to make simple paragraph of hortatory exposition without learning cell strategy. She divided the sheets and walk around the class in order to check the students doing the test. Then she found that most of students were confused in organizing ideas, but several students could express their ideas.

The researcher told the students about the topic that day, and then the researcher asked the students about that.

The researcher : “okay guys, today we will discuss about hortatory exposition, have you ever hear about hortatory exposition?”

All of the students just silent, then the researcher asked to the students to open their material and read of hortatory exposition text, the researcher gave explanation about the text.

The researcher : ”Do you know what the purpose of hortatory
Students: "The purpose of hortatory exposition is to persuade the readers or listeners that something should or shouldn’t be the case."

The researcher: "Yeah, great. You can mention it clearly. Do you know the kinds of generic structure of this text?"


The researcher: "Good, now I would like to explain about generic structure and language function of the text.

The researcher explained the generic structure and language function of the text. She shown example of hortatory exposition text to the students and identify generic structure (thesis, argument and recommendation) of the text together.

After the researcher finished explains the material, the researcher decided to give post test. The researcher asked the students to compose hortatory exposition individually based on generic structure and language function of the text.

c. Observation

First cycle, the researcher and her partner observed teaching learning process by monitoring the student’s activity and attention during the action. Observation made at the time of learning hortatory exposition text without using learning cell strategy, observation focused on student’s motivation in organizing ideas in learning writing.
When pre-test going on, the students condition in learning writing is still in low level. It is shows from sheet of observation get by her partner, the students cannot identify generic structure well. They have difficulties to determine the topic and started writing paragraph. But, after the teacher explaining the material, the students can understand the material.

The result of this action, the writer can see that the students were not ready yet in learning hortatory exposition text. Many of them looked confused in organizing the ideas and how to start write paragraph.

The partner also observed the student’s activity in asking, answering question, giving feedback, and preparing to write a paragraph. In this action, many of them were silence in the class, only several students who have answer the teacher question.

To know there is a significant improvement of writing, the writer analyzes by using t-test calculation from the result of pre-test and post-test. Before analyzing t-test, the writer will show the data presentation of pre-test and post-test.

1) The scores of pre-test and post-test cycle I

<table>
<thead>
<tr>
<th>NO</th>
<th>Names of Students</th>
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<th>Post-test I (Y)</th>
<th>Post-pre (D)</th>
<th>D²</th>
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</tr>
<tr>
<td></td>
<td>Name</td>
<td>Marks</td>
<td>Pre-Test</td>
<td>Post-Test</td>
<td>Total</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>-------</td>
<td>----------</td>
<td>-----------</td>
<td>-------</td>
</tr>
<tr>
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<td></td>
<td>Jumlah</td>
<td>1949</td>
<td>2693</td>
<td>744</td>
<td>21332</td>
</tr>
</tbody>
</table>

2) Mean of pre-test I

\[
M = \frac{\sum x}{N}
\]

\[
M = \frac{1949}{30}
\]

\[M = 64.96\]
3) Mean of post-test I

\[ M = \frac{\sum x}{N} \]

\[ M = \frac{2693}{30} \]

\[ M = 89.76 \]

a) Mean of pre-test = 64.96

b) Mean of post-test = 89.76

c) Mean of pre-test ≤ than post test

d) There is an improvement of writing hortatory exposition text

between pre test I (before the action) and the post test I (after action)

4) SD of post-test and pre-test

\[ SD = \frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2 \]

\[ SD = \frac{21332}{30} - \left( \frac{744}{30} \right)^2 \]

\[ SD = \sqrt{711.067 - 615.04} \]

\[ SD = \sqrt{96.027} \]

\[ SD = 9.80 \]

5) T-test calculation

\[ T = \frac{\frac{\sum D}{N}}{\frac{SDD}{\sqrt{N-1}}} \]

\[ T = \frac{\frac{744}{30}}{\frac{9.80}{\sqrt{30-1}}} \]
\[ T = \frac{24.8}{5.39} \]

\[ T = 4.60 \]

It means that if the calculation is greater than \( T \)-table with level of signification 20%, so null hypothesis is rejected. Ha (alternative hypothesis) there is significant influence between pre-test and post-test.

d. Reflection

In cycle I, the researcher asked the students to compose text hortatory exposition individually. The student’s problems are on grammar, vocabulary, and organizing ideas. Organizing ideas is important because it influences academic writing.

