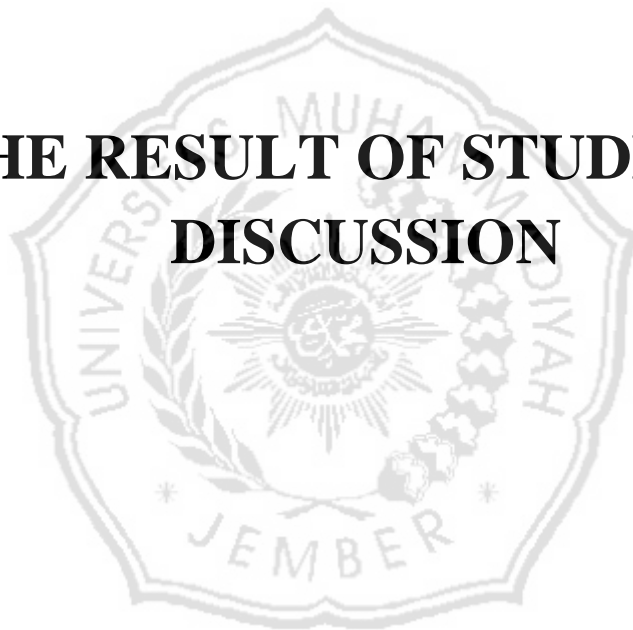


RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATOR	DATA RESOURCE	RESEARCH METHOD	HYPOTHESIS
Improving the Writing Hortatory Exposition Text Using Roundtable Technique at Eleventh Grade in SMA Negeri 1 Bangorejo in the Academic Year 2018/2019	How does the roundtable technique contribute to improve writing hortatory exposition?	<ol style="list-style-type: none"> Independent variable : Teaching students' ability in writing hortatory exposition text by using roundtable technique Dependent variable: The students' writing hortatory exposition 	<ol style="list-style-type: none"> Teaching students' writing ability in writing hortatory exposition text Writing Hortatory Exposition <ul style="list-style-type: none"> Comprehending about writing hortatory exposition Perceiving a topic that given by the teacher Completion : giving argument that can influence the reader to do actions in accordance with the topic. 	<ol style="list-style-type: none"> Respondents : The eleventh students of SMA Negeri 1 Bangorejo in the academic year 2018/2019. Research informant : Headmaster, teacher, students of SMA Negeri 1 Bangorejo Documents 	<ol style="list-style-type: none"> Research Subject: Students XI IPS 1 Research Location: SMA Negeri 1 Bangorejo Research Design Classroom Action Research Cycle : <ul style="list-style-type: none"> Planning Acting Observing Reflecting Data Collection <ul style="list-style-type: none"> Test Observation Interview Documentation Learning Competences Formula: 	Students ability in writing hortatory exposition are improved by implementing Roundtable Technique

				<p>that support data</p> <p>4. Relevant literature</p>	$P = \frac{n}{N} \times 100 \%$ <p>Note:</p> <p>P = The percentage of students learning</p> <p>n = The number of students completed</p> <p>N = The number of all students</p> <p>Students Activity Formula :</p> $P = \frac{N}{M} \times 100 \%$ <p>P = The percentage of learning competences</p> <p>N = The number of scores obtained</p> <p>M = Maximum score amount</p>	
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**THE RESULT OF STUDENTS
DISCUSSION**









LESSON PLAN

School : SMAN 1 Bangorejo
Subject : Bahasa Inggris
Class : XI IPS 1
Semester : 1
Meeting : 3
Time Allocation : 2x 45 minutes

I. Standard Competence

Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

II. Basic Competence

KD 12.2

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *narrative*, *spoof*, *hortatory exposition*

KI 12.2.1

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *hortatory exposition*

III. Indicators

Students are able to arrange *hortatory exposition* text according to the generic structure

IV. Learning Objectives

At the end of learning students are able to:

Arrange hortatory exposition text according to the generic structure

V. Learning Materials

Hortatory exposition is a text which represent the attempt of the writer to have the addressee do something or act in certain way.

Make an essay by following theme” Using Handphone in this Era”

VI. Learning Method

Approach : Communicative Approach

Method : Contextual Teaching Learning

Technique : Roundtable

VII. Learning Activities

Initial Activities

1. Greeting
2. Praying
3. Checking student attendance
4. Deliver the learning goals

Core activities

1. In this stage, the students will be divided in group of seven so each group consists of four or five students.
2. Then, teacher will name their group by A, B, C, D, E, F, and G.
3. Then, teacher explain about roundtable structure first before they have to apply roundtable structure during teaching learning process, So, teacher hope that students can understand what they have to do and make them understand the lesson well.
4. Next, teacher distributes one paper and one pen for one group.
5. Teacher poses a topic entitled why people should exercise.
6. Teacher actually asks them to write their arguments based on the theme given “Why People should Exercise” writing in hortatory exposition text.

7. Then, the teacher will choose some volunteers randomly to present the result of discussion in whole class.
8. Teacher asks the students to write their own hortatory exposition text by applying the steps of good writing.
9. They have to make sure and be careful with generic structures and lexicogrammatical features of hortatory exposition text.
10. Teacher asks them to submit it in the end of the lesson.

