**IMPROVING STUDENTS ACHIEVEMENT IN WRITING HORTATORY
EXPOSITION TEXTS THROUGH DICTOGLOSS TECHNIQUE
AT THE ELEVENTH GRADE OF MAS AL-WASHLIYAH
PASAR V PINANG BARIS**

THESIS

*Submitted to Tarbiyah Faculty UIN-SU Medan as a Partial Fulfillment of
the Requirement for the Degree of S-I program*

By:

LISMAWATI

NIM. 34.13.1.106

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATES ISLAMIC UNIVERSITY
NORTH SUMATERA MEDAN
2017**

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2017

Medan, 17 Mei 2017

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                                         Tempat

Assalamu'alaikumWr.Wb

      Setelah membaca, meneliti dan memberi saran – saran perbaikan seperlunya terhadap mahasiswi A.n Lismawati yang berjudul :**"Improving Students Achievement In Writing Hortatory Exposition Texts Through Dictogloss Technique At The Eleventh Grade Of Mas Al-WashliyahPasarV Pinang Baris"** Maka kami berpendapat bahwa skripsi ini sudah dapat diterima dan dimunaqosahkan pada sidang munaqosah Fakultas Tarbiyah UIN – SU Medan.

      Demikian kami sampaikan, atas perhatian saudara kami ucapkan trimah kasih.

Pembimbing I   Pembimbing II

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PERNYATAAN KEASLIAN SKRIPSI

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JudulSkripsi   :Improving Students Achievement In Writing Hortatory Exposition Texts Through Dictogloss Techniqueat The Eleventh Grade of MAS Al-WashliyahPasar V Pinang Baris

      Menyatakan dengan sebenar-benarnya bahwas kripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti skripsi ini dijiplakan, maka gelar dani jazah yang diberikan oleh universitas batal saya terima.

Medan,   Mei 2017

Yang Membuat Pernyataan

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ABSTRACT

**IMPROVING STUDENTS ACHIEVEMENT IN WRITING HORTATORY
EXPOSITION TEXTS THROUGH DICTOGLOSS TECHNIQUE
AT THE ELEVENTH GRADE OF MAS AL-WASHLIYAH
PASAR V PINANG BARIS MEDAN IN THE
ACADEMIC YEAR 2016/2017**

Key word : Students Achievement, Writing, Dictogloss Technique

This research aimed at finding out whether the application of Dictogloss Technique can improve student's achievement in writing hortatory exposition text. This study was conducted by classroom action research. The subject of the research was XI IPS class MAS Al-Washliyah Pasar V Pinang Baris Medan which consisted of three meeting. The percentage of the competent students kept improving. In the first test, three was only 3,33% of the students who got score up to 75, in the second test, there was 26,66%, and the last one, it was improved to be 76,66%. Based on the diary notes, observation sheets, and questionnaire, it was found that the teaching learning activities ran well. Students were active and interested in writing. The result showed that Dictogloss Technique gives contribution to improve students' achievement in writing hortatory exposition text.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

In the name of Allah SWT, the Beneficent and the Merciful. Praise be to Allah SWT, the lord of the universe. By the whole modest heart. The writer would like to express her thankfulness to Allah the almighty that has given granted countless blessing, knowledge, health, opportunity and safety to the writer, so that the thesis which is entitled: Improving Student's Achievement on Writing Narrative Text By using Peer Feedback Technique at Eleventh Grade of Mas Al-Washliyah Pasar V Pinang Baris Medan has been finished. Peace and blessing be upon to the prophet Muhammad SAW, his families, his relatives, and all followers.

This thesis was written as a partial to fulfillment of the requirements for S-1 program at State Islamic University North Sumatra (UIN-SU) Medan.

In the process of completing this thesis, the writer has received many supports and help from many people. Therefore, the writer would like to thanks for:

1. The Dean of Faculty of Tarbiyah and Teachers Training State for Islamic University North Sumatera Medan

2. Dr. Sholihatul hamidah daulay, S.Ag, M.Hum, the head of English educational department

3. Dr. H. Amiruddin. MS. MA. MBA. Ph.D, as my Advisor I who has given me advice and suggestion in completion of this thesis.

4. Dr. Abdillah, M.pd As my Advisor II who has given me advice and suggestion in completion of this thesis.

5. All Lecture and staf of Tarbiyah Faculty and Teachers Training in English Depatment

6. My beloved parents, for my mother (Miswati) and my father (Suparman) as my spirit, and strength. who always give pray, support, loving to me. So, I could finish My S1 Degree. I dedicated this thesis to you.

7. My beloved sister Tika Sri Utami and My son Dimas Syahputra that always give me support, so I could do everything for this study.

8. My beloved second parents, for my umi (Siti Aisyah) and my abi (Muhammad Hendro), as my spirit, and strength. who always give pray, support, loving to me.

9. Musder Marbun, S.Pd, the head Master of Mas Al-Washliyah Pasar V Pinang Baris Medan.

10. Novianty, SS, the English Teacher of Mas Al-Washliyah Pasar V Pinang Baris Medan.

11. All of my students in Mas Al-Washliyah Pasar V Pinang Baris Medan.

12. My beloved friends, Lidna Carolina Manurung, Irma Puspita, and Kos ceria (Risnawati Sinurat, Junita Teresia Sitorus, Sumiati Panjaitan, Sri Wahyuni Siadari, and Cristina Tambunan), and Rahmad Ade Syahputra Tambunan . Thanks for your support and hope, so I was motivated to do everything for this study .

13. My dearest best friend all of PBI 4 , Especially Yuliani, Yosi Agutia Dalimunthe, Juniatik Pohan, Sri Rahmadani Rangkuti, Surya Ningsih. Thanks for you support and sharing the happy and sorrow was during finishing this thesis, I'll never forget you all.

14. My dearest best friend all of KKN (Athiyah Zahra Al-Fanani,Dwi Wulandari, Muharfa Sari,Syamsiah,Riza Ananta, Aisyah sahira,Ardiansyh, Sofyan, Zulvan,Arifi) and then friend all of PMII Especially Ikhwan Fauzi, Mhd.Iqbal. Thanks for you support and sharing the happy

The writer realizes this thesis still has some weakness and mistake. Therefore, the writer would like to accept any constructive suggestion to make this thesis better and is still beyond perfect. Therefore, the writer expects the criticism and suggestions that can develop this thesis for perfecting. The researcher also hopes that this thesis will be useful for the readers. Thank you for all, wishes Allah SWT bless us.

Medan, Mei 2017

Lismawati

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Communication is acondition that there aretwo activities happening at the same time; those are expressingand responding thoughts, ideas, feelings, and information to other people. In other words, there are two kinds of activities in a communication; those are producing language and comprehending language. Producing language includes speaking and writing, while comprehending language includes listening and reading. In having a communication, there are two ways which can be done by human beings; namely oral communication and written communication. Oral communication includes speaking and listening, while written communication includes writing and reading.

Actually, in a communication, there must be something produced in form of language by someone, and then it will be received and responded by other people. As activities of producing language, speaking and writing have same function in a communication; that is giving information. In this study, the focus is on activity of producing language in the form of written language; that is writing. Based on the Educational Unit-Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan), students are expected to be able to have a communication in English with other people in the form of oral communication and written communication. To make students productive in studying language, they are taught to speak and write. As the writer stated above, this study focuses on writing.

In learning a language, there are four skills should be taught to students, they are speaking, listening, reading and writing. In practice, the writing taught

after listening, speaking and reading. But this does not state that learning writing is not important. In fact, since writing is very important lesson learning why writing is taught after the third important element is taught and writing also is the very difficult subject for the students. It is related to Olice Oshima and Ann Hogue that writing, particulary academic writing is not easy. It takes study and practise to develop this skill. For both native speaker and new learners of English, it is important to note that is writing is a process, not a "product"[1]. This means that a piece of writing, whether it is a composition four your English class or a lab report for your chemistry class is never complete, it is always possible to review and revise and revise again.

Communication is an activity of expressing or sharing thoughts, ideas, feelings, and information to other people. There are two ways of communication, namely written and oral. When something is communicated or conveyed in a written form, it is called writing. Writing skills are specific abilities which help students put their thoughts into words in a meaningful form and to mentally interact with the message[2]. (http://www.sil.org)

Nowadays, Students of Senior High School are claimed not only to be able to speak but also to write in English based on the curriculum called Educational Unit-Oriented Curriculum (Kurikulum Tingkat Satuan Pendidikan) which requires students to be able to write various kinds of texts, one of them is hortatory exposition text.

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[1]Alice Oshima Ann Hogue, (1999), *Writing Academic English; Third edition*, Boston: Addison Wesley Academic Company, p.3.

[2](http://www.sil.org),accessed on December 29th,2016.

The students must be able to write effectively because they perform their writing skill throughout their life for the academic and occupational purposes such as composing simple stories, writing social letters, papers, theses, and so forth. Walsh (2010:1) in http://www.emergingedtech.com says that writing is used extensively in higher education which leads to a future career. Because of that, writing is an important skill to be learned.

In fact, when doing the writer's experience in teaching practical program (PPL) in MAS AL-ULUM PLUS Medan, writer found that learning writing was still in problem. It was proved by the students'achievement in writing that was still low. Based on the test given by the writer, there was only one student from 30 students (3.3% of the students) who got score up to the Minimum Completeness Criteria (MCC) of English subject in that school that is 75. Many students still got scores under the standard. Most of the students had difficulty in writing. They did not know how to build sentences that are grammatically correct, had no ideas to express, and lack of vocabulary, based on the data she got after interviewing the teacher and the students. The writer found that the teacher taught her students only about tenses by asking the students to memorize all the pattern of the tenses without giving opportunity for the students to practice their writing skill. It is concluded that students' low achievement in writing is caused by inappropriate teaching technique used by the teacher.

It was proved by the students' achievement in writing that was still low. It was found that dominant problem that students had in that school was writing. The students' achievement in writing was too low. Most of the students had difficulty in writing. They did not know how to write a kind of text, they dis not

know how to build sentences in correct grammar, they had no ideas to express, and they had lack of vocabulary.

The writer found that the teacher taught her students onlyabout tenses by asking the students to memorize all the pattern of the tenses withoutgiving opportunity for the students to practice their writing skill. It is concluded thatstudents' lowachievement in writing is caused by inappropriate teaching technique usedby the teacher.Therefore, based on the explanation above, it is necessary for a teacher to do aninnovation in teaching to improve students' achievement in writing. One of the ways isapplying a dictogloss technique.

Writing is the expression of language in the form of letters, symbols,or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computer. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen[3].

Theoretically, writing is a skill of putting thought into words in meaningful form and interacting mentally with the message. Writing is used extensively in higher education which leads to a future career (Walsh: 2010)[4]. As an activity of producing language, writing will produce a text. In fact, there are three functions of text; those are transactional and interpersonal text, short functional text, and long text (genre). In this study, the focus is on writing long text (genre).

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[3] Utami Dewi, *How to Write*, Medan: La-Tansa Press, p.2
[4] Walsh, K. 2010 *The Importance of Writing Skills*. Available at http://www.eme rgingedtech.comaccessed on December 29[th,]2016.

In Indonesia, there are more than thirteen genres which are taught to students. Every genre has its own social function. In this study, the writer focuses on hortatory exposition text. In this study, the writer tries to find an innovation of teaching-learningprocess, specifically in writing hortatory exposition by applying a teaching technique; that is dictogloss technique.

Dictogloss technique is an integrated-skills technique for language learning in which students work together to create a reconstructed version of a text which is read to them. The writer would like to apply dictogloss technique because this technique provides environment for students to practice their writing skill and even in the other language skills (listening, reading, and speaking). Dictogloss technique helps students to create ideas; finally, it will be easier for students to write down a text based on ideas that they have in their mind. Besides, by applying dictogloss technique, it will be easier for teacher to teach the students about vocabulary and grammar in context, which makes grammar learning more purposeful and meaningful.

Some researchers in Cambridge University which used dictogloss technique to improve students' listening ability at junior high school grade 1, showed a successful improvement of their listening ability. Those researches prove that dictogloss technique is very affective to improve the students' thinking ability. Accordingly, the writer chose this technique in this research.

Besides, this technique supports students to think critically. Because of that, students will be motivated and interested in learning writing hortatory exposition text by using this technique.

To know the implementation of the Through Dictogloss technique in improving students' writing achievement in Hortatory Exposition Text, the writer conducted a classroom action research under tittle "**IMPROVING STUDENTS ACHIEVEMENT IN WRITING HORTATORY EXPOSITION TEXTS THROUGH DICTOGLOSS TECHNIQUE** (A Classroom Action Research at The Eleventh Grade Students of MAS Al-Washliyah Pasar V Pinang Baris)".

B. Identification of the study

From the background of the study above, the writer identifies that the problems of this study are:

1. The students achievement in writing hortatory text is still low.
2. The teaching strategy used by teacher do not help students to write.
3. The students get problem to applytheir ideas in writing hortatory text.

C. Formulation of the Study

In relation to the background of study, the problem in this research can be formulated as follows:

1. How is the achievement of students at MAS Al-Washliyah XI Grade of Pinang Baris on writing hortatory exposition text by using dictogloss technique?
2. How is the application of Dictogloss Techniquecan improve in teaching writinghortatory exposition textby using dictogloss technique?