From the hortatory exposition text were written by students, the writer analyzes the bases for revising paragraph by using unity and coherence. The writer finds some lack of unity of student’s paragraph. There are several students who are composing paragraph not unified. The main reasons are many of them include irrelevant statement and it is not supporting topic sentences. While, the students who are composing paragraph unified are several students.

In composing paragraph, coherence is important way to persuade the reader to understand the content of paragraph. The writer analyzes that students paragraph in cycle I is incoherence, because they are only use transition to connect the statement.

After analyzing the result of cycle I, the writer can conclude that the researcher should creative in giving explanations because there are some
students who confused and did not understand about hortatory exposition. The researcher should have strategy to teach writing. Actually, the students did not like learning writing especially to write paragraph. The researcher also has to be more careful in correcting students writing sheet about vocabulary and grammar.

Writer also found the score of students that have low score from KKM (Kriteria Ketuntasan Minimal). The KKM of this lesson is 7.5 and the students who have score more 7.5 there are 40% from 30 students. Then there are 60% from 30 students who get less score from KKM. So in cycle I students does not reach the KKM. From this result the writer should continue to the cycle II.

2. Cycle II

Based on the result of cycle I, it is necessary for the teacher to continue the next cycle:

a. Planning

The activities are prepared:

1) Lesson plan as a guide for a teacher, activities in the class, so teaching and learning process can be controlled

2) Material

3) Teaching aids (Learning cell strategy)

4) Sheet of classroom observation

5) Test (pre-test and post-test)

b. The implementation of the action

On Tuesday, 18 November 2014 the researcher and her partner entered the class to teach english. In second action, the researcher revised the
teaching learning process in cycle I where students still have difficulties in determining the appropriate word in writing. The researcher introduced the mode of presentation study writing using learning cell strategy. Before the lesson, she gave post-test for the students to make simple hortatory exposition text and giving 20 minutes to finish it. During the students did the test, her partner observed learning process in the class and check the student’s task. After pre test, she began to teach.

The next lesson is learning hortatory exposition throught learning cell combining grouping.

Researcher :” Have you ever heard about learning cell?”

Students :” Not yet miss”

Researcher :” What do you thing about learning cell?”

Students :” it is about biology material miss.”

(one of student give answer)

Researcher :” hmmm, Learning cell is shown in some cooperative learning in group and work together every group, where the students makes paragraph and question then ask and answers the question to their passengers based on the text.”

To make the students understand, the researcher gave an example of learning cell and explained to the students how to write hortatory exposition using learning cell strategy and give an example in the form outline using of learning cell strategy and developed the outline to be a paragraph and make a answers from that paragraph.

The researcher also asked to the students related material that discussed yesterday.
Reseacher :"Do you still remember about hortatory exposition that discussed yesterday.”

Students :"Yes miss.”

Reseacher :"can you tell me what the generic structure of hortatory exposition?”.

Students :"Thesis, Argument and recommendation”.

Reseacher :"good, you can remid it”?.

The reseacher asked the students to open their book and the teacher reviewed explanation about hortatory exposition to remind the students generic structure and generic features of hortatory exposition.

Reseacher :"Do you still remem ber the material?”

Students :"Yes miss.”

Reseacher :” Is there any question?”

Students :"Nothing miss”.

Reseacher :"Now, i will divide you to be a partner, choose your own partner.”

Students :” Yes, mom.”

Reseacher :”Okay, now I will give you a sheet of paper to compose Hortatory exposition text.”

Students :” Membuat paragraph lagi bu?”

(Composing paragraph again mom?) asked one of students.”

Reseacher :"Yes, do you understand?”

Students :"Not yet mom.”

Reseacher :"I will explain to you again.”
The researcher explains the material once more to understand the students who still confused. After the students understood the material and be able to use learning cell to write paragraph based on the topic and write question and answers, the teacher gave the students post test to measure student’s ability in writing.

Researcher :”Any question so far?.”

Students :”Nothing mom.”

Researcher :”Okay now, let’s make a paragraph using generic structure.”

Students :”Okay mom”(almost of students felt enthusiastic to do the task)

Researcher :”Before all of you start the task, please listen to me. Don’t forget to make the theme in the central.”

Students :”Yes mom”.