End Activity

1. The teacher asks students to conclude the material
2. Closing pray
3. Greeting

VIII. Assessment

Form :Written

Technique : Make an essay

IX. Learning Resources

- Th. M. Sudarwati; Eudia Grace. Look Ahead "an English Course" for senior high school year XI students. Erlangga
- English-Indonesian dictionary
- Text book which is relevant with the students.
- PowerPoint.
- Laptop and LCD.
- Handout from the teacher.
- Work sheet from teacher
- Examples of hortatory exposition text from teacher.
- Internet

No.	Name	Category				Score total 6
		Mechanics (1-6)	Organization (1-6)	Vocabulary (1-6)	Grammar (1-6)	
1.						
2.						
3.						
4.						
5.						
6.						
Etc.						

Grammar

- __6. Few (if any) noticeable errors of grammar or word order.
- __5. Some errors of grammar or word order which do not, however, interfere with comprehension.
- __4. Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
- __3. Errors of grammar or word order frequent; errors of interpretation sometimes requires on reader's part.
- __2. Error of grammar or word order very frequent; reader often has to rely on own interpretation.
- __1. Errors of grammar or word order so severe as to make comprehension virtually impossible.

Vocabulary

- __6. Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
- __5. Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
- __4. Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.

- __3. Limited vocabulary and frequent errors clearly hinder expression of ideas.
- __2. Vocabulary so limited and so frequently misused that reader often rely on own interpretation.
- __1. Vocabulary limitations so extreme as to make comprehension virtually impossible.

Mechanics

- __6. Few (if any) noticeable lapses in punctuation or spelling.
- __5. Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
- __4. Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
- __3. Frequent errors in spelling or punctuation; lead sometimes to obscurity.
- __2. Errors in spelling or punctuation so frequent that reader must often rely on own interpretation
- __1. Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

Form (organization)

- __6. Highly organised; clear progression of ideas well linked; like educated native writer.
- __5. Material well organised; links could occasionally be clearer but communication not impaired.
- __4. Some lack of organisation; re-reading required for clarification of ideas.
- __3. Little or no attempt at connectivity, though reader can deduce some organisation.
- __2. Individual ideas may be clear, but very difficult to deduce connection between them.
- __1. Lack of organisation so severe that communication is seriously impaired.

$$\text{Score} = \frac{\text{score aquisition}}{\text{score maximal}} \times 100\%$$

LESSON PLAN

School : SMAN 1 Bangorejo
Subject : Bahasa Inggris
Class : XI IPS 1
Semester : 1
Meeting : 1
Time Allocation : 2x 45 minutes

I. Standard Competence

Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

II. Basic Competence

KD 12.2

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *narrative*, *spoof*, *hortatory exposition*

KI 12.2.1

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *hortatory exposition*

III. Indicators

- Students are able to analyze the generic structure of hortatory exposition text
- Students are able to analyze the grammatical features of hortatory exposition text
- Students are able to analyze the social function of hortatory exposition text
- Students are able to make essay text hortatory exposition

IV. Learning Objectives

At the end of learning students are able to:

1. Identify the generic structure of hortatory exposition text
2. Identify the grammatical features of hortatory exposition text
3. Identify the social function of hortatory exposition text
4. Make essay text hortatory exposition

V. Learning Material

Hortatory exposition is a text which represent the attempt of the writer to have the addressee do something or act in certain way.

Analyze social function, text structure, and language feature of the text below!

Paragraph 1. Never Try Smoking

A lot of people, especially teenagers, who do not smoke always, want to try smoking. They know it is bad for them and all, but

Make an essay by following theme” Why Students Should Eat Breakfast

Everyday”

VI. Learning Method

Approach : Communicative Approach

Method : Asking and answering

Reading activity

Discussion

Writing activity

Exercise

VII. Learning Activities**Initial Activities**

1. Greeting
2. Praying
3. Checking student attendance
4. Deliver the learning goals

Core Activity

1. Teacher asks some questions about the hortatory exposition text.
2. Teacher explains about the definition and social function of hortatory exposition text.
3. Teacher explains about the generic structures of the text (thesis, some arguments and recommendation).
4. Teacher asks questions related to the material
5. Teacher ensures whether the students already understand about hortatory exposition text or not.
6. Teacher distributes the example of hortatory exposition text which the title is "Never Try Smoking!"
7. Teacher asks the students to find the characteristics of the text.
8. Teacher asks the students to try to write their own hortatory exposition text by applying the steps of good writing.
9. They have to make sure and be careful with generic structures and lexicogrammatical features of hortatory exposition text.
10. Teacher asks them to submit it in the end of the lesson.