D. Objective of the study

The objectives of the study are:

1. To know the achievement of students at MAS Al-Washliyah XI Grade of Pinang Baris in writing hortatory exposition texts by using dictogloss technique.

2. To know that applied dictogloss technique can the improvementof students at MAS Al-Washliyah XI Grade of Pinang Baris in writing hortatory exposition texts by using dictogloss technique.

E. The Significance of the Study

The result of this study is expected to be useful theoretically and practically. Theoretical significance of this study is for science development to improve the learning quality especially related to the learning strategy used in English learning. While practically this study is useful for:

1. Writer; by having this research, the writer can develop and enrich knowledge about improving students' achievement in writing hortatory exposition text through the application of dictogloss technique.

2. Teacher; through this research, teacher can find the improvement of students' achievement in writing hortatory exposition text by applying dictogloss technique in teaching-learning process.

3. Students; through this research, students can increase their motivation and mastery of writing, particularly in writing hortatory exposition text through application of dictogloss technique in learning process.

4. Others; this research can give them some data, sources about improving students' achievement in writing, particularly in writing hortatory exposition text by the application of dictogloss technique.

F. Indicator of Implementation

The indicator of implementation is criteria that use to know the achievement the Classroom Action Research to improve the students in teaching learning process.

In this classroom action research, thing will be looked the action besides of students is a teacher because the teacher is a facilitator who has big impact on the students' action.

1. Students

   a. Test: Students' writing score.

   b. Observation: The students' activities during the teaching learning process.

2. Teacher

   a. Documentation: Students attendance.

   b. Observation: The result of Observation.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

In conducting a research, theories are related to explain concept applied. The explanation considered important. The concept which are wordmust be clarified in order to have the same perspective with the implemention in the field. The following is the clariffication of the concept used for the fasibility of the study.

1. Students' Achievement

Yelon, Weinstein, & Weener (1977: 301) expresses achievement as the successfulness of individual that achievement is an indication of the success by the individual[5]. Concisely, students' achievement is a thing done successfully by students with their efforts and skills.

Achievement is the result of what an individual has learned from some education experiences. Additionally, Yelon, Weinstein and weener express achievement as the succesfulness of individual, while another source says that achievementis to do one's best, to be successful to accomplish task requiring skill and efffort and to be recognized by authority. Furthemore, Tinambunan defines achievement as the student's group of somebody of knowledge of proficiently in ertcain skills[6].

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[5] http://hmsofyanisnianspd.blogspot.com/2009/08/definition-of achievement.htmlaccessed December 25, 2016, 09:20.

[6] Wilmar Tinambunan, *Evaluation of Student Achievement*, Jakarta: Depdikbud, p. 149.

Based on the opinion, it can be concluded that achievement is the result, the succsessfulness, the extent or ability, the progress in learning education experiences that the individual indicates relation with his/her education learning.

Achievement conerns with what somenone has actually learn whereas aptitude is the potensial for learning something. In other words, achievementis a success in reaching particular goal/ status or standard, especially by effort, skill, courage, and so on. Allah SWT said on verse Al-baqarah: 31-33

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمْ صَـٰدِقِينَ ﴿٣١﴾ قَالُوا۟ سُبْحَـٰنَكَ لَا عِلْمَ لَنَآ إِلَّا مَا عَلَّمْتَنَآ إِنَّكَ أَنتَ ٱلْعَلِيمُ ٱلْحَكِيمُ ﴿٣٢﴾ قَالَ يَـٰٓـَٔادَمُ أَنۢبِئْهُم بِأَسْمَآئِهِمْ فَلَمَّآ أَنۢبَأَهُم بِأَسْمَآئِهِمْ قَالَ أَلَمْ أَقُل لَّكُمْ إِنِّىٓ أَعْلَمُ غَيْبَ ٱلسَّمَـٰوَٰتِ وَٱلْأَرْضِ وَأَعْلَمُ مَا تُبْدُونَ وَمَا كُنتُمْ تَكْتُمُونَ ﴿٣٣﴾

The Meaning:
31."And He taught Adam all the names, then showed them to the angels, saying: Inform Me of the names of these, if ye are truthful".32. "They said: Be glorified! We have no knowledge saving that which Thou hast taught us. Lo! Thou, only Thou, art the Knower, the Wise".33. "He said: O Adam! Inform them of their names, and when he had informed them of their names, He said: Did I not tell you that I know the secret of the heavens and the earth? And I know that which ye disclose and which ye hide" (Q.S Al-Baqarah: 31-33)[7].

From the verse can be concluded that Allah informs that human awarded by Allah the potential to know the name or function and characteristics of objects, human also awarded the potential for language teaching. For that the

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[7] Quran.com (accessed December 25, 2016, 11.41)

human need to process to acquire the knowledge, in order to get the best result and the best achievement. Allah SWT also said on verse Az-Zumar: 9.

أَمَّنْ هُوَ قَٰنِتٌ ءَانَآءَ ٱلَّيْلِ سَاجِدًا وَقَآئِمًا يَحْذَرُ ٱلْأَخِرَةَ وَيَرْجُواْ رَحْمَةَ رَبِّهِۦ ۗ قُلْ هَلْ يَسْتَوِى ٱلَّذِينَ يَعْلَمُونَ وَٱلَّذِينَ لَا يَعْلَمُونَ ۗ إِنَّمَا يَتَذَكَّرُ أُوْلُواْ ٱلْأَلْبَٰبِ ۝

The Meaning:
"Is he who payeth adoration in the watches of the night, prostrate and standing, bewaring of the Here after and hoping for the mercy of his Lord, (to be accounted equal with a disbeliever)? Say (unto them, O Muhammad): Are those who know equal with those who know not? But only men of understanding will pay heed" (Q.S Az-Zumar: 9)[8].

From this verse above, Allah SWT indicates the superiority of science rather than wealth, because people who have enough knowledge to know the benefit of wealth and those who are not knowledgeable not know the benefit of science.

Every human being is born with the intelligence of each, so that the results achieved as the performance was different in the learning process. The learning achievement is the results achieved were a man after he made a change to learn both at school and outside of school.

In this research the writer wants to improve the students' knowledge which is the achievement to write hortatory text.

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[8] Quran.com (accessed December 25, 2016, 11.46)

2. Writing

Writing is a means of communicating ideas and information. Troyka (1987:3) states that writing is a way of communicating a message to a reader for a purpose[9].The purposes of writing are to express oneself, provide information for her readers, persuade the readers to do something as proposed in the writing, and create a literary work.

Writing as a psychological activity of the language user to put information into written form. Writing is commonly about a certain topic in which the writer collects the data first, and then elaborates the topic based on a certain idea in order to answer a question, prove a statement, describe an object, expose a new truth of a certain fact of an object, convince the readers to believe a statement and persuade the readers to take a certain course of action related to the belief[10]. So, writing is piece of written text about a topic written by a writer in a context.

Writing is one of the important skills in teaching and learning English for the occupational and academic purposes. The students need to be able to write effectively to complete all their assignments such as writing simple stories, papers, social latters, and so forth.

Teaching writing is a communicative activity. It is a practice requiring interactive perfomance to achieve competence.[11] The students need to be

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[9] Troyka. (1987). *Definition of Writing Ability*. *Available at http://teachingenglishonline.net/definition-of writing-ability* accesed on December 22th, 2016, December 25, 2016, 09:20.

[10] Siahaan, S. (2008). *Issues in Linguistics.* Yogyakarta:Graha Ilmu. P.73

[11] Knapp, P. and Watkins, M. (2005). *Genre, text and grammar*, Sidney:University of New South Wales. December 25, 2016, 09:20.

involved into groups to work together with their friends to write a text. They can have a disscusion to share ideas and help each other. So, they find the writing is easier and fun to be studied.

According to Paul, writing is a skill, not an innate gift or a special talent. Like any advanced skill, writing must be developed through systematic instruction and practice, People must learn rules and strategies and then practice them[12].

On the other hand, Carroll and Wilson explain that writing is thinking on paper. Writing and reading are ways into knowing, learning, and communicating[13]. Harmer states that " writing is a way to produce language and express idea, feeling and opinion"[14]. It means that writing is one of the speaking representative through media. Writing is a process that what we write is often heavily influenced by the constraints of genre, then these elements have to be represented in learning activies[15].David Nunan in quotes of Halliday suggests that writing has evolved in societies as a result of cultural change creating communicative needs which cannot be readily met by the spoken language[16]. It means that the emergence of cultures based on agriculture rather than hunting and gathering, there developed a need for permanent records wich could be reflected to over and over again.

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[12]Paul J. Silvia, PhD, (1976), *How to write A lot:* A *A Practical Guide* to *Productive Academic Writing,* New york: APA Life Tools 1st eddition,

[13] Joyce A. Carroll and Edward E. Wilson, (1993), *Acts of Teaching How to Teach Writing,* USA: Teacher Ideas Press, p.5

[14]Jeremy Harmer, (2004), *How to Teach Writing*. Longman:Pearson Education limited, p.31

[15]Ibid, p.86

[16] David Nunan, (1991), *Language Teaching Mathodology; A textbook for teacher*, Sydney: Prentice Hall P.84

a. Writing Process

Harmer states that " writing is a way to produce language and express idea, feeling and opinion"[17]. It means that writing is one of the speaking representative through media.

Writing process is the stages a write goes through in order to produce something in its final written form. The composing process includes four steps:planning,drafting, editing, final version.[18] Each step must be viewed in light of the special needs of ESL students.

1) Planning

Planning is the first step in writing. They writers try and decide that they are going to say in their writing. When planning, the writers have to think about three main issues, they are:

a) Purpose, writers have consider the purpose of their writing since this will influence (among others things) not only the type of test produced, but also the language used, and the information choose so include.

b) Audience, writers also think of the audience they are writing for since this will influnce not only the shape of the writing (how it is laid out, how to paragraphs are structured etc), but also the choice of language whether, for example, it is formal or informal language.

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[17] Jeremy Harmer, *How to Teach Writing*. Longman:Pearson Education limited, p.31
[18] Ibid, P.86

c) Context structure, the writers have also to consider the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which the writers to include.

2) Drafting

Drafting involves getting ideas down on page in taught the format that intend for the finished work.

3) Editing (reflecting and revising)

Editing involves correcting errors in grammar, spelling and mechanism. Reflecting and revising are often helped by other readers (editors) who comment and make suggestion. It will be help the author to make appropiate revision.

4) Final version

After editing their draft, the writers make the changes that consider being necessary for their final versin. In final version is ready to send the writters text to its itended audience.

3. Genre of Writing

The word genre come from a French word meaning 'kind' or 'type' . in general term it applies to the kind of writing that is read or produced. A genre is a peculiar type of text.[19]There are thirteen types of text. They are:

a) Spoof is to retell an even with a humorous twist.

b) Recount is retell events for the purpose of informing or entertaining.

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[19]http://www.englishbiz.co.uk)accesed on December 22th, 2016

c) Report is to describe the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.

d) Analytical exposition is to persuade the reader or listener that something is the case.

e) New item is to inform readers, listener or viewers about events of the day which are considered newsworthy or important.

f) Anecdote is to share with others an account for unusual or amusing incident.

g) Narrative is to amuse, entertain and to deal with actual or vicarious experience is different ways, it deals with problematic events which lead to a crisis of turning points of some kinds, which in turn fins a resolution.

h) Procedure is to describe how something is acomplished through a sequence of action steps.

i) Description is to describe a particular person, place or things.

j) Hortatory exposition is to persuade the reader or listener that something or should not be the case.

k) Explanation is to explain the process involved in the formation or working of natural or socio cultural phenomena.

l) Discussion is to present two points of view about issue.

m) Review is to critique an art of work revent for public audience.

In this study, it is only focused on hortatory exposition text.

a. Hortatory Exposition Text

Hortatory exposition text is a text functioning to persuade readers that they should do something for the benefit of others.[20] So Hortatory exposition is a type of spoken or written text which is intended to persuade the listeners or readers that something should or should be done.

Hortatory exposition text is a text which explain a theory or a case compherensively aiming to exhort readers to do something. It is a type of texts rhat intends to explain the readers that something should happen or be done. To strengthen the explanation, writer needs some arguments as the fundamental reasons of the given idea that lead to a critical thinking.[21]

1) Generic Structure of Hortatory Exposition Text

Generic Structure or rhetorical structure is a package of events in a text. It will explain how the stage moves through to attain the purpose. According to Siahan and Shinoda, generic structure of narrative text is constituted by thegeneric structure of orientation, evaluation, complication, resolution, and re-orientation[22].

1) Orientation: sets the scene (what seemed to problematic, when it happened), and introduces the participants and personal attitudes (what the author thinks of the 'what')

2) Evaluation: a stepping back evalute the plight, usually to make the story more interesting (this element contains of sequence of events which talk about the activity or even in the past).

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[20] Siahaan, S. & Shinoda, K. (2008). *Generic Text Structure.* Yogyakarta:Graha Ilmu, p.72.

[21]http:// typeoftext.blospot.com) accesed on December 28th, 2016

[22] Sanggam Siahan and Kisno Shinoda, (2008)*Generic Text Structure*, Yogyakarta: Graha Ilmu, p.73-74

3) Complication: a crisis arises; the complication can be one or more.

4) Resolution: the crises is resolved (problem-solving), for better or for worse

5) Re-orientation (optional): a brief summary which is aimed to give or submit a moral lesson to the reader.