Students finished the task and the collected it to the researcher in several minutes.

c. Observation

Observation was also carried out during the implementation of action in second cycle. Based on the field note that has been written by her partner, the researcher can see that the students seemed more active in the class, they gave their opinion about the text, but some of them still difficulties in organizing ideas and how to start write the text. Learning cell can helped the students to make paragraph with their partner.

The writer still obtained the field note from her partner in action II. The partner onservered the researcher the teaching learning process and
students activity during the action. The student’s condition still get
difficulties in organizing ideas, finding a topic, and how to ends their
paragraph when the pre-test was going on. The students can not identify
thesis, argument and recommendation well. The lack of knowledge make
them difficult to explore their ideas. After the researcher gave post-test, the
student’s condition more than before.

Compared with cycle I, the results of post-test and pre-test also
increase in cycle II. The writer will calculate the results of post-test and pre-
test in cycle II, are as follows:

1) The results of results of pre-test and post-test cycle II

<table>
<thead>
<tr>
<th>NO</th>
<th>Names of Students</th>
<th>Pre-Test II (X)</th>
<th>Post-test II (Y)</th>
<th>Post-pre (D)</th>
<th>D²</th>
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<td>22</td>
<td>Roqia Rohmah</td>
<td>70</td>
<td>95</td>
<td>25</td>
<td>625</td>
</tr>
<tr>
<td>23</td>
<td>Safina Rohma</td>
<td>78</td>
<td>87</td>
<td>9</td>
<td>81</td>
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<tr>
<td>24</td>
<td>Septian T.W Putra</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
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<tr>
<td>25</td>
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<td>50</td>
<td>72</td>
<td>22</td>
<td>484</td>
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<tr>
<td>26</td>
<td>Siti Rahmadhania</td>
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<td>97</td>
<td>37</td>
<td>1369</td>
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<td>27</td>
<td>Siti Solichatul Muti'ah</td>
<td>72</td>
<td>97</td>
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<td>28</td>
<td>Umar Shadiq</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
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<tr>
<td>29</td>
<td>Wahyu Candra S.</td>
<td>60</td>
<td>80</td>
<td>20</td>
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<tr>
<td>30</td>
<td>Zamzam Aditya S.</td>
<td>65</td>
<td>79</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td></td>
<td><strong>Jumlah</strong></td>
<td>1975</td>
<td>2451</td>
<td>476</td>
<td>9044</td>
</tr>
</tbody>
</table>

2) Mean of pre-test II

\[ M = \frac{\sum x}{n} \]

\[ M = \frac{1975}{30} \]

\[ M = 65.83 \]

3) Mean of post-test II

\[ M = \frac{\sum x}{n} \]

\[ M = \frac{2451}{30} \]

\[ M = 81.7 \]

4) SD of post-test and pre-test II

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD = \sqrt{\frac{9044}{30} - \left(\frac{476}{30}\right)^2} \]

\[ SD = \sqrt{301.47 - 242.32} \]

\[ SD = \sqrt{59.14} \]

\[ SD = 7.70 \]
5) T-test calculation

\[ T = \frac{\frac{\hat{D}}{N}}{\sqrt{\frac{\text{Var}(D)}{N-1}}} \]

\[ T = \frac{\frac{467}{50}}{\sqrt{\frac{7.70}{39-1}}} \]

\[ T = \frac{15.57}{\sqrt{19}} \]

\[ T = \frac{15.57}{5.99} \]

\[ T = 15.57 \]

\[ T = 1.42 \]

\[ T = 10.97 \]

d. Reflection

The student’s work are rather than the last meeting in composing paragraph in this cycle. But, is there some students who could not make a paragraph, this happened because organizing ideas in make hortatory exposition text needs a special skill and the students did not competely understand on it.

The paragraph composed by the students is better than in last cycle on this action. The students could arrange the sentences with parallel structure, they also used transitional word to connect one sentence to other, so the paragraph called coherence. In other side, the writer still found problems in student’s paragraph, sometimes the students did not coherence.

After analysis the result of cycle II, the writer can conclude that the teacher should more creative in applied learning cell to students interested
in learning writing. The writer should apply learning cell strategy clearly. It means that the writer should be understood about the learning cell strategy. Accordingly, the implementation this strategy can be understood easily and clearly. The writer gives evaluation after lesson in order to measure student’s improvement after this strategy was applied.

From score cycle II the writer found the students who get score more from KKM 7,5. There are get score more from KKM, there are more 90% from 30 students. From the result, so the writer should not continue to cycle III. It is enough at cycle II. Student’s score in cycle II have more from KKM 7.5.