End activities

1. The teacher asks students to conclude the material
2. Closing pray
3. Greeting

VII. Assessment

Form :Written

Technique : Make an essay

VIII. Learning Resources

- Th. M. Sudarwati; Eudia Grace. Look Ahead "an English Course" for senior high school year XI students. Erlangga
- English-Indonesian dictionary
- Text book which is relevant with the students.
- PowerPoint.
- Laptop and LCD.
- Handout from the teacher.
- Work sheet from teacher
- Examples of hortatory exposition text from teacher.
- Internet

Appendix 1. The example of hortatory exposition text

Never Try Smoking

THESIS

A lot of people, especially teenagers, who do not smoke always, want to try smoking. They know it is bad for them and all, but it is just something they want to try. So they ask one of their smoker friends for a cigarette. Admittedly, they firstly cannot light it on their own so they ask his friend to do it. Then they inhale that cigarette and smoke occasionally.

ARGUMENT 1

Apparently that makes them the born smokers. Now they do smoke fairly regularly. They cannot avoid smoking and they enjoy too. They have smoker friends. Every day they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.

ARGUMENT 2

Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic cancer. Even it was reported that around 400,000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.

ARGUMENT 3

Then they decide it is stupid to harm selves. They want to quit smoking. Unfortunately, they find that quitting smoking is so difficult. “Why can’t I stop smoking? I really want to stop it”. It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the most efficient drug-delivery devices ever devised. As result, when people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, irritability, headache, depression, and restlessness.

RECOMENDATION

Well, still want to try smoke? Think the facts before trying! If you are not smoker, you should never and never try to smoke.

Appendix 2.

What do you know about hortatory exposition?

Hortatory Exposition is a text which represents the writer to have the address do something or act in a certain way. Hortatory Exposition is a type of English text which presents the author's business influencing the reader to do something or act in a certain case. In the Hortatory Exposition, the author lists several opinions on certain matters to strengthen the main idea of the text.

Hortatory Exposition The general purpose of text is to expose and influence the reader that it should be and should not. There are three parts of the structure or sentence pattern in Hortatory Exposition Text, namely:

1. 1. Thesis

Thesis contains an introduction to the main idea of the author about a phenomenon or event that will be raised or discussed.

1. 2. Arguments

Arguments contains opinions that support the main idea of the writer. The more opinions the author writes, the more interesting a Hortatory Exposition Text is, because the reader tends to believe in an event if there are many opinions that support it.

1. 3. Recommendation

Recommendations contain recommendations or solicitation of the author to the reader.

Below are linguistic characteristics found in Hortatory Exposition Text, namely:

- Using simple present tense
- Using temporal connectives; firstly, secondly, thirdly, etc.
- Using evaluative words; importantly, valuably, trustworthily, etc.

Appendix 3. Writing Rubric

No.	Name	Category				Score total 6
		Mechanics (1-6)	Organization (1-6)	Vocabulary (1-6)	Grammar (1-6)	
1.						
2.						
3.						
4.						
5.						

6.						
Etc.						

Grammar

- __6. Few (if any) noticeable errors of grammar or word order.
- __5. Some errors of grammar or word order which do not, however, interfere with comprehension.
- __4. Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
- __3. Errors of grammar or word order frequent; errors of interpretation sometimes requires on reader's part.
- __2. Error of grammar or word order very frequent; reader often has to rely on own interpretation.
- __1. Errors of grammar or word order so severe as to make comprehension virtually impossible.

Vocabulary

- __6. Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
- __5. Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
- __4. Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
- __3. Limited vocabulary and frequent errors clearly hinder expression of ideas.
- __2. Vocabulary so limited and so frequently misused that reader often rely on own interpretation.
- __1. Vocabulary limitations so extreme as to makr comprehension virtually impossible.

Mechanics

- __6. Few (if any) noticeable lapses in punctuation or spelling.
- __5. Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
- __4. Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
- __3. Frequent errors in spelling or punctuation; lead sometimes to obscurity.
- __2. Errors in spelling or punctuation so frequent that reader must often rely on own interpretation
- __1. Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

Form (organization)

- __6. Highly organised; clear progression of ideas well linked; like educated native writer.
- __5. Material well organised; links could occasionally be clearer but communication not impaired.
- __4. Some lack of organisation; re-reading required for clarification of ideas.
- __3. Little or no attempt at connectivity, though reader can deduce some organisation.
- __2. Individual ideas may be clear, but very difficult to deduce connection between them.
- __1. Lack of organisation so severe that communication is seriously impaired.

$$\text{Score} = \frac{\text{score aquisition}}{\text{score maximal}} \times 100\%$$

LESSON PLAN

School : SMAN 1 Bangorejo
Subject : Bahasa Inggris
Class : XI IPS 1
Semester : 1
Meeting : 2
Time Allocation : 2x 45 minutes

I. Standard Competence

Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

II. Basic Competence

KD 12.2

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *narrative*, *spoof*, *hortatory exposition*

KI 12.2.1

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *hortatory exposition*

III. Indicators

- Students are able to analyze tense used in hortatory exposition text
- Students are able to arrange simple present tense sentences in nominal or verbal form

IV. Learning Objectives

At the end of learning students are able to:

1. Analyzing tense used in hortatory exposition text
2. Arrange simple present tense sentences in nominal or verbal form

V. Learning Material

Hortatory exposition is a text which represent the attempt of the writer to have the addressee do something or act in certain way.

Analyze the tense of the text below!