Every text has specific structures that differentiate one to others. A hortatory exposition text consists of these following structures[23]:

a) Thesis

Thesis is the announcement of the issue of concern.

b) Arguments

Arguments contain of the reasons of doing something.

c) Recommendation

Recommendation is the statement of what ought to happen.

2) Language Features of Hortatory Exposition Text

Language features of hortatory exposition text are:

a) Focus on generic human and non-human participants, except for speaker or writer referring to self

b) Use of:

(1) Mental Processes : to state what writer thinks or feels about issue. For example: realize, feel, appreciate.

(2) Material Processes : to state what happens. For example: is polluting, should be treated.

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[23]Gerrot, L.& Wignell, P. (1994), *Making Sense of Functional Grammar*, Cammeray: Antipodean Educational Enterpries, p 65.

(3) Relational Process : to state what is or should be. For example: doesn't seem to have been, is

(4) Use of simple present tense.

4. The Measurement of Writing Skill

There are five compenents used to assess writing:[24]

a. Content : the ability to think creatively and develop though including all of the relevant to assigned topic.

b. Organization : the ability to write in appropiate manner for a partical purpose with a particular audience in mind, together with an ability to select, to organize and other relevant information.

c. Vocabulary : the ability to writecorrect and appropiate sentences.

d. Mechanism : the ability to use correctly those convention particular written language, e.g. punctuation, spelling.

5. Technique in Language Teaching Learning

Technique is way of doing something, English for Spesific purpose one that needs special skills[25]. According to Setiyadi, technique is the implemantation phase and it is often called procedure while approach and method are the level of design[26]. As Mentioned early, a technique is

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[24]Jacobs, G.M.,& Small,J.2003.*Combining Dictogloss and Cooperative Learning to Promote Language Learning*. The Reading Matrix. Vol. 3 No. I, available at <http://www.readingmatrix.com/articles/jacobs/article.pdf>

[25] Hornby,(2008), *Oxford Learner's Pocket Dictionary*, oxford New York: Oxford University Press, p.455

[26] Bambang Setiyadi, (2006), *Teaching English As A Foreign Language,* Yogyakarta:Graha Ilmu, p.15

implementation, meaning that a technique is something that actually takes place in language teaching or learning in the classroom.

6. Dictogloss Technique

Technique ia any of a wide variety exercises, activities, or tasks used in the language classroom for realizing reason objectives. Technique as the spesific activities manifested in classroom[27]. Concisely, technique is the specific activities, exercise, or tasks manifested in the classroom for realizing lesson objectivities.

Dictogloss is a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text[28]. Dictogloss as a task-based procedure designed to help language learning students towards a better understanding of how grammar works on a text basis[29]. It is designed to expose the students' shortcomings or needs. So, teaching can be directed more precisely towards these areas.

One crucial point about the students ' task in a dictogloss activity is not to reproduce the original text exactly. The objective for each group of students is so produce "its own reconstructed version, aiming at grammatical accuracy and textual cohension but not at replicating the original text." Students are asked to try to maintain the informational content of the dictated

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[27] Brown, H.Doglass *Teaching By Principlesand interactive to Approach to Language Pedagogy Second Edition*.San Frans University.

[28] Vasiljevic, Z.*Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners*. English Language Teaching. Vol. 3 No. 1, 2010.

[29] Wajnryb, R. *Grammar Dictation*. Oxford: Oxford University Press.

passage. Even though the actual sentences may differ in structure from those of the original text, their basic meaning should be the same[30].

In dictogloss technique also, all four language skills are practiced:

(1) Listening (to the teacher during dictation, to peers when discussing the reconstruction of the text)

(2) Speaking (to peers during the reconstruction and presentation)

(3) Reading (notes taken while listening to the teacher, the group's reconstruction, and the original text), and

(4) Writing (writing the reconstruction).

Concisely, dictogloss technique is an integrated-skills technique for language learning in which students work together to create a reconstructed version of a text that is grammatically correct and contains the same information as the original text.

a. Dictogloss Pocedure

There are four stages in Dictogloss Technique they are :[31]

1) Preparation

Teacher introduces and leads students into the topic of the text, the language focus and the difficult vocabulary. Teacher selects the topics that are related to students' knowledge or interest. Students are divided into several groups before the dictation begins.

2) Dictation (Reading the text)

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[30] Kidd, R.(1992).Teaching ESL Grammar Trough Dictogloss. TESL Canada Journal Revue TESL DU Canada. Vol.10 No, 1.p57 <http://journalsfu.ca/tesl/index.php/tesl/article/viewFile/611/442>

[31] Richards,J.C. and Farrell, T. S. *Professional Development for LanguageTeachers Strategies for Teacher Learning.* Cambridge : CambridgeUniversity Press.

In dictogloss technique, students normally listen to dictation twice. At first dictation, teacher dictates the text at normal speed. At first, the students just listen to the text so that they become orientated to the topic. They do not take a note during the first dictation. After the first dictation, students are asked to think what the text is about.In dictating the text for the second time, they jot down some key words which can help them reconstruct the text

3) Reconstruction

After the dictation stages, students work in group to reconstruct the text. In reconstruction stage, students compare notes or discuss what they have heard and attempt to produce a coherent text close in content and organization to the original version. Students need not to use accurately the same words as in the original text, but the meaning should not be different and the text should be grammatically correct.

4) Analysis and Correction

The last is analysis and correction stage. In this stage, students compare their text with other various versions and the original one. Students discuss the content, grammar and language choice made. There are various ways of dealing with this stage.

The small group versions can be reproduced on the board or overhead projector; the text can be photocopied and distributed. Ideally, the original text should not be seen by students until after their own versions have been analyzed. Students can be asked to

check their reconstruction (self-assessment) or the reconstruction of another group (peer-assessment).

b. Dictogloss Variants

There are eight variantions on Dictogloss they are: Dictogloss Negoitation, Student-controlled Dictation, Student-student Dictation, Dictogloss Summeries, Scrambled Sentence Dictogloss, Elaboration Dictogloss, Dictogloss Opinion, and Picture Dictation. Each variation has its specific procedure[32].

1) Dictogloss negotiation

In this variation, teacher adds discussion activity before students reconstruct the text. Teacher steps reading after each sentence or two paragraphs. During this pause, teacher can ask students to discuss with a partner but they do not write what they think they have based.

2) Students controlled

Although the text is provided by teacher not by tape recorder, but students can take advantage of the teacher as they would use a tape recorder. It means that during the dictation stage, students can ask the teacher to stop, go back (rewind) and skip ahead (fast-forward). However, teacher still has to emphasize the aims of dictogloss as the creation of an appropriate reconstruction, not a photocopy.

3) Students dictation

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[32]Jacobs, G.M.,& Small,J.2003.*Combining Dictogloss and Cooperative Learning to Promote Language Learning*. The Reading Matrix. Vol. 3 No. I, available at <http://www.readingmatrix.com/articles/jacobs/article.pdf>

As it is known that in the standard dictogloss, the text is read or dictated by the teacher to students. Nevertheless, student-student dictatin allows students to read the text to each other. This dictogloss variation can also be done by the students bringing in their own text rather than using the one applied by the teacher.

4) Dictogloss summaries

In the standard dictogloss, students make effort to creat a reconstruction of approximately the same length as the original. However, in dictogloss summaries, students focus only on the key ideas of the original text.

5) Scrambled sentence dictogloss

In scrambled dictogloss, teacher gives warning up to students in which the teacher gives jumbled sentences of the text before reading them to students . students have to create what they have heard and then put it into logical order when reconstructing the text.

6) Elaboration dictogloss

Elaboration dictogloss seek students creatively.in this variation, students can improve the text by adding adjectives and adverbs, examples, facts, personal experiences, cause and effects.

7) Dictogloss Opinion

In Dictogloss Opinion, after student reconstruct and elaborate the text, they give their own opinion/comment about te writer's idea. These opinion can be intended at various points in the text or can be written at the read of the text.

8) Picture dictogloss

Teacher can include not only paragraph or writing sentences, but also a graphic organize. Students listen to the description and do a drawing based on what they have heard. On the other hand, students can reconstruct the description text read by the teacher, as in standard dictogloss, and then do a drawaing.

c. **The Advantages of Dictogloss Technique**

The advantages of the dictogloss technique are:

1) Providing opportunities for practice

Dictogloss technique provides environment for students to practice their writing skill and even the other three skills(listening, reading, and speaking) because the technique is an integrated-skills technique for language teaching.

2) Teaching grammar in context

Students work on a combination of meaning and form, which makes grammar learning more purposeful and meaningful.

3) Providing ideas which makes students easier to write

4) Dictogloss motivates students to write through cooperative learning.

5) Communicative teaching technique

In this technique, the interactions is kept only between students and students when involving in groups to work together to write the text but also between student and teacher in the first and fourth stages (preparation and analysis and correction).

B. **Conceptual Framework**

Writing as one of communication tools is very important to be learned because the writing skill acquired by students will be used throughout their life. Writing will be used to express or share thoughts or ideas, and inforation that they know and transmit to others in written form. One of the ways is trough hortatory exposition text. Hortatory exposition text is a functioning to persuade readers to do something. It is a kind of text which asks students to think critically about the events happening around them.

There are many technique used in teaching writing. One of them is by applying dictogloss technique.

Dictogloss technique is an integrated-skill technique for language laearning in which students work together to create a reconstructed version of a text read to them. Dictogloss technique is one of the best technique applied in teaching to improve students' achievement in writing, especially in writing hortatory exposition text because dictogloss technique provides environment for students to practice their writing skill, and even in other language skill (learning, reading, and speaking) and ideas to express which make writing easier. Dictogloss technique teacher grammar and vocabulary in context as students work on a

combination of meaning and form, which makes grammar learning more purposeful and meaningful. It also allows the students to express their ideas as widely as possible the lead so critical thinking through the variations of dictogloss namely elaboration dictogloss.

The procedures of teaching hortatory exposition writing by using dictogloss technique can be seen as the following:

Table 2.1 Teaching and Learning Activities

Teacher's Activities	Students' Activities
Explaining about hortatory exposition text (social function, generic structures, and language features: simple present tense).	Listening and paying attention to teacher's explanation.
Giving a hortatory exposition text to students.	Identifying generic structures and language features of the text given by the teacher and discussing the content
Dividing students into pairs.	Sitting in group
Dictating the text discussed before	Listening to the text read by the teacher.
Dictating the text for the second time	Taking note the main information of the text
Asking students to work in group and reconstruct the text	• Comparing and combining the note taken while listening to the text read with their friends in group. • Reconstructing the text they have

	heard which is grammatically correct and contains of the same information as the original version. • Elaborating the information
Asking students to present their work in front of the class	• Presenting their work • Giving comment related to their friend's work which is being presented (grammar and content of the text)
Showing the original text in LCD Projector	Comparing their text with the original version: grammar and content of the text (self-assessment).
Asking students to do reflection related to their work.	Analyzing and telling their strengths and weaknesses.

By applying dictogloss technique, students will be motivated and interested in studying writing that leads to the improvement of students achievement because dictogloss technique helps students to create ideas which make writing easier and makes students active.

So, based on the explanation above, Dictogloss technique is one of the most excellent technique used in improving students' achievement is writing, especially in writing hortatory exposition text.

CHAPTER III

METHODHOLOGY OF RESEARCH

A. Approach and Method

This research was conducted by applying Classroom Action Research (CAR). Classroom Action Research is utilized because it aims at improving outcomes of teaching and learning. CAR is a kind of research which was conducted during the learning process it aims at overcoming various real problems to improve the learning process quality in the class.[33]

"Classroom Action Research is an effort to pay attention to the students' learning activities by giving treatment that appeared deliberately. It is done by the teacher and his or her students or the students with teachers' guidance to repair and improve learning qualities"[34]. Another definition, Classroom Action Research is a method of finding out what works best in our own classroom so that we can improve student learning". According to Harmer," Action Research is the name which is given to series of procedures teacher can engage in, either because they wish to improve aspects of their teaching or because they wish to evaluate the success and appropriate of certain activities and procedures"[35].

This research design was applied during the process of teaching writing in classroom because the result of this research was proved the significant progress of students' ability in writing. The researcher was involved directly in the

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[33] Chandra WijayadanSyahrum, 2012.*PenelitianTindakKelas: Konsep dan Penerapannya dalam Ruang-ruang Kelas*. Medan:Latansa Press,p.8
[34]H.E Mulyasa, (2010), *Praktik Penelitian Tindakan Kelas: Menciptakan Perbaikan Berkesinambungan*, Bandung: PT. Rosdakarya, p.11
[35]Jeremy Harmer, (2001), *The Practise of English Language Teaching*, England :Longman, p. 344-345

classroom to observe, learn, and examine the problems and the solution which was generated. The researcher was done this research in the classroom by simultaneously direct observation.

From all definition above, the writer concludes that classroom action research is an action in a research, which can be done by the teacher, writer, and the teacher with his/her colleague, and etc, in the classroom. This involves a group of students to improve learning and teaching-learning process or to enchance the students' understanding of the lesson.