B. Discussion

From the result of analyze in cycle I, and cycle II, the writer can analyze the students improvement from cycle I and cycle II. The improvement:

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>64,96</td>
<td>65,83</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>89,76</td>
<td>81,7</td>
</tr>
<tr>
<td>2</td>
<td>T- Table N=30</td>
<td>2,08</td>
<td>2,08</td>
</tr>
<tr>
<td>3</td>
<td>T-calculation</td>
<td>4,6</td>
<td>10,97</td>
</tr>
</tbody>
</table>

From the table above show that t-calculation from cycle I and cycle II there is significant between pre- test and post-test. So the writer concluded that learning cell strategy give influence in improving writing skill.

To know student’s raising in each cycles, the writer describe diagram chart, are as follow:
From the diagram above, can be seen that using learning cell strategy can improve student’s ability in writing. With t-calculation can be seen the result of test increased for each cycle. Cycle I is 4,6 and cycle II is 10,97. The percentage of increasing of score for each cycle are cycle I is 8,2% and cycle II is 25,9%. The test above can be proven by the result.

The implementation of learning cell strategy can improve the student’s writing skill especially to develop their paragraph easily. The implementation from the result of the student’s paragraph hortatory exposition written in the classroom can be examined. The students encountered many difficulties in develop their paragraph hortatory exposition text before the strategy was implemented. They could not make the paragraph based on generic structure correctly and confused to develop their idea. Train with learning cell strategy helped the students to produce hortatory exposition text that was comprehensible.

The proof that the student’s writing skill had an improvement can also examined from the score in each cycle has increased. The student’s score was also considered as one indicators of the improvement. The result of the student’s work in cycle I and cycle II had improved. Some improvement in content, the organization,
the style, the language and system of writing were able make by students. The improvement done by the students influenced their score.

The score of post-test which is greater than pre test means that mastering the english writing of the students had been increased after using learning cell in english teaching learnig process. Therefore, in appropriate with the situation and condition of Madrasah Aliyah Negeri (MAN) 1 Magelang in using learning cell strategy in english teaching learning process.
CHAPTER V
CLOSURE

A. Conclusion

Result of the research in Madrasah Aliyah Negeri (MAN) 1 Magelang show that:

1. The students of Madrasah Aliyah Negeri (MAN) 1 Magelang can make text of hortatory exposition, it can be seen that they can make paragraph hortatory exposition text then they can make thesis of text with no problems. They can organize their idea in composing hortatory exposition text, they also can compose paragraph based on generic structure of hortatory exposition text.

2. The student’s reason of eleventh grade in Madrasah Aliyah Negeri (MAN) 1 Magelang understand and can make text hortatory exposition can be seen they can organize the generic structure of hortatory text and they also can develope their paragraph using their ideas. The students of Madrasah Aliyah Negeri (MAN) 1 Magelang also can make hortatory exposition text in group, they can be done the examined with their thinking.

3. Learning writing before using learning cell strategy in english teaching process can not attract by students, it caused student’s score in english is less. But, after implementing learning cell strategy in teaching writing can improve student’s score. When it compared between pre-test and post-test, they know that post test is greater then pre-test. This indicates by student’s score from the result of pre-test in
cycle I is 64,96 and cycle II is 65,83. While, score of post-test in cycle I 89,76 and cycle II is 81,7. It means that the use of learning cell can improve the student’s writing skill. The score of T-calculation for each cycle are, cycle I is 4,6 and cycle II is 10,97. The percentage of increasing of score for each cycle are, cycle I 8,2% and cycle II is 25,9%.

B. Suggestion

Based on the data that have been found in research, there are some suggestion to describe as follows:

1. In teaching writing, it is better for English teacher, especially at to teach writing strategies and writing paragraph, in order to the students can understand the use of writing strategies in composing paragraph.

2. In applying learning strategy, the writer needs a better preparation. Moreover, the teacher should be able to determine and choose the topic which is associated with learning cell.

3. The writer should apply the appropriate method in order to give students get new experience, concept and better skill.

4. This research needs a further research to get a better result and improvement in implementation to other school, due to this research in the eleventh grades of Madrasah Aliyah Negeri (MAN) 1 Magelang in first semester.