Cars should be banned in the city. As we know cars create pollution and cause a lot of deaths and other accidents.

Firstly, cars, as we all know, contribute a lot of the pollution in the world. Cars emit a deadly gas that causes illness as bronchitis, lung cancer, and triggers asthma. Some of these illness are so dangerous that people can die from them.

Secondly, the city is very busy. People wander everywhere and cars commingle with pedestrians in the city, which cause the accidents. Cars today are our roads biggest killer agents.

Thirdly, cars are very noisy. If you live in city you may find it hard to sleep at night and concentrate on your homework, and talk to someone. In conclusion, cars should be banned in the city for the reasons listed.

VI. Learning Method

Approach : Communicative Approach

Method : Asking and answering

Reading activity

Discussion

Writing activity

Exercise

VII. Learning Activities

Initial Activities

2. Greeting
3. Praying
4. Checking student attendance
5. Deliver the learning goals

Core Activity

1. Teacher gives some sentences about simple present tense
2. Teacher ask students to identify verb that used in simple present tense
3. Teacher ask students what simple present tense is
4. Teacher ask students about social function of simple present tense
5. Teacher explains about Simple Present Tense to make sure that all of students understand about it well.
6. Teacher gives an example of hortatory exposition text
7. Teacher ask students to identify the tense used in hortatory exposition text
8. Teacher ask students to make paragraph simple present tense in nominal and verbal sentences related to hortatory exposition text.
9. Teacher asks them to submit it in the end of the lesson.

End activities

1. The teacher asks students to conclude the material
2. Closing pray
3. Greeting

VII. Assessment

Form :Written

Technique: Make an essay

I. Learning Resource

- Th. M. Sudarwati; Eudia Grace. Look Ahead "an English Course" for senior high school year XI students. Erlangga
- English-Indonesian dictionary
- Text book which is relevant with the students.
- PowerPoint.
- Laptop and LCD.
- Handout from the teacher.
- Work sheet from teacher
- Examples of hortatory exposition text from teacher.
- Internet

Appendix 1. The example of hortatory exposition text

The Pollution of Cars

Cars should be banned in the city. As we know cars create pollution and cause a lot of deaths and other accidents.

Firstly, cars, as we all know, contribute a lot of the pollution in the world. Cars emit a deadly gas that causes illness as bronchitis, lung cancer, and triggers asthma. Some of these illnesses are so dangerous that people can die from them.

Secondly, the city is very busy. People wander everywhere and cars commingle with pedestrians in the city, which cause the accidents. Cars today are our roads' biggest killer agents.

Thirdly, cars are very noisy. If you live in city you may find it hard to sleep at night and concentrate on your homework, and talk to someone. In conclusion, cars should be banned in the city for the reasons listed.

Text 2

Corruption

Thesis

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

Argument 1

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Argument 2

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

Recommendation

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

Appendix 2. Simple Present Tense

Simple Present Tense adalah bentuk tense yang digunakan untuk menjelaskan sesuatu yang terjadi saat ini (present) pada suatu spesifik waktu. Karena terjadi pada waktu sekarang, maka pasti menggunakan kata kerja pertama (verb 1) dalam susunan kalimatnya.

Bentuk	Rumus Simple Present Tense	Contoh Kalimat
(+)	<ul style="list-style-type: none"> · Subject + verb 1 (+ s/es) + object = verbal sentence · Subject + to be (am/is/are) + adjective/adverb = nominal sentence 	<ul style="list-style-type: none"> · I use social media · She is very polite and kind
(-)	<ul style="list-style-type: none"> · Subject + do/does not + verb 1 + ... = verbal · Subject + to be (am/is/are) + not + adjective/adverb = nominal 	<ul style="list-style-type: none"> · They do not use social media · She is not very polite and kind
(?)	<ul style="list-style-type: none"> · Do/does + subject + verb 1 + object? = verbal · To be (am/is/are) + subject + adjective/adverb? = nominal 	<ul style="list-style-type: none"> · Does he use social media? · Is she polite and kind?

Appendix 3. Writing Rubric

No.	Name	Category				Score total 6
		Mechanics (1-6)	Organization (1-6)	Vocabulary (1-6)	Grammar (1-6)	
1.						
2.						
3.						
4.						
5.						
6.						
Etc.						

Grammar

- ___6. Few (if any) noticeable errors of grammar or word order.
- ___5. Some errors of grammar or word order which do not, however, interfere with comprehension.
- ___4. Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
- ___3. Errors of grammar or word order frequent; errors of interpretation sometimes requires on reader's part.
- ___2. Error of grammar or word order very frequent; reader often has to rely on own interpretation.
- ___1. Errors of grammar or word order so severe as to make comprehension virtually impossible.

Vocabulary

- __6. Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
- __5. Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
- __4. Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
- __3. Limited vocabulary and frequent errors clearly hinder expression of ideas.
- __2. Vocabulary so limited and so frequently misused that reader often rely on own interpretation.
- __1. Vocabulary limitations so extreme as to make comprehension virtually impossible.