The procedures of classroom action research included planning, action, observation, and reflection.
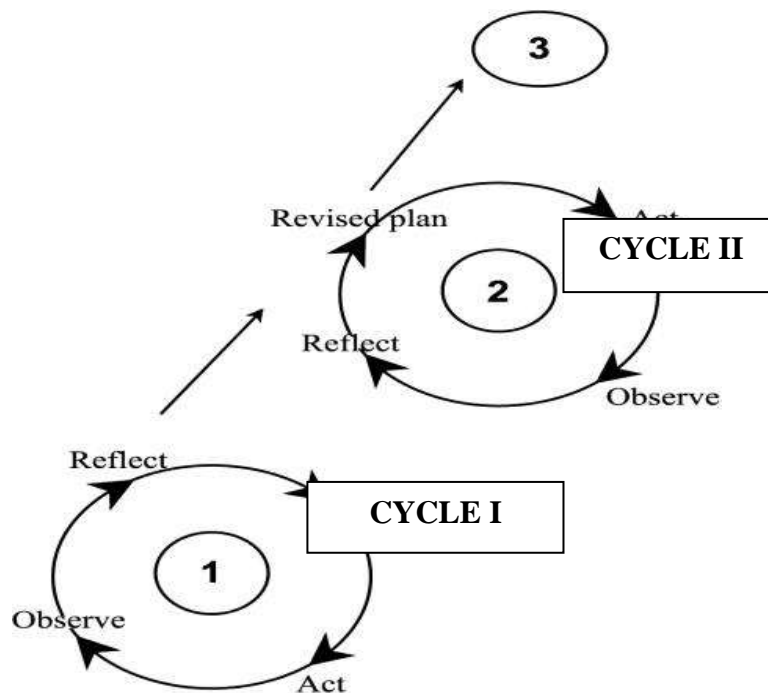
The four steps could be seen the following figure by Suparno[36]: The steps of the research are:

1. Planning :

   Planning is an essential in the development of any model. In a sense it is the model, because a model is a plan. It is by far the major part of the preparation step in the common pattern of teaching, in advance planning had to flexible because it depended on circumstance and curriculum after the problem had been known, the writer as the teacher and the other teachers worked together to plan everything needed in order to solve the problem the students face. So, the writer prepared everything related to the teaching learning process.

2. Action

   Action was process of doing things. It was implementation of planning. The writer was flexible and ready to the situation changing in school. The writer also asked the students to comrehend the text.

3. Observation

   Observation was proposed to find out information action by the collaborator in the classroom during teaching planning process, it was about the behavior, attitude and all activities during the action process. Thus, the result of observation was collected as the data, which were used as a basic of reflection.

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[36] Suparno, Paul. 2008. *Action Research: Riset Tindakan Untuk Pendidik.* Jakarta: Grasindo,p. 14.

4. Reflection

Reflecting is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problem. Reflection shows what factors support the success of the strategy or what other problems may occur during the implementation process.

B.   Location of the Research

There was some consideration why the researcher chooses as the location of the research, such as:

1. The school welcomed the research that aim to improve the researching learning quality.

2. Collaborating with the teachers of the school was easier for the researcher because the researcher have been practice teaching in this school.

3. The writer assumed that those students in the class would show the significant improvement in their writing.

4. The writer had chosen XI IPS. Because, the students of XI IPS will show improving achievement on writing text.

C. **Population and Sample**

1. **Population**

Suharsimi Arikunto said that population is the whole subject of research.[37] So, the population is the total number of subjects that should be observed in a research.

2. **Sample**

Sutrisno Hadi says: "Sample is number of population as the number are less than total of population".[38]

But in this case, This research was conducted at MAS Al-Washliyah Pasar V Medan. The sample of the research was one class which consist of 30 students (Eleventh Grade XI). Bacause the second year students of the school had problems in writing, especially writing hortatory exposition text, which caused the score of students' writing low.

D. **Technique of Data Collecting**

Collecting data is the conscious to get data by systematic method, based on standard procedure[39]. The purpose of collecting data in this research is to get the relevant, accurate, ad reliable materials. In collecting data, the data was collected by using quantitative and qualitative data.

1 **Quantitative Data**

Written test was used to asses the students' achievement in writing hortatory exposition text.

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[37] Suharsimi Arikunto, ProsedurPenelitian, Jakarta:AsdiMahastya, 2006, p.38
[38] SutrisnoHadi, Statistik II, Yogyakarta:Andi Offset, 1987, p.221
[39] Suharsimi Arikunto, (2002), *Prosedur Penelitian: Suatu Praktek*, Jakarta: Rineka Cipta, p.222

2 Qualitative Data

a. Questionnaire sheet

It was used to know students' opinion about English subject, hortatory exposition writing, and dictoglos technique.

b. Diary Note

It was used to note personal evaluation about the sitiuation of the class while teaching-learning process related to progression achieved.

c. Observation Sheet

It was used to investigate the situation and the problem found during the teaching and learning process. The researcher used observation to find out the scopes of observation, they are: The location, facilities, teaching and learning, the condition of students and class at the location of research.

d. Test

A test is a method for collecting data by using questions. In this research, the writer uses achievement test for individual because it is made to measure the students' achievement after they have learned about material.

E. Prosedure of the Study

The procedures of collection in this study were conducted by administrating six meetings in two cycles. Each cycle was carried out in three meetings and consisted of four steps:Planning, acting, observing, and reflecting.

Before conducting the research, the researcher observed the situations in the school and gave orientation test (test I) to the students, specifially to discover information about students, teachers, materials and the activities happening in teaching and learning process.The steps in conducting this research were as folows:

CYCLE I

Tabel 3.1 The Activities in Cycle I

Steps	Activities	
	Teacher	Students
Planning	1. Preparing lesson plans for this cycle. 2. Preparing all the materials needed in teaching and learning process. 3. Preparing the tests. 4. Preparing observation sheet and questioner sheet.	
Action	Preactivity	
	Brainstorming: Asking students' opinion about "English".	Answering teacher's question
	Apperception : Giving the beginning explanation	Listening and paying

	of hortatory exposition text : the aim and benefit of learning hortatory exposition text.	attention to the teacher's explanantion.

Steps	Activities	
	Teacher	**Students**
Action	**Main Activity**	
	1. Explaining about hortatory exposition text (generic structures and language features: Simple Present Tense.	Listening and paying attention to teachers' explanation.
	2. Showing a text entitled "Using English in Classroom" and identifying the text together with the students by asking the students to read it first.	Reading the text showed and identifying the text together with the teacher.
	3. Giving a text critical ' A Campeing of the importace of Reading".	Identifying generic structu res and language features of a text given by the teacher individually.
	4. Showing the test in LCD Projector and discuss it together.	Identifying the text (the generic structures and language features) and discussing the content of the text by translating it together.
	5. Dividing student into pairs	Siting in group
	6. Dictating the text discussed	Listening to the text read

	before.	by the teacher.
	7. Dictating the text for the second time.	Taking note the main information in the text.
	8. Asking the students to work in group and reconstruct the text read to them.	- Comparing the note taken while listenin to the text with their friends in group.
		- Reconstructing the text they have heard which is grammatically correct and contains of the some information as the original version by combining the information they got.
		- Elaborating the information they got.
		- Presenting their work
	9. Asking students to persent their work in front of the class.	- Giving comment related to the group's work which was present

		ed (grammar and content of the text). - Comparing their text with the original version: grammar and content of the text. (self-assesmeent). - Analyzing and telling their Strenghts and weakneses.
	10. Showing the original text in OHP/LCD Projector. 11. Asking student to do reflection related to their work.	

	Post Activity	
	Summarizing : Asking students to summarize what they have learned.	Summarizing the lesson they have learned.
	Enriching : Asking students to write a hortatory exposition text. (Test II)	Writing a hortatory exposition text.

Observation	The teacher and researcher observe srudents' actevitieswhike teaching-learning activity was running.	Students did their activities.
Reflection	Doing evaluation on teaching learning hortatory exposition text by using dictogloss technique and analyzing the weaknesses in each meeting i order to improve it in the next meeting in cycle II.	-

CYCLE II

The cycle II conducted because the researcher found the result of students' environment in cycle I had nt been satisfactory yet. The activities in cycle II were the same as those in cycle I. The activities were just different in term of the topics which were discussedand tthe motivation which was given by the teacher.

F. The Scoring of Writing Test

The Sorting Of Writing Testin this research is board an arguments, recomendation (content and organization), vocabulary, language usew, and mechanic.

Table 3.2 The Sorting Of Writing Test

NO	CRITERIA	INDICATOR	SCOR	MAX SCORE
1.	Thesis	Stating the issue	10	10
2.	Arguments	Point	5	30
		Elaborating	5	
3.	Recomendation	Offering something to do	10	10
4.	Vocabulary	- Sophisticated range; effective word/idiom choice and usage;word form mastery;appropiate register.	20-18	20
		- Adequate range;occcasional errors of word/idiom, choice usage but meaning not obscured.	`18	
		- Limited range;frequent errors of word/idiom form, choice, usage; meaning confused or obscured.	13-10	
		- Essentially translation; Little knowledge of English vocabulary, idiom,	9-7	

		word form;or not enough to evaluate.		
5.	Language Use	- Effective but simple constructions; minor problem in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured.	25-22	
		- Major problems in simple/ Complex constructions; Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/fragments,prunouns, delections;meaning confused or obscured.	17-11	25
		- Virtually no mastery of Sentence construction	10-5	

6.	Mechanic	Ruless;dominated by errors Does not communicate;or not enough to evaluate.		
		- Demostrates mastery of convention; few errors of spelling, functuation, capitalization, paragraphing.	5	
		- Occasional errors of spelling, punctuation, paragraphing, but meaning not obscured.	4	
		- Frequent errors of spelling, punctuation, capitalization paragraphing, - poor handwriting;meaning confused or obscured.	3	
		- No mastery ofconventions; Dominated by errors of spelling, punctuation, capitalization paragraphing, handwriting illegible; or not enough to evaluate.	2-1	5

TOTAL	100

G.   Technique of Data Analysis

This study use qualitative and quantitative data. The qualitative data were used to describe the situation during the teaching and learning process. The qualitative data were analyzed from the diary note and questionaire that describe the improvement of students' achievement in hortatory exposition text by using Dictogloss Technique. Meanwhile the quantitative data were collected and analyzed by computing the scores of the writing test.

The mean of the students' score for each cycle will be obtained by applying the following formula[40]. The following formula was applied:

$$X = \frac{\Sigma x}{N}$$

Where:

X   = The mean of the students' scores

Σx = The total scores of the students

N   = The number of the students

Next, to categorize the number of students who are competent on writing hortatory exposition text, the following formula was applied:

$$P = \frac{R}{T} \times 100\%$$

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[40]Indra Jaya, (2010), *Statistik Penelitian Untuk Pendidikan* , Bandung: Ciptapustaka Media Perintis, p.38

Where:

P = The percentage f the number of the students.

R = the number of those who get the those.

T = The total number of the students.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data in this study were analyzed by using qualitative and quantitative design. The qualitative data were taken froim diary notes, observation sheets, and questionnaire sheets, while quantitative data were taken from students' writing scores. The data were taken from a class which consisted of 30 students.

This research was done in two cycle consisted of four steps of action research (plan, action, observation, reflection). Each cycle consisted of there meetings. So, totally there were six meeting in this research.

1 The Quantitative Data

The Quantitative Data were taken from the results of some competence tests during the research. The first competence test was given before conducting the reasearch and the other tests were given in the end of each cycle.

The scores of the students showed improvement conntinuously. The improvement of the students' scores writing hortatory exposition tests by applying dictogloss technique can be seen in Table 4.1

2. The Qualitative Data

The Qualitative Data were taken from diary notes, observation sheets, and questionnaire sheets.

The diary notes taken were written by the researcher in every meeting when conducting the research. Diary notes were used to note to personal evaluation about the situation of the class while teaching-learning process was related to progression achieved in the teaching learning process in learning hortatory exposition test by using dictogloss technique.

Observation sheets were investigate the situation and the problems found during the process of teaching learning hortatory exposition texts by using dictogloss technique.

Questionnaire sheets were used to know students' opinion about the application of dictogloss technique in teaching learning of writing hortatory exposition texts.

B. **Data Analysis**

The researcher took three writing test scores to show the improvement of students' achievement in their writing assignments. The students' scores increased from the first competence test to the last competence test. It can be seen in Table 4.1.