It is suggested for other researchers to investigate other methods in helping students to increase comprehending of hortatory exposition text.
REFERENCES


*Cumulative t distribution calculator* by Jan de Leeuw of UCLA.
CURRICULUM VITAE
1. Personal Identity:

Name : Sofi Fajaryani
Sex : Female
Date and Place of Birth : Magelang, September 1st, 1990
Address : Demesan Girirejo Tempuran Magelang
Region : Islam
Mobile Phone : 082227303019
Health : Excellent
Height/Weight : 150 cm/ 47 kg

2. Education Background

R A Masyithoh Jogomulyo Tempuran Magelang graduated 1997
SD Negeri 1 Girirejo Tempuran Magelang graduated 2003
SMP Negeri 1 Tempuran Magelang graduated 2006
SMA Negeri TIDAR Magelang graduated 2009
State Institute for Islamic Studies (IAIN) Salatiga
Collaborator Data

Name: Herlina Bayu Purbosari, S.Pd.I
Date of Birth: Magelang, Januari 19th 1981
Address: Jalan Magelang-Purworejo km 11, Punduhsari, Tempurejo, Tempuran, Magelang.
Job: English Teacher in MAN (Madrasah Aliyah Negeri) Magelang
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : Madrasah Aliyah Negeri (MAN) 1 Magelang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/II
Alokasi Waktu : 2 x 45 menit
Aspek/Skill : Menulis (Writing)

Standart Kompetensi: Mengungkapkan makna dalam teks tertulis transaksional dan interpersonal resmi dan berlanjut dalam konteks kehidupan sehari – hari.

Kompetensi Dasar : Mengungkapkan makna dalam teks tertulis transaksional dan interpersonal resmi dan berlanjut dengan menggunakan ragam teks secara akurat, lancar dan berterima dalam konteks kehidupan sehari – hari.

Indikator :

- Menulis teks essai dalam bentuk paragraph hortatory exposition text.
- Memahami generic structure dari paragraph yang berbentuk hortatory text.

Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- Menulis teks essai dalam bentuk paragraph hortatory exposition text
- Mampu menyampaikan hasil menulis hortatory text didepan kelas.
Pengembangan Karakter

Macam-macam karakter yang dikembangkan yaitu:

- Dapat dipercaya (Trustworthines)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)

Materi Pembelajaran

Definioin of hortatory exposition

Hortatory Exposition text is text to persuade the readers or listener that something should or shouldn’t be the case. Hortatory exposition is classified as argumentation. The last paragraph of Hortatory Exposition makes different from analytical exposition. The analytical exposition closes the paragraph with the restatement of the writer’s thesis. On hortatory exposition will be ended a strong recommendation.

The generic structure of hortatory exposition text:

a. Thesis: the writer’s point of view about the topic discussed. Preview of the argument that will follow in the next section and a question or emotional

b. Argument: the series of argument which strengthen the thesis stated before.

c. Recommendation: the writer gives recommendation to the readers.

The Grammatical Features of Hortatory Exposition Text

g. Use of simple present tense.

h. Use of subjective opinion using pronoun I or we.

i. Use of mental processes to state what happens.

j. Use of relational processes to state what it should or shouldn’t be.

k. Use of passive sentence.

l. Connective, such as firstly, secondly.
The Purpose of Hortatory Exposition Text

Basically the purpose of hortatory exposition text is to persuade the readers or listeners that something should or shouldn’t be the case. The different of analytical and hortatory exposition is on the term of its generic structure in the last part that is called reiteration in analytical and recommendation in hortatory exposition. The function of both is quite different. In analytical exposition, reiteration is used to give emphasize on the writer’s opinion by restating point of view. While in hortatory exposition, recommendation is used to give advice or such a suggestion to the readers to make a choice by considering the presented argument. In short the purpose of hortatory exposition text is to argue a case for against a particular position or point of view and it purpose a suggestion in the end of the argumentation. Some examples of hortatory exposition are: editorial, letter to the editor, and letter to a politician.