Mechanics

- __6. Few (if any) noticeable lapses in punctuation or spelling.
- __5. Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
- __4. Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
- __3. Frequent errors in spelling or punctuation; lead sometimes to obscurity.
- __2. Errors in spelling or punctuation so frequent that reader must often rely on own interpretation
- __1. Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

Form (organization)

- __6. Highly organised; clear progression of ideas well linked; like educated native writer.
- __5. Material well organised; links could occasionally be clearer but communication not impaired.

- __4. Some lack of organisation; re-reading required for clarification of ideas.
- __3. Little or no attempt at connectivity, though reader can deduce some organisation.
- __2. Individual ideas may be clear, but very difficult to deduce connection between them.
- __1. Lack of organisation so severe that communication is seriously impaired.

$$\text{Score} = \frac{\text{score aquisition}}{\text{score maximal}} \times 100\%$$



Appendix 6

ATTENDANCE LIST OF SMAN 1 BANGOREJO**CLASS : XI IPS 1****SEMESTER : II****ACADEMIC YEAR : 2018/2019**

No	Nama	2 - 01- 19	4 - 01- 19	9 - 01 - 19
1	Adinda Khoirunnisa Rofifa	✓	✓	✓
2	Ardita Berliana Agustin	✓	✓	✓
3	Ayu Rachma Safira	✓	✓	✓
4	Danang Rizky Maulana	✓	✓	✓
5	Etwin Cahyanti	✓	✓	✓
6	Fazry Rizal Ramadhani	✓	✓	✓
7	Firdauzy Rizqi	✓	✓	✓
8	Firyal Olivia Della	✓	✓	✓
9	Grecia Salsabila Winarko	✓	✓	✓
10	Haningdya Chintya	✓	✓	✓
11	Inata Salia	✓	✓	✓
12	Ihkam Ali Fatoni	✓	✓	✓
13	Jasmine Aulia Choryana	✓	✓	✓
14	Maya Anggraini	✓	✓	✓
15	Mochamad Zakariya Rosadi	✓	✓	✓
16	Muhammad Rafi Ali Mufti	✓	✓	✓
17	Muhammad Romadhoni	✓	✓	✓
18	Nabila Tazkiyata	✓	✓	✓
19	Nadia Safitri	✓	✓	✓
20	Nagara Rofiansyah	✓	✓	✓
21	Perdana Nanda Putra	✓	✓	✓
22	R. Ahmad Pradipta Fasya	✓	✓	✓
23	Rafi Dwi Cahyo	✓	✓	✓
24	Richo Dannu Wicaksono	✓	✓	✓
25	Satria Hadi Prayoga	✓	✓	✓
26	Sekarsari Gita Safitri	✓	✓	✓
27	Siska Wulandari	✓	✓	✓
28	Sofyan Asyadi	✓	✓	✓
29	Widya Ayu A	✓	✓	✓
30	Yeni Anggita Sari	✓	✓	✓

WRITING SCALE

Grammar

- __6. Few (if any) noticeable errors of grammar or word order.
- __5. Some errors of grammar or word order which do not, however, interfere with comprehension.
- __4. Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
- __3. Errors of grammar or word order frequent; errors of interpretation sometimes requires on reader's part.
- __2. Error of grammar or word order very frequent; reader often has to rely on own interpretation.
- __1. Errors of grammar or word order so severe as to make comprehension virtually impossible.

Vocabulary

- __6. Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
- __5. Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly impaired.
- __4. Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
- __3. Limited vocabulary and frequent errors clearly hinder expression of ideas.
- __2. Vocabulary so limited and so frequently misused that reader often rely on own interpretation.
- __1. Vocabulary limitations so extreme as to makr comprehension virtually imposible.

Mechanics

- __6. Few (if any) noticeable lapses in punctuation or spelling.
- __5. Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.

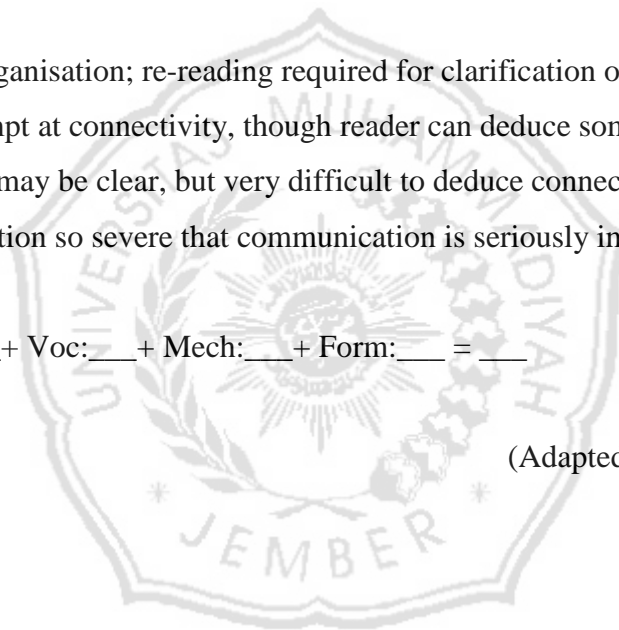
- __4. Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
- __3. Frequent errors in spelling or punctuation; lead sometimes to obscurity.
- __2. Errors in spelling or punctuation so frequent that reader must often rely on own interpretation
- __1. Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

Form (organization)

- __6. Highly organised; clear progression of ideas well linked; like educated native writer.
- __5. Material well organised; links could occasionally be clearer but communication not impaired.
- __4. Some lack of organisation; re-reading required for clarification of ideas.
- __3. Little or no attempt at connectivity, though reader can deduce some organisation.
- __2. Individual ideas may be clear, but very difficult to deduce connection between them.
- __1. Lack of organisation so severe that communication is seriously impaired.