Table 4.1

The Score of Students in Test I, Test II, Test III

No	Names of Students	Test I (Orientation)	Test II (Cycle I)	Test III (Cycle II
1	Amalia Rifka Fadillah	33	75	82
2	Aldi Naba Widaya	34	76	87
3	Alisa Febrina	24	45	81
4	Aisyah Ananda Raida	40	63	84
5	Afifa Humairah	22	43	78
6	Andre Pratama	46	69	87
7	Ainun Qalbu	47	64	79
8	Dinda Aryati	48	70	92
9	Eko Susanto	38	74	75
10	Fanis Sahara	64	73	79
11	Jefri Winanda	19	63	75
12	M. Azhar	17	48	71
13	M.Said Ansari	40	53	64
14	Maymuna	19	63	84
15	Mayang Sari	47	64	79
16	Nuraini	24	56	74
17	Nuraini Usman	62	70	82
18	Rahmadiyah	43	84	92
19	Risnawati Sinurat	29	68	82

20	Rizki Triyadi	13	63	64
21	Rudianta	18	63	64
22	Sabeni	36	54	66
23	Sumiati	37	72	89
24	Suryadi	18	42	64
25	Syarifah Nurul Husna	32	70	88
26	Suhaila Putri	69	79	93
27	Ulandari	33	63	82
28	Zul Fatahul Rahman	24	35	69
29	Zul Fadri	11	63	66
30	Winda Tri Lestari	18	63	77
	$\sum X$	1007	1755	2360
	X	33.56	58.5	78.66

Six meetings were conducted in this research and one additional meeting as the orientation tests. The researcher gave writing tests to the students in every cycle, and the students' writing scores were taken in the last meeting of each cycle (Test II and Test III). The scores of the students' writing were calculated based on these compenents: thesis, arguments, recomendation (content and organization), vocabulary, language use, and mechanic. The improvement of the students' writing scores in hortatory exposition text after applying dictogloss techniquefrom the first competence test (orientation test) to the third competence test can be seen as follows:

1) **Student who got the improvement about 50-59 points**

   ANW from 34-47

   AH from 28-79

   SNH from 32-88

   NUR from 24-74

   JW from 19-75

   M.A from 17-71

   ZF from 11-66

   SUM from 36-89

   AF from 24-81

   RAH from 18-77

   RT from 13-64

   RS from 29-82

   There were students whose scores improved around 50-59 points. This high improvement was apparent because they always paid ful attention to and listened to the teacher's explanation carefully. They kept asking questions and practicing hard. They were very serious in teaching learning process.

2) **Students who got the improvement about 40-49 points**

   UL from 33-82

   SP from 48-93

   RAH from 43-92

   S from 32-74

   NUR from 30-79

RS from 29-82

DA from 48-92

RUD from 18-64

AQ from 47-79

ARF from 33-82

ANW from 34-87

There were students whose scores improved around 40-49 points. There student were very serious and enthusiastic when teaching and learning process was running. They were active in giving comment when their friends presented their works. These students always paid full attention and listened to the teacher's expalnation carefully. Because of that, their scores kept improving and got excellent.

3) **Students who got the improvement about 30-39 points**

   EKO From 38-75

   ZUL From 24-69

   AF From 24-81

   MAY From 47-79

   WTR From 37-76

   SU From 56-93

There were students whose scores improved around 30-39 points. These students also kept paying attention to the teacher's explanation carefully and asking questions if they had problems.

4) Students who got the improvement about 20-29 points

SUM From 38-65

M.A From 42-71

SP From 69-93

M.SA From 40-64

SNH From 55-84

AAR From 62-82

MS From 50-79

AP From 56-82

There were students whose scores improved around 20-29 points. Some of these students were not too serious in doing the assignment. They still made a noise when teaching learning process was running.

5) Students who got the improvement about 10-19 points

There were students whose scores improved around 10-**19** points. First IN from 64-79. This students did not pay attention and listen to the teacher's explanation well. Second, SN from 85-98. Although the improvement of this students (SN) was only around 10-**19** points, it did not mean that this student was a had student. This student always paid attention and listened to teacher's explanation carefully. She was very enthusiastic, serious and active when the teaching learning activity ran, especially when having presentation. She kept giving comment to their friends' work. Because of that, her scores kept improving and got excellent. She got the highest score.

6) Students who got the improvement about 1-9 points

There was one student whose scores improved around 1-9 points namely AS from 61-69. This student did not really pay attention to the teacher's explanation. She was not active in asking questions and giving comments when the teaching and learning activity ran.

The students' scores in the three test had variations. In the first competence test, the lowest score was 11 and the highest one was 85. In the second competence test, the lowes score was 35 and the highest one was 89. In the third competence, the lowest score was 64 and the highest one was 98. The comparison of the students scores in writing competence test can be seen in table 4.2 below.

Table 4.2 The Comparison Of Students' Writing Scores

Type of Score	Test I	Test II	Test III
The lowest score	11	35	64
The highest score	85	89	98
Number of students	30	30	30

It could be concluded of students scores in writing hortatory exposition test by using Dictogloss Technique can be seen from the mean of students' scores from test I, test II, nad test III in the table below.

Table 4.3 The Improvement Of Mean Score of Students' Writing

No	Test	Total Score	Mean
1.	Test I (Orientation)	1007	33.56
2.	Test II (Cycle I)	1755	58.5

3.	Test II (Cycle II)	2360	78.66

From the data above, it can be said that the mean of students' writing scores after studying hortatory exposition test through Dictogloss Technique increased from 33.56 to 78.66. Based on the data analysis, it could be concluded that all the students got improvement in their scores even though they got different improvement.

The indicator of successful achievement of students was that they got score up to 75. In test I, there was 1 students (3.3%) who got up to 75 point. In test II there were 8 students (26.6%) who got up to 75 points and Test III, there were 23 students (76.6%) who got up to 75 points. The range of the first test (3.3%) and the third test (76.6%) was 71.5%. It had been proved that the applying of Dictogloss Technique in teaching learning activity helped the bstudents improve their achievement in writing hortatory exposition.

C. The Research Phase

1. **Cycle I**

Cycle I was done in three meeting. It was started with the introduction of hortatory exposition (generic structure and grammatical features). In the last meeting of cycle I, The test was given to know the improvement of the students achievement in writing hortatory exposition text after applying dictogloss technique.

The detailed procedur of cycle I is explained as follows:

a. Planning

In the phase, the lesson plans of the three meeting were arranged.the researcher prepared the teaching materials and the instruments for collecting the qualitative data, namely diary notes, observation sheets and questionnaire sheets.

b. Action

The students were taught oabout hortatory exposition text;its generic structures and lijnguistics features. The students were given a hortatory exposition text, and than it was analyzed in terms of its generic structures and linguistic features, and the content of the text was discussed.

Then the student were devided into pairs, listened to the text dictated to them three times, took a note, had a discussion in group related to the notes taken while listening, and wrote the hortatory text in group. The students presented their work and the other students gave their comment related to their friends' work. The students were give a test in the last meeting of each cycle. The actions that had been done would be reflected and evaluated. The students' scores would also be analyzed.

c. Observation

The resullt of the observation of cycle I was done collaboratively by the researcher and the observer. When the teaching learning processes was conducted., the student paid full attention to the teacher's explanation. They did the given task well and seriously even

though there were still some students who made a noise and cheated to their friend when having a test. The teacher admonished the noisy students.

Overall students were enthusiastic and directly involved in teaching learning activities.

d. Reflection

Was done to recorver the problem happened in cycle I. The evaluation of three meetings became the reflection to the writer in making cycle II. The evaluations were gained from the students' test score, the diary notes and the observation sheets. After the students' writing scores were corrected, it was found that the students' score improved from the first test (Test I) until the second test (Test II). But, there were still many students who did not get up to 75 points. There were some students who were not too serious in teaching learning process and made a noise. From the data, the researcher would apply cycle II to get better result.

2. Cycle II

Based on the reflection of the cycle I, the researcher would like to conduct the cycle II to get better result from the previous one. It was done in three meetings.

a. Planning

The second cycle was conducted to the same ideas and goals in the cycle I.

b. Action

In this phase, the researcher as the teacher also became more actve in monitoring all students, motivating and helping them if they had problems. The explanation about hortatory exposition text, its generic structures and linguistics features (simple present tense), and Dictogloss Technique were explained more clearly. The teacher conducted all the steps of dictogloss technique. The test score was taken in the last meeting of cycle II.

c. Observation

In this phase, it was found that the students were more enthusiastic, active, serious, and comfortable in teaching learning process. They felt that studying hortatory exposition text by using dictogloss technique was interesting and enjoyable because dictogloss technique helped them comprehend the text systematically and develop their creativity and ideas.

The students' understanding about hortatory exposition text was better. Most of the studentss were very active in giving comment about their friend's work. They did it voluntarily even though the teacher should encourage them first by asking two of the students to give comment. The situation was better than in the cycle I.

d. Reflection

After conducting the cycle II, it was found that the students were more active and enthusiastic in learning hortatory exposition texts.

The students' scores were better than in the cycle I. So, it could be concluded that the teaching learning process in writing hortatory exposition text by using dictogloss technique well.

Based on the reflection above, the researcher would not conduct the cycle III because students' achievement in writing hortatory exposition texts had been improved abd got excellent. This reasearcher stopped in cycle II.

C.   Researcher Findings

The result of research indicated that there was an improvement of students' scores in writing hortatory exposition texts which was taught by using dictogloss technique. It was proved by the data, which showed that the mean of the students in test III (78.66) was higher than in test II (58.5) and also in test I (33.56). It was also proved the percentage of the students who got score up to the standard scores (75) that the percentage in the test III (76.6%) was higher than in test II (26.6%) and also in test 1 (3.3%)

The writer also analyzed the qualitative data to support this research finding. The qualitative data were taken from diary notes, observation sheets and questionnaire sheets to know how dictogloss technique could improve the students' ability in writing.

The diary notes indicated that the situation of teaching and learning process was better from the first to the last meeting. The students were interested,

enthusiastic, and active when teaching learning process was running. They paid full attention and did the assignments seriously.

Then, from the observation sheets, there was significant progess that was shown in every meeting, especially in the second cycle, the students were enthusiastic, active and interested in studying. Their attention became better and their mistakes were decreased.

Last the questionnaire sheets showed that most of the students' understanding about hortatory exposition text became improved by using dictogloss technique. Based on the students' comments written on questionnaire sheets showedthat dictogloss technique could create their creativity in writing because they could elaborate the ideas provided by dictogloss technique. The steps on Dictogloss Technique helps the students write systematically and make them active. Writing hortatory exposition text by using dictogloss technique was interesting.

Based on the result of qualitative and quantitative data, it was found that the use odf dictogloss technique had successfully improved hortatory exposition writing achievement.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found that the students' writing scores improved from the cycle I until the cycle II, The improvement was shown by the mean of the students' scores from the first test (orientation test) 33.56%, the second test (in the last meeting of cycle I), and the last test (in the last meeting of cycle II) 78.66%. The students' scores continuously improved in each writing test. The percentage of the students who were competent in writing hortatory exposition text was also improved, where in test I there was 3.3%, in test II 266% and in test III, the percentage was improved to be 76.6%.

From the data, it can be concluded that teaching hortatory exposition writing by using dictogloss techniquehelps the students to improve their achievement writing hortatory exposition text.

B. Suggestion

This study shown that the application of Dictogloss Technique improves the students' achievement on writing hortatory exposition text. Due to the conclusion above, there are some points suggested as follows:

1) The teachers may apply dictogloss technique as one of the alternatives teaching techniques, especially teaching writing, to stimulate students' interest in writing.

2) The students can improve their writing skill.

3) Readers may use the information in this research as a useful input in teaching-learning process especially for teaching writing.

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APPENDIX I

LESSON PLAN

School : MAS AL-Washliyah Pasar V Medan

Subject : English

Topic : Hortatory Exposition Writing

Class/Semester : XI/II

Program : Science

Time Allocation : 2 x 45 Minute

Class Meeting : 1st Meeting

A. Standard Competency :

Expressing meaning of short functional text and written essay text in the form of hortatory exposition text uin the context of daily life.

B. Basic Competence :

Expressing meaning and rhetorical step in written essay text accurately, flueny and appropiately in context of daily life to access knowledge in the form of hortatory exposition text.

C. Indicators

1) identifying generic structure of hortatory exposition text.
2) identifying language features of hortatory exposition text.

D. Learning Objectives

At the end of the learning process students are able to:

1) identifying generic structure of hortatory exposition text.
2) identifying language features of hortatory exposition text.

E. Learning Material

Hortatory Exposition Text

Hortatory Exposition text is a text functioning to persuade readers to do something.

Generic Structures **:**

1) Thesis : Announcement of issue of concern.

2) Arguments : Reason of concern, leading to the recommendation.

3) Recommendation :Statement of what ought or ought not to happen.

Language Features **:**

1. Focus on generic human and non human participants.

2. Using Simple Present Tense

3. Using Relational Process

4. Using action verbs

5. Using mental verbs

The Example Of Hortatory Exposition Test

<u>Using English in Classroom</u>

Many students of Senior High School are not able to communicate in English both in oral and written form.

First, English is an international language. It means that every person in the world should be able to speak English to communicate with others.

Second using English in class will stimulate students to use English. Students are motivated to study and practice their English because the environment requires them to speak English. So, they they will brave to practice their English because everything around them suports them to speak up.

Therefore, students should be taught by using English to make them want to English.

The Analysis of Generic Structures :

1) **Thesis**

Many students of Senior High School are not able to communicate in English both in oral and written form.

2) **Argument 1**

First, English is an international language. It means that every person in the world should be able to speak English to communicate with others.

Argument 2

Second using English in class will stimulate students to use English. Students are motivated to study and practice their English because the environment requires them to speak English. So, they are brave to practice their English because everything around them supports them to speak up.

3) **Recommendation**

Therefore, students should be taught by using English to make them want to English.

The Analysis Of Linguistics Features:

1) Focus on generic human and non human participant

Many *students of of Senior High School* are not able to communicate in *English* both in oral and written form.

2) Use simple present tense

Many students of of Senior High School are not able to communicate in English both in oral and written form. First, English is an international language. It **means** that every person in the world should be able to speak English to communicate with others.

Second using English in class will *stimulate* students to use English. Students *are* motivated to study and practice their English because the environment *requires* them to speak English. So, they *are* will brave to practice their English because everything around them supports them to speak up.