Metode Pembelajaran

Group Discussion

Langkah-langkah Kegiatan

Langkah – langkah kegiatan pembelajaran tatap muka:
1. Kegiatan Pendahuluan (5 Menit)
   - Memberi salam, beramah tamah (nilai yang ditanamkan ; sopan santun, religious)
   - Mengabsenkan kehadiran siswa (nilai yang ditanamkan ; disiplin, peduli)
   - Menggali pengetahuan siswa mengenai bagaimana cara menggambarkan sesuatu (nilai yang ditanamkan ; kreatif)
   - Guru memberitahukan siswa tentang tujuan pembelajaran.
2. Kegiatan Inti
   2.1 Eksplorasi
   - Dalam pelaksana cycle I guru masih melaksanaan kegiatan mengajar tanpa menerapkan learning strategy.
   - Guru akan memberi pertanyaan seputar hortatory exposition text, misal “apa yang kalian ketahui dengan hortatory exposition text?, pernahkah kalian belajar text tentang hortatory?”
   - Guru memberikan pre-test kepada siswa berupa multiple choise and essay.
• Guru menjelaskan paragraph hortatory termasuk generic structure, language future dan tujuan dari hortstory exposition teks.
• Guru membagi siswanya menjadi beberapa kelompok yang setiap kelompok terdiri dari 2 atau lebih siswa, setelah pre-test dan penjelasan tentang materi tersebut.
• Guru memberikan post-test kepada siswa berupa essay.

2.2 Elaborasi
• Guru akan memberi soal untuk mengukur sejauh mana mereka mengetahui tentang hortatory exposition.
• Siswa mengerjakan pre-test cycle I yang diberikan oleh guru.
• Siswa mengerjakan pre-test cycle I secara mandiri.
• Setelah siswa mengerjakan pre-test cycle I, lalu guru menjelaskan tentang hortatory teks termasuk generic structure, language future dan tujuan hortatory exposition text.
• Siswa mengerjakan post-test cycle I yang telah diberikan guru.
• Pada tahap pre-test cycle II, guru akan memberikan pre-test untuk mengukur sejauh mana ingatan mereka tentang hortatory exposition text yang diberikan pada cycle I.
• Guru akan menerapkan learning cell strategy dengan membagi siswanya menjadi beberapa group.
• Setiap group akan mendapat soal post-test pada cycle II dan learning strategy diterapkan oleh guru.

2.3 Konfirmasi
• Masing-masing perwakilan kelompok menyampaikan jawaban dari kelompoknya masing-masing.
• Memberikan feedback dari semua penampilan.
• Menyuruh siswa untuk menyimpulkan apa yang telah dipelajari hari ini.
• Menyampaikan rencana pembelajaran untuk pertemuan selanjutnya.
• Menutup dengan beberapa motivasi untuk kedepan lebih baik.
• Mengucapkan salam penutup.

Sumber Belajar
A. Choose the correct answer by crossing (x) a, b, c or d!

**Text 1**

Smoking in a restaurant does not only give the bad impact to the active smokers but also the passive ones.
Smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul-smelling smoke.

Besides, smoking harm the others especially passive smokers, that is, breathing in smoke made by a smoker, can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smoker. Cigarettes cause heart and lung disease and people do not smoke anywhere, not just in restaurants.

Regarding to the bad impacts, smoking must not be allowed in any restaurants.

---

1. The communicative purpose of the text is to…
   A. Explain how the smoking can be dangerous
   B. Retell about some positive effects of smoking
   C. Persuade readers with the smoking risk
   D. Describe how the smoking is not allowed
   E. Persuade readers that smoking must be banned

2. How many argument stated in the text?
   A. One
   B. Two
   C. Three
   D. Four
   E. No one

3. Where is the recommendation in the text?
A. First Paragraph
B. Second Paragraph
C. Last Paragraph
D. Second Sentence
E. Third Sentence

4. What is the main idea of the second paragraph?
   A. Smoking in a restaurant is rude to do
   B. Passive smoking is made by a smoker
   C. Cigarettes cause heart and lung disease
   D. Smoking in restaurants must not be allowed
   E. The smell of the smoke affects all people

5. Is there any event in the text above?
   A. No, they are not
   B. Yes, they are not
   C. No, there is not
   D. Yes, it is
   E. Yes, there is

B. Arrange the sentences in to a good paragraph!

1. Space travel should be stopped for many reasons.
2. Stop space before it destroys the earth.
3. Secondly, it costs billions and billions dollars everyday just to put fuel into rockets.
4. Further, space travel is altering the world’s weather pattern as evidenced by the record of high temperatures this summer in Cobar.
5. Firstly, it is totally unsafe as proven by the Colombia Space Shuttle disaster. Thousand people have been killed in accidents.
6. Professor Smith from the Spend Money on People Space Association agrees that space travel is a waste of time and money.
7. Everyone knows that if God wanted us to fly in space we should have been born with space suits.