SCORE : Gramm:___+ Voc:___+ Mech:___+ Form:___ = ___

(Adapted from Arthur, 1941:93)



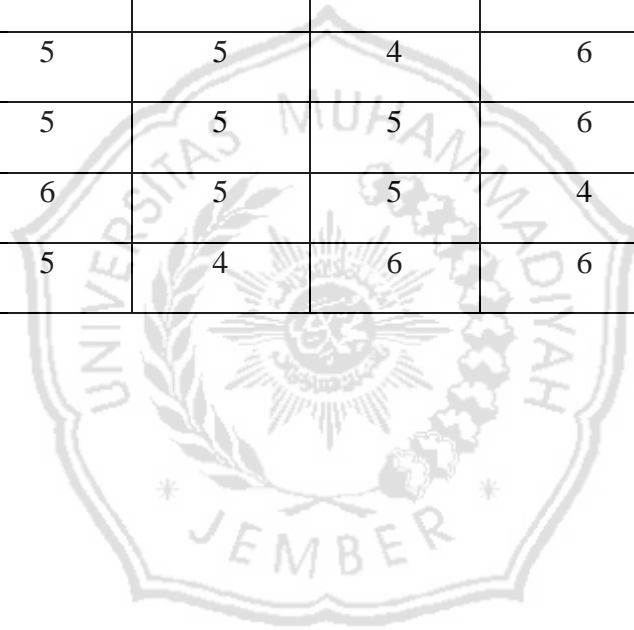
Appendix 5

STUDENTS' PRE-TEST SCORE

No	Nama	Grammar	Vocabulary	Mechanics	Form (organization)	Total	Notes
1	Adinda Khoirunnisa Rofifa	3	3	5	2	13	NC
2	Ardita Berliana Agustin	4	5	5	5	19	C
3	Ayu Rachma Safira	3	3	2	4	12	NC
4	Danang Rizky Maulana	5	5	6	4	20	C
5	Etwin Cahyanti	5	6	4	5	20	C
6	Fazry Rizal Ramadhani	6	4	4	5	19	C
7	Firdauzy Rizqi	4	3	2	3	12	NC
8	Firyal Olivia Della	4	4	3	3	14	NC

9	Grecia Salsabila Winarko	5	2	2	3	13	NC
10	Haningdya Chintya	3	5	5	4	17	NC
11	Inata Salia	4	3	4	3	14	NC
12	Ihkam Ali Fatoni	5	3	4	3	15	NC
13	Jasmine Aulia Choryana	2	5	4	4	15	NC
14	Maya Anggraini	4	5	5	3	17	NC
15	Mochamad Zakariya Rosadi	3	4	5	5	17	NC
16	Muhammad Rafi Ali Mufti	5	5	4	4	18	NC
17	Muhammad Romadhoni	4	6	4	4	18	NC
18	Nabila Tazkiyata	5	5	5	5	20	C
19	Nadia Safitri	4	3	2	3	12	NC
20	Nagara Rofiansyah	5	6	5	5	8	21
21	Perdana Nanda Putra	3	5	5	4	17	NC
22	R. Ahmad Pradipta Fasya	4	3	4	3	13	NC

23	Rafi Dwi Cahyo	4	4	4	4	16	NC
24	Richo Dannu Wicaksono	4	5	6	6	21	C
25	Satria Hadi Prayoga	5	6	5	4	20	C
26	Sekarsari Gita Safitri	5	5	6	6	22	C
27	Siska Wulandari	5	5	4	6	20	C
28	Sofyan Asyadi	5	5	5	6	21	C
29	Widya Ayu A	6	5	5	4	20	C
30	Yeni Anggita Sari	5	4	6	6	22	C



After getting the total of each elements of writing, the researcher formulated the result to get the total score as follow :

$$\text{Score} = \frac{\text{score aquisition}}{\text{score maximal}} \times 100 \%$$

To measure the students' percentage of their writing ability, the researcher uses the formula as follows:

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{12}{30} \times 100\%$$

$$E = 40 \%$$

'Notes' is filled with **C** for **Competent** (total score ≥ 19), or **NC** for **Not Competent** (total score < 19).
19 means 79