3) Use of material verbs/process

Students are motivated to *study* and *practice* their English. Therefore, students should be *taught* by using English to make them want to English.

4) Use mental verbs

Second using English in class will *stimulate* students to use English. Students are *motivated* to study and practice their English.

5) Use of relational process

Many students of of Senior High School *are not* able to communicate in English both in oral and written form. First, English is an international language. So, they *are* brave to practice their English.

F. Teaching technique :

Lecturing and Dictogloss Technique

G. Source/media of teaching

a) Picture taken from internet

b) LCD Projector

c) Handout

H. Scenario Of Teaching

Meeting	Activities		Time Allocation (Minute)
	Pre-activity		
	Teacher	Students	
I (2x45')	Orientation : Catching students' attention to the material by asking their opinion about English (brainstorming)	Answering teacher's question.	5'
	Apperception : Giving the beginning explanation of hortatory exposition text, the aim	Listening and paying attention t teacher's explanation about	5'

Meeting	Activities		Time Allocation (Minute)
	Pre-activity		
	Teacher	Students	
I (2x45')	1. Explaining about Hortatory Exposition Text(definition social), function, generic, structure,and language features;Simple Present Tense) and the example.	Listening and paying attention teacher's explanation about Hortatory Exposition Text.	45'
	2. Giving a text entiled "A Campaign of the Imprtance of Reading"	Identifying generic structure and language features of a text given by the teacher.	15'
	3. Showing the text in LCD Projector	Identifying generic structure and language features of a text showed and discussing The content of the text by translating it together	10'
	Post Activity		5'
	1. Asking for students' difficulty in learning hortatory exposition.	Responding to teacher's question	

Meeting	Activities		Time Allocation (Minute)
	Pre-activity		
	Teacher	Students	
III (2x45')	2. Giving reinforcement by asking the students to summerize what they have learned.	Summarizing the lesson that they have learned.	5'

I. Assesment

1. Technique : written text
2. Instruction

   Read the following text and identify

   a. The generic structure of the text

   b. The sentences that show linguistic features of the text.

A Campaign of the Importance of Reading

Reading habits in poor among indonesian because most people have not realized the importance of reading.

Reading is importance to transform knowledge and technology. By reading, one knows the world.

Realizing the importance of reading makes someone motivated to read. When we know that something is very important because it can give us valuable information, we will try to get it or do it.

Therefore, a compaign of the importance of reading should be done.

The Analysis of Generic Structures :

1. Thesis

   Reading habits is poor among indonesian because most people have not realized the importance of reading.

2. Argumenr 1

   Reading is importance to transition knowledge and technology. By reading, one knows the world.

   Argument 2

   Reading the importance of reading makes someone motivated to read. When we know is very importance because it give us valuable infprmation, we will try to get it or do it.

3. Recommendation

   Therefore, a compaign of the importance of reading should be done.

The Analysis Of Linguistics Features:

1) Focus on generic human and non human participant

   Reading habits in poor among indonesian because most people have not realized the importance of reading.

2) Use simple present tense

   Reading habits in poor among indonesian because most people have not realized the importance of reading. Reading is important to transform knowledge and technology. Realizing the importance of reading makes someone motivated to read. When we know that something is very important.

3) Use of material verbs/process

   Realizing the importance of reading makes someone motivated to read. Therefore, a compaign of the importance of reading should be done.

4) Use mental verbs

   Reading habits in poor among indonesian because most people have not realized the importance of reading. Realizing the importance of reading makes someone motivated to read. When we know that something is very important.

5) Use of relational process

   Reading habits in poor among indonesian... Reading is important to transform knowledge and technology. When we know that something is very important...

3. Rubric

CRITERIA	COMPONENTS	SCORE
Generic Structure	Thesis	10
	Arguments	20
	Recommendation	10
	Focus on generic human and non human participant	10
	Use simple present tense	20
	Use of material verbs/process	10
	Use mental verbs	10
	Use of relational process	10
TOTAL		100

Medan,   Mei 2017

The Principal of MAS Al-Washliyah   English Teacher   Researcher

Musder Marbun, S.Pd   Novianty, S.S   Lismawati
                                                    NIM: 34131106

LESSON PLAN

School : MAS AL-Washliyah Pasar V Medan

Subject : English

Topic : Hortatory Exposition Writing

Class/Semester : XI/II

Time Allocation : 4 x 45 Minute

Class Meeting : 2 ^nd^ and 3 ^rd^ Meeting

A. Standard Competency :

Expressing meaning of short functional text and written essay text in the form of hortatory exposition text in the context of daily life.

B. Basic Competence :

Expressing meaning and rhetorical steps in written essay text accurately, fluently and appropiately in context of daily life to access knowledge in the form of hortatory exposition text.

C. Indicators :

1) identifying generic structure of hortatory exposition text.
2) identifying langiuage features of hortatory exposition text.
3) Writing a hortatory exposition text.

D. Learning Objectives

At the end of the learning process students are able to:

1) identifying generic structure of hortatory exposition text.
2) identifying language features of hortatory exposition text.
3) Writing a hortatory exposition text.

E. Learning Material

Hortatory Exposition Text

Hortatory Exposition text is a text functioning to persuade readers to do something.

Generic Structures **:**

1) Thesis : Announcement of issue of concern.

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3) Recommendation :Statement of what ought or ought not to happen.

Language Features **:**

1) Focus on generic human and non human participants.

2) Using Simple Present Tense

3) Using Relational Process

4) Using action verbs

5) Using mental verbs

The Example of Hortatory Exposition Text :

A Campaign of the Importance of Reading

Reading habits in poor among indonesian because most people have not realized the importance of reading.

Reading is importance to transform knowledge and technology. By reading, one knows the world.

Realizing the importance of reading makes someone motivated to read. When we know that something is very important because it can give us valuable information, we will try to get it or do it.

Therefore, a compaign of the importance of reading should be done.

The Analysis of Generic Structures **:**

1) **Thesis**

   Reading habits is poor among indonesian because most people have not realized the importance of reading.

2) **Argument 1**

   Reading is importance to transition knowledge and technology. By reading, one knows the world.

   Argument 2

   Reading the importance of reading makes someone motivated to read. When we know is very importance because it give us valuable infprmation, we will try to get it or do it.

3) **Recommendation**

   Therefore, a compaign of the importance of reading should be done.

The Analysis Of Linguistics Features:

1) Focus on generic human and non human participant

   Reading habits in poor among *indonesian* because most *people* have not realized the importance of reading.

2) Use simple present tense

   Reading habits *is* poor among indonesian because most people *haven't* realized the importance of reading. Reading *is* important to transform knowledge and technology. Realizing the importance of reading *makes* someone motivated to read. When we *know* that something is very important.

3) Use of material verbs/process

   Realizing the importance of reading makes someone motivated to *read*. Therefore, a *compaign* of the importance of reading *should be done.*

4) Use mental verbs

   Reading habits in poor among indonesian because most people haven't *realized* the importance of reading. Realizing the importance of reading makes someone *motivated* to read. When we know that something is very important.

5) Use of relational process

Reading habits in poor among indonesian... Reading *is* important to transform knowledge and technology. When we know that something *is* very important...

F. Teaching technique :

Lecturing and Dictogloss Technique

G. Source/media of teaching

d) Internet

e) LCD Projector

f) Handout

H. Scenario Of Teaching

Meeting	Activities		Time Allocation (Minute)
	Pre-activity		
	Teacher	Students	
II (2x45')	Orientation : Asking student about the content of a text discussed in the previous meeting, the generic structures and language features of a hortatory exposition text.	Answering teacher's question.	5'
	Apperception : Explaining about Dictogloss Technique; The procedure, aim and benefit of studying by using dictogloss technique.	Listening and paying attention t teacher's explanation about Dictogloss Technique.	15'

Meeting	Activities		Time Allocation (Minute)
	Pre-activity		
	Teacher	Students	
II (2x45')	4. Dividing students into pairs.	Sitting in the group.	5'
	5. Dictating the text discussed before.	Listening to the text read by the teacher.	5'
	6. Dictating the text for the second time.	Listening and taking note main information of the text.	5'
	7. Asking students to work the text.	- Comparing and combaining the note taken while listening so the text read with their friends in group. - Reconstructing the text that they have heard which is grammatically correct and certains of the same information as the original version.	45'
	Post Activity		10'
	Asking for students' difficulty in learning hortatory exposition text	Answering teacher's question	

Meeting	Activities		Time Allocation (Minute)
	Pre-activity		
	Teacher	Students	
III (2x45')	Apperception : Asking students about the generic structures and language features of a hortatory exposition text.	Answering teacher's question	5'
	Post Activity		
	1. Asking students to present their work in front of the class.	- Presenting their work - Giving comment related to student's work which is being presented.	30'
	2. Asking students to look at the original text given.	- Comparing their text with the original version by checking the content and the grammar of the text.	5'
	3. Asking students to write a hortatory exposition text.	- Writing a hortatory exposition text. (TEST II)	45'
	Post Activity		5'
	Reflection : Asking for students' difficulty in learning hortatory exposition text (the strengths and the weakness)	Answering teacher's question	

I. Assesment

Technique : written text

Instruction

2nd meeting (group)

.   Write   a hortatory exposition text about " Students Get Homework " by using Dictogloss Technique.

3rd meeting

Write a hortatory exposition text about " SMOKING"

4. Rubric

No	CRITERIA	INDICATOR	SCOR	MAX SCOR
1.	Thesis	Stating the issue	10	10
2.	Arguments	Point	5	
		Elaboration	5	30
3.	Recommendation	Offering something to do	10	10
		- Sophisticated range;effective word/idiom choice and usage; Word form mastery; appropiate register.	20-18	
		- Adequate range; occasional erros of word/idiom form, choice, usage but meaning not	17-14	

		obscured.		
4.	Vocabulary	- Limmited range, frequent error of work/idiom form, choice, usage but meaning not obscured	13-10	
		- Essentially translation, little knowledge of English vocabulary, idiom, word form, OR not enough to evaluate.	9-7	
5.	Language Use	- Effective, complex constructio n; few erros of agreement, tense, number, word order/ function, articles, pronouns, prepositions.		
		- Effective but simple onstruction;minor problems in complex construction;several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured		
		- Major problems to simple construction; frequent errors of negation agreement, tense, number, word order/function, articles, pronouns, prepositions ,and/or fragments, runons, deletions:meaning confused or obscured.		
		- Virtually no mastery of sentence construction rules;do minated by erros does not		

		communicate, OR not enough to evaluate.		
6.	Mechanic	- Demonstrates mastery of convntions;few errors of spelling, punctuation, capitaliz ation, paragraphing. - Occasional errors of spelling, capitalization, paragraphing but not obscured. - No mastery of conventions ;dominated by errors of spelling, punctuation, capitaliz ation,paragraphing, Handwriting illegible, or not enough to evaluate.		

Medan, Mei 2017

The Principal of MAS Al-Washliyah   English Teacher   Researcher

Musder Marbun, S.Pd   Novianty, S.S   Lismawati
                                                                NIM: 34131106

LESSON PLAN

School : MAS AL-Washliyah Pasar V Medan

Subject : English

Topic : Writing

Sub Topic : Hortatory Exposition Writing

Class/Semester : XI/II

Time Allocation : 2 x 45 Minute

Class Meeting : 4th Meeting

CYCLE II

A. **Standard Competency** :

Expressing meaning of short functional text and written essay text in the form of hortatory exposition text in the context of daily life.

B. **Basic Competence**

Expressing meaning and rhetorical step in written essay text accurately, flu eny and appropiately in context of daily life to access knowledge in the form of hortatory exposition text.

C. **Indicators**

1) identifying generic structure of hortatory exposition text.
2) identifying language features of hortatory exposition text.

D. **Learning Objectives**

At the end of the learning process students are able to:

1) identifying generic structure of hortatory exposition text.
2) identifying language features of hortatory exposition text.

E. **Learning Material**

Hortatory Exposition Text

Hortatory Exposition text is a text functioning to persuade readers to do something.

Generic Structures **:**

1) Thesis : Announcement of issue of concern.

2) Arguments : Reason of concern, leading to the recommendation.

3) Recommendation :Statement of what ought or ought not to happen.

Language Features **:**

1. Focus on generic human and non human participants.

2. Using Simple Present Tense

3. Using Relational Process

4. Using action verbs

5. Using mental verbs

The Example Of Hortatory Exposition Test

Gambar 1: Fenomena kemacetan di Indonesia
(Sumber: google.com)

Cars Should be Barned in the City

As we know, cars create pollution and cause a lot of deaths and other accidents.

Firstly, cars contribute a lot of 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 wonder anywhere and cars commingly with pedestrians in the city, which cause the accidents. Cars today are our road biggest killer againts.

Thirdly, cars cars very noisy. If you live in city, you may find it hard to sleep at night and concentrate on your homework, and to talk someone.

In conclusion, cars should be banned in the city for the reason listed.

The Analysis of Generic Structures :

1) Thesis

As we know, cars create pollution and cause a lot of deaths and other accidents.

2) Argument 1

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

Argument 2

Secondly, the city is very busy. People wonder anywhere and cars commingly with pedestrians in the city, which cause the accidents. Cars today are our road biggest killer againts.

Argument 3

Thirdly, cars cars very noisy. If you live in city, yaou may find it hard to sleep at night and concentrate on your homework, and to talk someone.