C. Answer the question with right answers!

1. What is definition about hortatory exposition text?
2. What is the purpose of hortatory exposition text?
3. Can you give generic structure of hortatory exposition text? What are they?
4. Where is the location of thesis? (first paragraph or last paragraph)
5. Can you explain what the grammar use on the hortatory exposition text is?
I. Choose the correct answer by crossing (x) a, b, c or d!

Text 1
When a person old enough to be responsible for a crime? This question needs to be investigated because the current law is not good enough.

The law at present protects children aged between ten years and four years from being punished for committing crimes. It is believed that children under fourteen years are too young to realize the seriousness of their crimes. Mr. Stephen Scarlett, head of the NSW Children’s Court, describes how clever young offenders use this defense, saying that they are too young to understand that they have broken the law. Mr. Scarlett, an expert on this subject, states that the age should be dropped from fourteen to twelve years. I agree with this.

Teenagers these days are far more sophisticated than those in the past. The law should recognize this. In a recent survey some people suggested that the age for being responsible for a crime should be dropped to eight years old. This, I feel, is too young. Fourteen, however, is too old. Is there anyone who believes that a fourteen-year-old does not know that it is against the law to steal or vandalize property? By the age of twelve, children are aware of what is legal and what is not.

Public pressure creates change. It is now up to the public to put pressure on the government to change the age at which a person may be held responsible for a crime from fourteen years to twelve years. Out of date laws have no place in a modern society, especially one that needs people to be responsible for their actions.

1. What does the text above talk about?
   A. When a person is old enough to be responsible for a crime
   B. When a person is being punished for committing crimes
   C. When children are too young to be responsible for a crime
   D. When a person is too old to be responsible for a crime
   E. When do teenagers realize the seriousness of their crimes

2. How many arguments in the text above?
   A. One
   B. Three
C. Four
D. Two
E. Five

3. In what paragraph do we find the recommendation of the text above…..
   A. In the first paragraph
   B. In the second paragraph
   C. In the third paragraph
   D. In the fourth paragraph
   E. In the fifth paragraph

4. What type of genre does the text belong to?
   A. Hortatory Exposition
   B. Report
   C. Description
   D. Analytical Exposition
   E. Narrative

5. The part of the text which states what ought or ought not to happen is called……
   A. Thesis
   B. Argument
   C. Elaboration
   D. Reiteration
   E. Recommendation

D. Arrange the sentences in to a good paragraph!

1. Smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul-smelling smoke.
2. Finally, smoking is dangerous and a health risk to the smoker. Cigarettes cause heart and lung disease and people do not smoke anywhere, not just in restaurants.
3. Besides, smoking harm the others especially passive smokers, that is, breathing in smoke made by a smoker, can lead to asthma attacks and even cancer.
4. Smoking in a restaurant does not only give the bad impact to the active smokers but also the passive ones.
5. Regarding to the bad impacts, smoking must not be allowed in any restaurants.

E. Answers the question with a right answers!

1. What is definition about hortatory exposition text?
2. What is the purpose of hortatory exposition text?
3. Where is the location of thesis? (first paragraph or last paragraph)?
4. Can you explain what the grammar use on the hortatory exposition text is?
5. Can you give generic structure of hortatory exposition text? What are they?
Soal Pre-test

A. Please arrange and rewrite the following paragraph into the correct hortatory exposition text!

1. A good understanding toward the importance of reading can be achieved by well organized and effective campaign. To plant an understanding in a generation’s minds is not an easy job. It needs a hard work from all components of the nation, especially the government. A serious campaign which is organized by the central and local government can help common people wake up and stand to face the real competition. The campaign can be done through various kinds of mass media such as TV, radio, booklets, bulletins, newspapers, magazines. It can also be conducted by teachers, parents and all people who care.

2. Reading is important to transform knowledge and technology. By reading, one knows the world. He or she will understand what he doesn’t see by himself or herself. The lines of the paragraphs in an article contain pieces of knowledge. The knowledge is needed to improve the quality of human’s life. Technology transformation from other country can only be done by reading a lot various sources of literature. Valuable books in libraries and bookstores mean nothing if they are not read.