So, the presentage of successful is 40 %

Appendix 4

LIST OF RESEARCH SUBJECT

SMAN 1 BANGOREJO

2018/2019 ACADEMIC YEAR

Class : XI IPS 1

Total of Students : 30 students

No	Name of students	Female / Male
1	Adinda Khoirunnisa Rofifa	F
2	Ardita Berliana Agustin	F
3	Ayu Rachma Safira	F
4	Danang Rizky Maulana	M
5	Etwin Cahyanti	F
6	Fazry Rizal Ramadhani	M
7	Firdauzy Rizqi	M
8	Firyal Olivia Della	F
9	Grecia Salsabila Winarko	F
10	Haningdya Chintya	F
11	Inata Salia	F
12	Ihkam Ali Fatoni	M
13	Jasmine Aulia Choryana	F
14	Maya Anggraini	F
15	Mochamad Zakariya Rosadi	M
16	Muhammad Rafi Ali Mufti	M
17	Muhammad Romadhoni	M
18	Nabila Tazkiyata	F
19	Nadia Safitri	F
20	Nagara Rofiansyah	M
21	Perdana Nanda Putra	M
22	R. Ahmad Pradipta Fasya	M
23	Rafi Dwi Cahyo	M
24	Richo Dannu Wicaksono	M
25	Satria Hadi Prayoga	M
26	Sekarsari Gita Safitri	F
27	Siska Wulandari	F
28	Sofyan Asyadi	M
29	Widya Ayu A	F
30	Yeni Anggita Sari	F

Appendix 7

The Result of Writing Test

No	Nama	Grammar	Vocabulary	Mechanics	Form (organization)	Total	Notes
1	Adinda Khoirunnisa Rofifa	5	5	5	5	20	N
2	Ardita Berliana Agustin	5	6	5	5	21	N
3	Ayu Rachma Safira	5	4	4	4	17	NC
4	Danang Rizky Maulana	5	5	6	6	22	N
5	Etwin Cahyanti	5	6	5	5	21	N
6	Fazry Rizal Ramadhani	6	5	5	5	21	N
7	Firdauzy Rizqi	4	5	4	4	17	NC

8	Firyal Olivia Della	5	5	3	3	16	NC
9	Grecia Salsabila Winarko	5	5	5	4	19	N
10	Haningdya Chintya	4	5	5	5	19	N
11	Inata Salia	4	6	4	6	20	N
12	Ihkam Ali Fatoni	5	5	4	5	19	N
13	Jasmine Aulia Choryana	5	5	6	6	22	N
14	Maya Anggraini	4	5	5	5	19	N
15	Mochamad Zakariya Rosadi	5	4	5	5	19	N
16	Muhammad Rafi Ali Mufti	5	5	4	4	18	NC
17	Muhammad Romadhoni	4	6	4	4	18	NC
18	Nabila Tazkiyata	5	6	5	5	21	N
19	Nadia Safitri	5	5	5	4	19	N
20	Nagara Rofiansyah	5	6	5	5	21	N
21	Perdana Nanda Putra	5	5	5	4	19	N

22	R. Ahmad Pradipta Fasya	4	5	5	5	19	N
23	Rafi Dwi Cahyo	4	4	4	4	16	NC
24	Richo Dannu Wicaksono	4	5	6	6	21	N
25	Satria Hadi Prayoga	5	6	5	4	20	N
26	Sekarsari Gita Safitri	5	5	6	6	22	N
27	Siska Wulandari	5	5	5	6	21	N
28	Sofyan Asyadi	5	5	5	6	21	N
29	Widya Ayu A	6	5	5	4	20	N
30	Yeni Anggita Sari	5	5	6	6	22	N

To measure the students' percentage of their writing ability, the researcher uses the formula as follows:

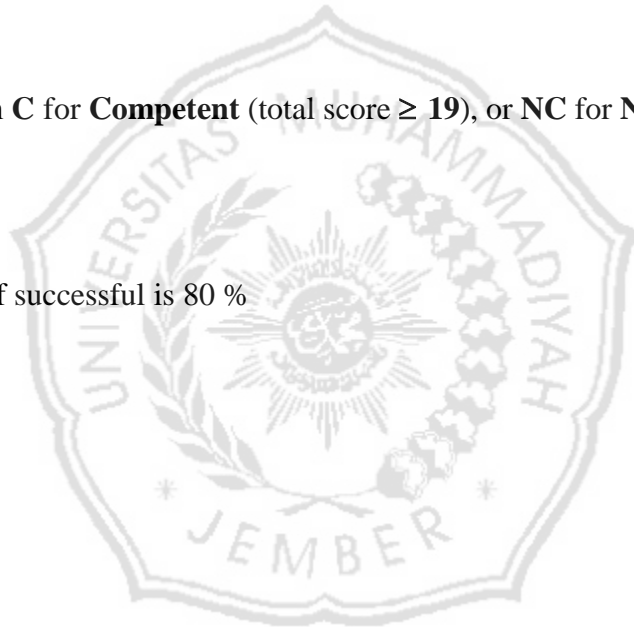
$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{24}{30} \times 100\%$$