3) Recommendation

In conclusion, cars should be banned in the city for the reason listed.

The Analysis Of Linguistics Features:

1) Focus on generic human and non human participant

As we know, *cars* create pollution and cause a lot of deaths and other accidents

2) Use simple present tense

As we *know*, cars *create* pollution and *caus*e a lot of deaths and other accidents.

Firstly, cars ***contribute*** a lot of 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.

3) Use of material verbs/process

As we know, cars ***create*** pollution and cause a lot of deaths and other accidents. People ***wonder*** anywhere and cars ***commingle*** with pedestrians in the city, which cause the accidents.

4) Use mental verbs

As we ***know***, cars cars create pollution and cause a lot of deaths and other accidents and ***concentrate*** on your homework.

5) Use of relational process

Some of these illness are so dangerous that people can die from them. Secondly, the city is very busy. Thirdly, cars cars very noisy.

F. Teaching technique : Lecturing and Dictogloss Technique

G. Source/media of teaching
   a) Picture taken from internet
   b) LCD Projector
   c) Handout
   d) Textbook: Suwito. 2008. Materials for National Examintaion of Senior High School and Preparation for Facing University Entrance Text. Medan:Yayasan Harapan

H. Scenario Of Teaching

Meeting	Activities		Time Allocation (Minute)
	Pre-activity		
	Teacher	**Students**	
IV (2x45')	Orientation : Catching students' attention to the material by asking their opinion about	Answering teacher's question.	5'

	English (brainstorming). Apperception : Giving the beginning explanation of hortatory exposition text, the aim and benefit of learning hortatory expositin text..	Listening and paying attention to teacher's explanation about hortatory expsitin text.
		5'

Meeting	Activities		Time Allocation (Minute)
	Pre-activity		
	Teacher	Students	
IV (2x45')	1. Explaining about Hortatory Exposition Text(definition social), function, generic, structure,and language features;Simple Present Tense).	Listening and paying attention teacher's explanation about Hortatory Exposition Text.	20'
	2. Giving a text about "Cars Should be Banned in the City". and asking some students to read and identify the text.	Reading and identifying.	20'
	3. Giving a text entitled "Students Should Get Homework"	Identifying generic structure and language Features of a text given by the teacher.	20'

	4. Showing the text in LCD Projector	Identifying generic structure and language Features of a text showed and discussing the content of the text by translating it together.	10'
	Post Activity		5'
	1. Asking for students' difficulty in learning hortatory exposition text.	Responding to teacher's question.	
	2. Giving reinforcement by asking the students to summerize what they have learned.	Summarizing the lesson that they have learned.	5'

I. Assesment

3. Technique : written text
4. Instruction

   Read the following text and identify

   c. *The generic structure of the text*
   d. *The sentences that show linguistic features of the text.*

Student Should Get Homework

Many students apend most of their time for doing something useless.

They always come back late to their home by gathering wirth their friends for a long time. It makes them lazy to study.

Secondly, they do not have responsibility for the lesson that has been discussed in school. There is no further activity given by teacher after studying the lesson in school as media for students to review their lesson.

Because of that, I students need to geet homework to make them wont to study.

The Analysis of Generic Structures :

1) **Thesis**

Many students spend most of their time for doing something useless.

2) **Argumenr 1**

They always come back late to their home by gathering wirth their friends for a long time. It makes them lazy to study.

Argument 2

Secondly, they do not have responsibility for the lesson that has been discussed in school. There is no further activity given by teacher after studying the lesson in school as media for students to review their lesson.

3) **Recommendation**

Because of that, I students need to geet homework to make them wont to study.

The Analysis Of Linguistics Features:

1) Focus on generic human and non human participant

Many *students* spend most of their time for doing something useless.

2) Use simple present tense

Many students *spend* most of their time for doing something useless. It makes them lazy to study. Secondly, they *do not have* responsibility for the lesson that *has* been discussed in school. There **is** no further activity given by teacher after studying the lesson in school as media for students to review their lesson.

Because of that, I *think* students need to geet homework to make them wont to study.

3) Use of material verbs/process

They always **come back** late to their home by **gathering** wirth their friends for a long time. Because of that, I students need to **get homework** to make them wont to study.

4) Use mental verbs

Because of that, I **think** students need to geet homework to make them wont to study.

5) Use of relational process

There **is no** further activity given by teacher after studying the lesson in school as media for students to review their lesson.

3. Rubric :

CRITERIA	COMPONENTS	SCORE
Generic Structure	Thesis	10
	Arguments	20
	Recommendation	10
	Focus on generic human and non human participant	10
	Use simple present tense	20
	Use of material verbs/process	10
	Use mental verbs	10
	Use of relational process	10
TOTAL		100

Medan, Mei 2017

The Principal of MAS Al-Washliyah   English Teacher   Researcher

Musder Marbun, S.Pd   Novianty, S.S   Lismawati

NIM:34131106

LESSON PLAN

School : MAS AL-Washliyah Pasar V Medan

Subject : English

Topic : Writing

Sub Topic : Hortatory Exposition Writing

Class/Semester : XI/II

Time Allocation : 6 x 45 Minute

Class Meeting : 5th and 6th Meeting

CYCLE II

A. **Standard Competency** :

Expressing meaning of short functional text and written essay text in the form of hortatory exposition text uin the context of daily life.

B. **Basic Competence** :

Expressing meaning and rhetorical steps in written essay text accurately, fluently and appropiately in context of daily life access knowledge in the form of hortatory exposition text.

C. **Indicators** :

1) identifying generic structure of hortatory exposition text.
2) identifying langiuage features of hortatory exposition text.
3) Writing a hortatory exposition text.

D. **Learning Objectives**

At the end of the learning process students are able to:

3) identifying generic structure of hortatory exposition text.
4) identifying langiuage features of hortatory exposition text.
5) Writing a hortatory exposition text.

E. **Learning Material**

Hortatory Exposition Text

Hortatory Exposition text is a text functioning to persuade readers to do something.

***Generic Structures* :**

1) Thesis : Announcement of issue of concern.

2) Arguments : Reason of concern, leading to the recommendation.

3) Recommendation : Statement of what ought or ought not to happen.

***Language Features* :**

1. Focus on generic human and non human participants.

2. Using Simple Present Tense

3. Using Relational Process

4. Using action verbs

5. Using mental verbs

The Example of Hortatory Exposition Text:

<u>Students Should Get Homework</u>

Many students apend most of their time for doing something useless.

They always come back late to their home by gathering wirth their friends for a long time. It makes them lazy to study.

Secondly, they do not have responsibility for the lesson that has been discussed in school. There is no further activity given by teacher after studying the lesson in school as media for students to review their lesson.

Because of that, I students need to geet homework to make them wont to study.

The Analysis of Generic Structures :

1) **Thesis**

   Many students spend most of their time for doing something useless.

2) **Argument 1**

   They always come back late to their home by gathering wirth their friends for a long time. It makes them lazy to study.

   Argument 2

   Secondly, they do not have responsibility for the lesson that has been discussed in school. There is no further activity given by teacher after studying the lesson in school as media for students to review their lesson.

3) **Recommendation**

   Because of that, I students need to geet homework to make them wont to study.

The Analysis Of Linguistics Features:

1) Focus on generic human and non human participant

   Many *students* spend most of their time for doing something useless.

2) Use simple present tense

   Many students *spend* most of their time for doing something useless. It makes them lazy to study. Secondly, they *do not have* responsibility for the lesson that *has* been discussed in school. There *is* no further activity given by teacher after studying the lesson in school as media for students to review their lesson.

   Because of that, I *think* students need to geet homework to make them wont to study.

3) Use of material verbs/process

   They always *come back* late to their home by *gathering* wirth their friends for a long time. Because of that, I students need to *get homework* to make them wont to study.

4) Use mental verbs

Because of that, I *think* students need to get homework to make them wont to study.

5) Use of relational process

There *is no* further activity given by teacher after studying the lesson in school as media for students to review their lesson.

F. Teaching technique : Lecturing and Dictogloss Technique

G. Source/media of teaching

    g) Internet

    h) LCD Projector

    i) Handout

    j) Textbook: Suwito. 2008. Materials for National Examintaion of Senior High School and Preparation for Facing University Entrance Text. Medan:Yayasan Harapan

H. Scenario Of Teaching

Meeting	Activities		Time Allocation (Minute)
	Pre-activity		
	Teacher	Students	
V (2x45')	**Orientation :** Asking student about the content of a text discussed in the previous meeting, the generic structures and language features of a hortatory exposition text.	Answering teacher's question.	5'
	Apperception : Explaining about Dictogloss Technique; The procedure, aim and benefit of studying by	Listening and paying attention t teacher's explanation about	15'

	using dictogloss technique.	Dictogloss Technique.	
	Main Activity		
	1. Dividing students into pairs.	Sitting in the group.	
	2. Dictating the text discussed before.	Listening to the text read by the teacher.	
	3. Dictating the text for the second time.	Listening and taking note main information of the text.	
	4. Asking students to work the text	- Comparing and combaining the note taken while listening o the text read with their friends in group. - Reconstructing the text that they have heard which is grammatically correct and certains of the same information as the original version	
	Post Activity		
	Asking for students' difficulty inlearning hortatory exposition text	Answering teacher's question	10'

Meeting	Activities		Time Allocation (Minute)
	Pre-activity		
	Teacher	Students	
VI (2x45')	Apperception : Asking students about the generic structures and language features of a hortatory exposition text.	Answering teacher's question	5'

Meeting	Activities		Time Alokasi (Minute)
VI (2x45)			30'
	Main Activity		
	1. Asking students to present their work in front of the class.	- Presenting their work - Giving comment related to student's work which is being presented.	5'
	2. Asking students to look at the original text given.	- Comparing their text with the original version by checking the content and the grammar of the text.	45'
	3. Asking students to write a hortatory exposition text.	- Writing a hortatory exposition text. (TEST III)	
	Post Activity		5'
	Reflection : Asking for students' difficulty in learning	Answering teacher's question	

	hortatory exposition text (the strengths and the weakness)		

I. Assesment

4) Technique : written text

5) Instruction

5th meeting

.   *Write a hortatory exposition text about " Students Get Homework " by using Dictogloss Technique.*

6th meeting

Write a hortatory exposition text about " INTERNET"

6) Rubric

No	CRITERIA	INDICATOR	SCOR	MAX SCOR
1.	Thesis	Stating the issue	10	10
2.	Arguments	Point	5	
		Elaboration	5	30
3.	Recommendation	Offering something to do	10	10
		- Sophisticated range;effective word/idiom choice and usage;	20-18	

		Word form mastery; appropiate register.		
		- Adequate range; occasional erros of word/idiom form, choice, usage but meaning not obscured.	17-14	
4.	Vocabulary	- Limmited range, frequent error of work/idiom form, choice, usage but meaning not obscured	13-10	
		- Essentially translation, little knowledge of English vocabulary, idiom, word form, OR not enough to evaluate.	9-7	
5.	Language Use	- Effective, complex construction; few erros of agreement, tense, number, word order/function, articles, pronouns, prepositions.		
		- Effective but simple construction;minor problems in complex construction;several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured		
		- Major problems to simple construction; frequent errors of negation agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments, runons, deletions:meaning confused or obscured.		

		- Virtually no mastery of sentence construction rules;dominated by erros does not communicate, OR not enough to evaluate.		
6.	Mechanic	- Demonstrates mastery of convntions;few errors of spelling, punctuation, capitalization, paragraphing. - Occasional errors of spelling, capitalization, paragraphing but not obscured. - No mastery of conventions ;dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.		