3. Let's Make Campaign Of Reading

4. Therefore, a nation-wide effective campaign of the importance of reading by all components of the nation should be done, facilitated by the government, to face the tighter competition. The world has forced globalization. Those people with little knowledge will be left behind. To speed up the better change in this country, a good reading habit is really important.

5. Realizing the importance of reading will make someone motivated to read. When we know that something is very important because it can give us valuable information, we will try to get or do the thing. For example, a businessman who always follows latest information or news will know what to do in his/ her business. He will make a good decision to make a transaction. Most people in all developed countries have realized the
importance or reading and they have good reading habits. In bus and train stations, vehicles, waiting rooms, parks, people like reading. They enjoy reading which gives them valuable knowledge and inspiration.

6. Reading habit is poor among Indonesians because most people haven’t realized the importance of reading.

B. Do you find a recommendation and argument from paragraph above? Please rewrite!

Soal Post-test

Write it!

1. Please make your own hortatory exposition to show your opinion and give a good recommendation!
2. Please explain your answers in front of the class with your partner!

Rubric penilaian writing:

PEDOMAN dan RUBRIK PENILAIAN (Writing Competence)

<table>
<thead>
<tr>
<th>KRITERIA</th>
<th>SKOR</th>
<th>DESKRIPSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple choice</td>
<td>1-10</td>
<td>Setiap yang benar mendapat point 2 dan apabila salah mendapat nilai 1 tidak ada jawaban 0.</td>
</tr>
<tr>
<td>Menyusun paragraph</td>
<td>20-15</td>
<td>Very good: Komunikasi efektif, sangat konsisten dengan bentuk khusus,ungkapan tertera</td>
</tr>
<tr>
<td>Nilai</td>
<td>Deskripsi</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>15-10</td>
<td>Good: Komunikasi cukup efektif, umunya konsisten, organisasi dan urutan ungkapan umumnya tertata dengan baik dan teratur, hubungan antar bagian teks umumnya jelas.</td>
<td></td>
</tr>
<tr>
<td>10-5</td>
<td>Fair: Komunikasi kedang cukup efektif bentuk teks khusus kadang terabaikan, penataan ungkapan kadang sulit didikuti, hubungan antar bagian teks kadang tidak jelas.</td>
<td></td>
</tr>
<tr>
<td>5-0</td>
<td>Inadequate: Komunikasi tidak efektif, maksud tidak jelas, tidak mengikuti bentuk teks khusus, penataan dan urutan ungkapan antar bagian teks tidak jelas.</td>
<td></td>
</tr>
</tbody>
</table>

Menjawab essay

<table>
<thead>
<tr>
<th>Nilai</th>
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<tbody>
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<td>0-20</td>
<td>Apabila menjawab pertanyaan dengan sempurna setiap nomor akan mendapat nilai 2 tapi apabila salah dan kurang komunikatif akan mendapat nilai 1 dan tidak sama sekali</td>
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| Kelayakan bentuk (sejauh mana tulisan memenuhi aturan-aturan bentuk spelling, kerapian, dll) | 20-18 | dijawab akan mendapat nilai 0.  
Excellent to very good: Layout, spelling, verb conjunction, punctuation, accents, agreements, capitalization, dan neatness sangat memenuhi aturan-aturan teks (genre). |
<table>
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<td></td>
<td>17-16</td>
<td>Good: Layout, spelling, verb conjunction, punctuation, accents, agreement, capitalization, dan neatness umumnya memenuhi aturan—aturan teks (genre).</td>
</tr>
<tr>
<td></td>
<td>15-14</td>
<td>Fair: layout, spelling, verb conjunction, punctuation, accents, agreements, capitalization, dan neatness sebagian memenuhi aturan-aturan teks (genre).</td>
</tr>
<tr>
<td></td>
<td>13-12</td>
<td>Inadequate: layout, spelling, verb conjunction, punctuation, accents, agreements, capitalization, dan neatness umumnya tidak memenuhi aturan-aturan teks (teks).</td>
</tr>
<tr>
<td></td>
<td>11-0</td>
<td>Inaceptable: Layout, spelling, verb conjunction, punctuation,</td>
</tr>
</tbody>
</table>
Mengetahui,

Guru Mapel Bahasa Inggris

Magelang, 16 November 2014

Mengetahui,

Peneliti,

Guru Mapel Bahasa Inggris

(Herlina Bayu P. S.Pd.I) (Sofi Fajaryani)

NIP. NIM: 11310097