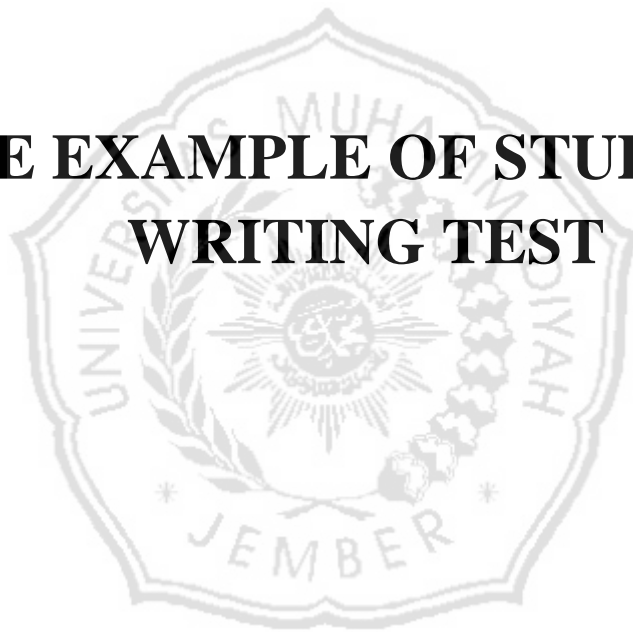
$$E = 80 \%$$

'Notes' is filled with **C** for **Competent** (total score ≥ 19), or **NC** for **Not Competent** (total score < 19).
19 means 79

So, the presentage of successful is 80 %



**THE EXAMPLE OF STUDENTS
WRITING TEST**









SUPPORTING DATA INSTRUMENT

Teacher Interview

1. What is your opinion about the students' interest in teaching writing hortatory exposition text using roundtable technique?
2. What is your opinion about the students' participation in teaching writing hortatory exposition text using roundtable technique?
3. What do you think about media which was used by the researcher in teaching writing hortatory exposition text using roundtable technique?
4. What do you think about the researcher' way in teaching writing hortatory exposition text using roundtable technique?
5. What are the difficulties that you can find when the researcher teaches writing hortatory exposition text using roundtable technique?

SUPPORTING DATA INSTRUMENT

Students Questionnaire

1. How is your feeling when you participate in teaching writing hortatory exposition text using roundtable technique?
2. What are the difficulties that you can find when you join in teaching writing hortatory exposition text using roundtable technique?
3. Which part do you like when you join teaching writing hortatory exposition text using roundtable technique?
4. What is your opinion using the media in teaching writing hortatory exposition text using roundtable technique?
5. In the teaching learning process of hortatory exposition text, which part is make you interested?
6. What is your opinion about the teaching way which is done by the researcher?

SUPPORTING DATA INSTRUMENT

Teacher Interview

1. What is your opinion about the students' interest in teaching writing hortatory exposition text using roundtable technique?

They look happy and enjoy the learning process, especially before I have never teach with this method. I think learning is easier. They are more able to express their ideas in writing. Because if they give their ideas orally, surely they still feel shy and lack confidence. With the existence of this roundtable technique, students' confidence are increases.

2. What is your opinion about the students' participation in teaching writing hortatory exposition text using roundtable technique?

I think their participation has increased considerably. Because all students are indeed required to give their ideas. And they also discussed with each other groups about the ideas they had given. They can correct each other about the writing of their group friends.

3. What do you think about media which was used by the researcher in teaching writing hortatory exposition text using roundtable technique?

I think it makes more interesting. With the power point media, images and videos that are in accordance with the material make students more enthusiastic in learning hortatory exposition text.

4. What do you think about the researcher' way in teaching writing hortatory exposition text using roundtable technique?

I think that is good enough. The researcher teaches patiently, then gives an easy-to-understand explanation because researchers sometimes explain with a little Indonesian after explaining using English. In addition, the researcher also gave a video explanation about the hortatory exposition text and gave a handout about the example of the hortatory exposition text.

5. What are the difficulties that you can find when the researcher teaches writing hortatory exposition text using roundtable technique?

I think the difficulties experienced are more for the students. Because students have difficulty building or giving their ideas in English. Because students lack vocabulary. But here the researcher helped him provide input so students looked for words that were not understood in their dictionary.

THE RESULT OF STUDENTS QUESTIONNAIRE









STATEMENT OF ORIGINALITY SARJANA THESIS

The undersigned :

Name : Riza Yunda Umami
Student Number : 1510231016
Program : English Language Education
Faculty : Teacher Training and Education

I state that this thesis is my own creation. It does not copy from another resources that I claim as my own creation.

If it proved tomorrow, or it could be proved that the thesis is from only copy and paste, I will be ready to all of the consequences.

Jember, February 08th 2019

Writer

Riza Yunda Umami

CURRICULUM VITAE

Riza Yunda Umami is the first daughter of Mr. Katiri and Mrs. Dewi Zulaikah. She born on November 11th 1995, in Banyuwangi.

She began study at TK Khotijah 33 Bangorejo in 2000. Then, she continued to study at SD Negeri 1 Bangorejo in 2002. After that, she decided to study at SMP Negeri 2 Bangorejo in 2008. For her senior high school, she learned at SMA Negeri 1 Bangorejo. After graduating from senior high school, she decided to continue to the university. She took English Education Program because she believed that being a teacher is the best job for her.