Medan,   Mei 2017

The Principal of MAS Al-Washliyah   English Teacher   Researcher

Musder Marbun, S.Pd   Novianty, S.S   Lismawati
                                                                        NIM: 34131106

APPENDIX II

Students' Score in Orientation test (Test I)

No	Students Initial Name	Criteria						Total Score
		Thesis	Arg	Rec	L. Use	Voc	Me	
1	ARF	-	10	-	6	5	2	33
2.	ANW	-	10	10	3	10	1	34
3.	AF	-	10	-	2	10	2	24
4.	AAR	-	10	10	8	10	2	40
5.	AH		5	10	1	5	1	22
6.	AP	10	5	-	10	18	3	46
7.	AQ	-	10	10	5	15	2	47
8.	DA	10	5	-	10	20	3	48
9.	ES	-	10	10	6	10	2	38
10	FS	10	15	10	12	15	2	64
11.	JW	-	5	-	1	10	1	17
12.	M.A	-	5	-	3	10	10	19
13.	M.SA	-	10	10	8	10	2	40
14.	MS	-	10	10	5	15	2	47
15.	MS	-	10	-	3	10	1	24
16.	NUR	10	10	10	18	10	4	62
17.	NU	-	5	-	7	18	3	43
18.	RAH	-	5	10	2	10	2	29
19.	RS	-	-	-	2	10	1	13
20.	RT	-	5	-	2	10	1	18
21.	R	3	15	-	3	15	3	36
22.	SAB		10	10	10	15	3	37
23 .	SUM	-	5	-	2	10	1	18
24.	S	10	5	-	6	10	1	32
25	SNH	-	15	10	20	20	4	69
26.	SP	-	10	-	6	15	2	33
27.	ULAN	-	10	-	3	10	1	24
28.	ZFR	10	15	10	15	13	5	43
29.	ZF	-	5	-	2	3	1	11
30.	WTL	10	10	10	20	20	3	18

Students' Score in Cycle I (Test II)

No	Students Initial Name	Criteria						Total Score
		Thesis	Arg	Rec	L. Use	Voc	Me	
1	ARF	10	20	10	15	15	5	75
2.	ANW	10	10	10	23	18	5	76
3.	AF	10	10	2	10	10	3	45
4.	AAR	10	10	10	15	15	3	63
5.	AH	10	10	-	10	10	3	43
6.	AP	10	10	10	20	15	4	69
7.	AQ	10	15	10	15	15	5	70
8.	DA	10	20	10	15	15	4	74
9.	ES	10	13	10	20	15	5	73
10	FS	10	10	10	15	15	3	63
11	JW	-	10	10	10	15	3	48
12.	M.A	10	10	10	10	15	3	53
13.	M.SA	10	10	10	18	15	2	64
14.	MS	10	10	10	15	15	3	56
15.	MS	10	10	10	10	13	3	70
16.	NUR	10	10	10	20	10	4	84
17	NU	10	13	10	20	15	5	68
18	RAH	10	13	10	20	17	4	63
19	RS	10	15	10	20	20	4	63
20	RT	10	10	-	15	15	3	54
21	R	10	10	10	15	15	3	72
22	SAB	-	10	10	10	15	3	42
23	SUM	-	10	10	15	15	4	70
24	S	10	10	-	15	18	4	63
25	SNH	10	10	10	15	15	4	35
26	SP	10	10	10	15	15	3	63
27	ULAN	10	10	10	15	15	3	63
28	ZFR	10	10	10	15	15	3	63
29	ZF	10	10	10	15	15	3	63
30	WTL	10	10	10	15	15	3	63

The Mean of Students' Scores

$$X = \frac{\Sigma x}{N}$$

Where: X   = The mean of the students' scores

            Σx = The total scores of the students

            N   = The number of the students

In Test I, the students' total score was 1007 and the number of the students was 30. The mean was:

$$X = \frac{1007}{30} = 33.56$$

In Test II, the students' total score was 2734 and the number of the students was 30. The mean was:

$$X = \frac{1755}{30} = 58.5$$

In Test III, the students' total score was 3336 and the number of the students was 30. The mean was:

$$X = \frac{2360}{30} = 78.66$$

The Number of Competent Students

$$P = \frac{R}{T} \text{x } 100\%$$

Where:

P = The percentage f the number of the students.

R = the number of those who get the those.

T = The total number of the students.

The percentage of the improvement of students' hortatory exposition writing achievement in Test I:

$$P= \frac{1}{30} x\ 100\% = 3.33\%$$

The percentage of the improvement of students' hortatory exposition writing achievement in Test II:

$$P= \frac{8}{30} x\ 100\% = 26.66\%$$

The percentage of the improvement of students' hortatory exposition writing achievement in Test III:

$$P= \frac{25}{30} x\ 100\% = 83.33\%$$

APPENDIX III

DIARY NOTES

Monday, 06 [th] March 2017

In the firs meeting, the researcher introduced herself and told the studentd about the intension of doing study. The researcher asked about the lesson that have been learned. Most of the students paid attention to the researcher's explanation and gave a good respond to rer's question. The rsesearcher explained the lesson by doing brainstroming first, then explained about hortatory exposition text clearly (the generic structures and language features:simple present tense).

There were some students who did not pay attention to the researcher's explanation. They tent to talk with their friends, but the researcher admonished the students who made noisy. The researcher gave the students a text a about 'A Campaign of the Importance of Reading', identified he generic structures and language features the text, and the discussed the content of the text together with the students. Most of the students were able to mention the generic structures and language features of hortatory exposition text. The students did the task even though some of them still got confused about hortatory exposition text. The researcher asked students about their difficulty in writing, especially writing hortatory exposition text. It was found that they had difficulty in grammar and vocabulary. The researcher explained slightly about the technique that would be applied in teaching them and asked the students to bring dictionary in every meeting of English subject. The researcher felt comfortable in the class because most of the students felt excited to study about hortatory exposition text with her.

Wednesday, 08ᵗʰ March 2017

In the second meeting, the researcher reviewed the lesson first before applying dictogloss technique. The researcher reviewed the text given in the previous meeting and then explained about the dictogloss technique.

Then, the researcher explained about the dictogloss technique clearly(the steps and benefits of studying by using dictogloss technique). All the students paid attention to the researcher's explanation. The researcher ran all the steps of dictogloss technique. There were some students who were still confused about what they would like to do, but they asked the researcher and the researcher responded the student's question well. She re-explained the steps and the instruction of the technique.

Most of the students did the assignment and had a discussion seriously and actively, but there were also some students who were not serious in doing the assignment. But, the researcher admonished the students who were not serious when teaching learning process was running. She motivated the students by explaining the benefits of studying English, writing hortatory exposition text specifically by using dictogloss technique. The students listened to teacher's explanation and try to be quiet and serious in doing the assignment given.

Monday, 13ᵗʰ March 2017

In the third meeting, the students presnted their assignment in the previous meeting. When the students presented their work, the other students would give comment related to the content and grammar of their friend's work. In this phase,

there were not many students who would like giving comment voluntarily. They gave their comment after the researcher asked them to do it.

After presenting the student's work, the researcher asked for students' difficulty of studying hortatory exposition text by using dictogloss technique, but there was no question. Then, researcher conducted writing test for the students as their TEST II score . the students were asked to write a hortatory exposition text about 'Smooking', and all the students did the test.

Wednesday, 15th March 2017

This was beginning of cycle II. Before the teacher explained the lesson, she gave some motivation for the students. Then, the researcher re-explained the lesson about hortatory exposition text (the generic structures and language features). The students listened and paid attention to the teacher's explanation. The researcher gave students a text about 'Students Should Get Homework'. The students are asked to identify the generic structures and languages feature of the text., and then discussed about the content of the text (the difficult vocabulary in the text) together. In this meeting, the students seemed more interested and comfortable in teaching and learning process. They were able to mentioned and re-explained about the generic structures and language features of hortatory exposition text well.

APPENDIX IV

OBSERVATION SHEETS

Read the following statements accurately and put check √ whether it has done and cross (X) whether it has not done yet.

No	Focus On Observe	Points of Observe	Meetings					
			I	II	III	IV	V	VI
1.	The personality of the writer as a teacher	1.1 The teacher opens the class in spirit way 1.2 The teacher creates supportive and pleasent atmosphere 1.3 The teacher motivavtes the studentss to love English and tell them the importance of English in life						
2.	The teaching quality of the teacher within the application of teaching hortatory exposition text by using dictogloss techique	2.1 The teacher prepares teaching material systematically 2.2 The teacher explains teaching objective 2.3 The teacher attracts students' attention 2.4 The teacher explains the lesson about hortatory exposition writing clearly 2.5 The teacher gives all the students chance to ask about the lesson 2.6 The teacher respond to the						

		students' question						
		2.7 The teacher pays attention to all groups in the class						
		2.8 The teacher gives feedback to the students						
		2.9 The teacher manages the time effectively and effeciently						
3.	The students' responds to the classroom activity	3.1 The students pays attention to the teacher's explanation						
		3.2 The students dare to share their ideas and opinion to the class						
		3.3 The students answer the teacher's question						
		3.4 The students give good responds to the topic given						
		3.5 The students write their hortatory exposition writing actively and seriously						
		3.6 The students dixcuss shout their writing actively						
		3.7 The students feel interested along teaching-learning process						
		3.8 The students participate in group discussion						
		3.9 All the students do their writing test						
4.	The Context	4.1 The classroom is save from crowd						
		4.2 The classroom is clean and						

		comfortable						
		4.3 The classroom has teaching aids (markers, whiteboard, duster, etc).						

Medan, April 2017

Observe

Novianty, S.S

APPENDIX V

Questionnaire Scores

No	Statement									Total
	1	2	3	4	5	6	7	8	9	
1.	2	3	3	2	2	3	3	3	2	23
2.	3	2	3	2	3	2	3	3	3	24
3.	2	2	2	3	2	2	3	2	3	21
4.	2	2	3	2	2	3	3	2	3	22
5.	2	2	3	2	2	3	2	3	2	21
6.	2	2	2	3	3	2	3	2	3	22
7.	2	2	3	2	3	2	3	2	3	22
8.	3	2	2	2	3	2	3	2	3	22
9.	3	2	3	3	3	2	3	3	3	25
10.	2	2	2	2	3	3	3	2	2	21
11.	2	2	2	2	2	2	2	2	2	18
12.	2	2	3	2	2	2	3	2	2	20
13.	2	2	2	2	2	2	2	2	2	18
14.	2	2	2	2	2	2	3	2	2	19
15.	2	2	2	2	3	2	3	2	2	20
16.	2	2	2	2	2	2	2	2	2	18
17.	2	2	2	2	2	2	2	2	2	18
18.	2	2	1	1	2	2	2	2	2	16
19.	2	1	2	2	2	2	2	2	2	17
20.	2	2	2	2	1	1	2	2	2	16
21	2	2	2	2	2	2	2	2	2	18
22	2	2	2	3	2	2	3	2	3	21
23.	2	2	2	3	2	2	3	2	3	21
24.	2	2	2	2	2	1	2	2	1	16
25.	2	2	2	3	3	2	3	2	2	21
26.	2	2	2	3	2	2	3	2	3	21

27.	2	2	2	2	3	3	2	2	2	20
28.	2	2	3	2	2	2	2	2	2	19
29.	2	2	2	2	2	2	2	2	2	18
30.	2	2	2	2	3	2	2	2	2	19

PERCENTAGE OF QUESTIONNAIRE STATEMENTS

Statement	Strongly Agree (3)	Agree (2)	Disagree (1)
1	3	39	-
2	2	38	1
3	13	27	2
4	8	32	2
5	13	28	1
6	11	29	2
7	20	22	-
8	4	38	-
9	11	29	2

Statement	Strongly Agree (3)in %	Agree (2) in %	Disagree (1) in %
1	7.1	92.9	-
2	4.8	90.5	2.3
3	30.9	64.3	4.8
4	19	76.1	4.8
5	30.9	66.7	2.3
6	26.2	69	4.8
7	47.6	52.4	-
8	9.5	90.5	-
9	26.2	69	4.8
Total	$\sum X=202.2$	$\sum X=671.4$	$\sum X=23.8$
Mean	X=22.6	X=74.7	X=2.7

| Agree (%)	Disagree (%)
22.6	
74.7	2.7
$\sum X = 97.3$	$\sum X = 2.7$

QUEISTIONNAIRE SHEETS

Interaction:

a. *Read the following statements accurately*

b. *Put a cheklist (√) in the choices is every statement whether you (3) strongly agree, (2) agree, (1) disagree and give the reason.*

c. *Do it honestly*

No	Statements	Choices		
		I	II	III
1.	The applying of dictogloss technique motivates me in learning writing, specifically in learning hortatory exposition hortatory writing.			
2.	I am interested in writing process by using dictogloss technique.			
3.	The applying of dictogloss technique helps me in comphrending elements in writing hortatory exposition text.			
4.	The problems usually faced in learning hortatory exposition text can be solved through dictogloss technique.			
5.	11makes me more active in teaching-learning process			
6.	My understanding about hortatory exposition text becomes improve by using dictogloss technique			
7.	The applying of dictogloss technique helps me in writing hortatory exposition exposition text systematically.			
8.	I can produce a good hortatory exposition text by using dictogloss technique.			
9.	It is easier for me to write hortatory exposition text by using dictogloss technique.			

APPENDIX VI
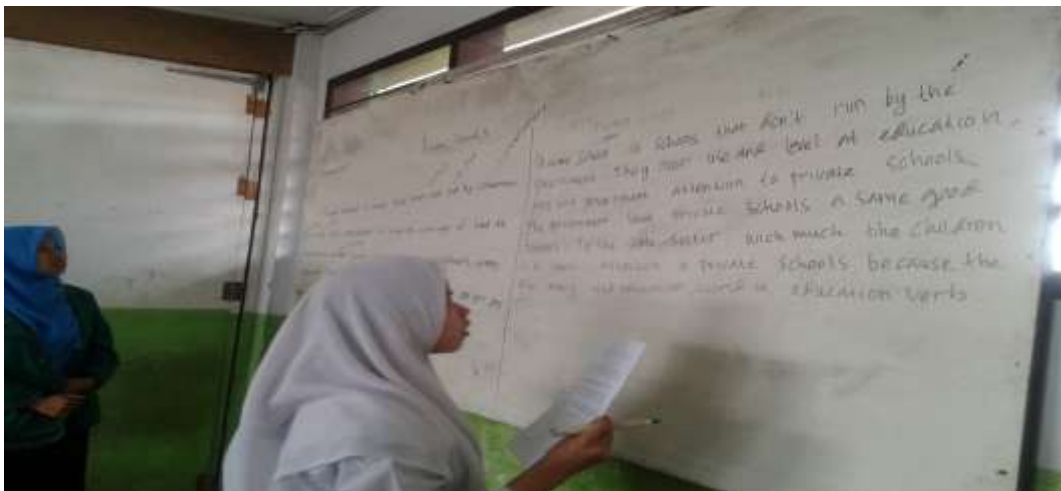
BIBLIOGRAPHY

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