



**IMPROVING STUDENTS' ABILITY IN WRITING HORTATORY
EXPOSITION TEXT THROUGH CONSULTANCY PREWRITING
PROTOCOL TECHNIQUE AT THE SECOND GRADE OF MAS PAB 2
HELVETIA MEDAN**

THESIS

*Summited the Faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatera as a Partial Fulfilment of the Requirements for
the Degree of Sarjana Pendidikan*

By:

Fitri Zakiah

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2018



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Assalamualaikum Wr.Wb

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**Judul : “Improving Students’ Ability In Writing Hortatory
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Technique At The Second Grade Of Mas Pab 2 Helvetia
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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di
munaqosyahkan dalam sidang munaqosyah skripsi Fakultas Tarbiyah UIN – SU
Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima
kasih.

Wassalamualaikum, Wr, Wb.

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PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Saya berani menerima segala konsekuensi bila pernyataan saya ini tidak benar.

Demikian surat pernyataan keaslian skripsi ini saya buat dengan sebenarnya.

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ABSTRACT

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Title : Improving Students' Ability in Writing
Hortatory Exposition Text Through Consultancy Prewriting Protocol Technique
at the Second Grade of MAS PAB 2 Helvetia Medan.

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan 2018.

This research was conducted to find out the implementation of Consultancy Prewriting Protocol technique in improving students' ability in writing hortatory exposition text. The subject of this research was the second grade of MAS PAB 2 Helvetia Medan which consisted of 29 students. This research was applied by classroom action research. The qualitative data were taken from observation sheet, interview sheet, and diary notes. The quantitative data were taken from tests, which was carried out in the end of every cycle. The test was given to the students in form of pre-test, post test in the first cycle and the post test in the second cycle. The result of the data analysis showed that the score of students increased from the first post-test I to post-test II. It was showed from the mean of orientation test was 48,89 there was 7% (2 students) who got point 75 or more. In the post test of cycle I, the mean was 64,34, it was higher than orientation test. There was 45% (13 students) who got point 75 or more. The percentage of the students' score in the orientation test to post-test I was improvement 38 %. In the post test II, the mean was 79, and the percentage of students who got point 75 or more was 86%.

It indicated that was improvement of students' ability in writing hortatory exposition text through Consultancy Prewriting Protocol technique.

Keywords: *Writing, Hortatory exposition text, Consultancy Prewriting Protocol Technique*

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This thesis is written to fulfill one requirement to obtain the *sarjana degree* at Department of English Education of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera.

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CHAPTER I

INTRODUCTION

A. Background of the Study

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, type writers, and computer. Writing is one of the communication skills that really important to be learned and mastered by everybody, because writing is not only improving our knowledge but also developing our vocabulary, and growing the intellectual.

Writing is one of language skills and productive skills that always important to be learned by students. Without writing, the knowledge will not extend and will not be able to express feeling and idea to communicate with others. Writing is actually useful to the students to learn a language because writing provides many advantages, such as reinforcing the grammatical/structures, idioms, and vocabularies. Students can convey their ideas, opinion, feeling, experiences, information and thought in their mind so that they will be able to express them into sentences and paragraph.

There are many types of writing text. Types of writing test divided into thirteen types, there are report, news item, analytical exposition, anecdote, recount, narrative, procedure, description, hortatory exposition, explanation, discussion, review, and spoof.

According to Amalia Pradini, hortatory exposition text is one of text types of argumentative genres which have function to persuade reader.¹ Hortatory exposition text is one of the genre in writing that must be mastered by the students in learning English. To make a good writing hortatory exposition text is influenced by many factors such as mastering vocabulary, word order, sentence, pattern, punctuation, capitalization, conjunction, grammar, and spelling.

Writing hortatory exposition text is one of the genres in writing texts. It is taught by teacher in order to make students know how to persuade the reader or listener that something should or should not be the case. It is also a text which explains a theory or a case comprehensively that aiming to exhort or to give recommendation to the reader to do something.

However, many students have difficulties in writing hortatory exposition text because the teacher only explains what the generic structure, linguistic features, and the teacher just uses traditional technique in teaching writing. The teacher asks the students to write hortatory exposition text. The teacher does not explain how to write hortatory exposition text and does not use any technique to teach the students. Therefore, the students will be unmotivated, bored, and have difficulties in learning hortatory exposition text. Finally, their grade in writing will not good.

Based on the researcher's experience while did teaching practice (PPL), the researcher found the students who got low score when the students write hortatory exposition text. The most difficult thing for them, they did not know how to develop it into good writing and how to explain something. To solve this

¹ Amalia Pradini, (2014), *Analytical exposition & Hortatory exposition*, Jakarta Timur : Multazam Mulia Utama P. 60

problem, the researcher will be conducted a research by using Consultancy Prewriting Protocol technique. According to Urquhart and McIver, Consultancy Prewriting Protocol Technique is a structured process for helping a presenter thinks more expansively about a dilemma.² Protocols provide a structured way for students to contribute their thoughts and ideas while creating the opportunity to listen to multiple voices.

Based on the previous reason, the researcher will be conducted a classroom action research on **“Improving Students’ Ability In Writing Hortatory Exposition Text Through Consultancy Prewriting Protocol Technique At The Second Grade Of Madrasah Aliyah Swasta Persatuan Amal Bakti 2 Helvetia Medan”**.

B. Statements of the Problems

Based on the background of the study, the problems of this research can be identified as following :

1. The students are not be able to get knowledge and to understand the content from that has been explained in hortatory exposition text.
2. The students are not be able to comprehend the hortatory exposition text as a whole.
3. The students are difficult to explore ideas in writing hortatory exposition text.
4. The teacher has difficult to teach writing because writing is a process of communicating and still use conventional teaching to teach English.

² Vicki urquhart, Monette Melver, (2005), *Teaching Writing in the Content Area*. P. 85

C. Research Questions

Related to the background of the study, the research questions as follow :

1. Can Consultancy Prewriting Protocol technique improve the students' ability in writing hortatory exposition text at second grade of MAS PAB 2 Helvetia Medan?
2. How is the students' ability at second grade of MAS PAB 2 Helvetia Medan in writing hortatory exposition text before using Consultancy Prewriting Protocol technique?
3. Why the students' ability improve in writing hortatory exposition text through Consultancy Prewriting Protocol technique at second grade of MAS PAB 2 Helvetia Medan?

D. Purposes of the Study

Based on the research questions above, the purposes of the study are:

1. To know the students' ability at second grade of MAS PAB 2 Helvetia Medan in writing hortatory exposition text before using Consultancy Prewriting Protocol technique.
2. To know the process of Consultancy Prewriting Protocol technique in improving students' ability in writing hortatory exposition text at second grade of MAS PAB 2 Helvetia Medan.
3. To know the improvement of students' ability in writing hortatoy exposition text after using Consultancy Prewriting Protocol technique at second grade of MAS PAB 2 Helvetia Medan.

E. Significances of the Study

The results of this study are expected to provide some significances :

1. Principal

To encourage head master in order that the teachers use the problem based learning in teaching English writing.

2. For Teacher

It is useful for English teacher in order to apply Consultancy Prewriting Protocol Technique in the classroom or the course especially in teaching writing skill.

3. For Students

Practically, the results of this study is useful for students to know the improvement of writing hortatory exposition text. By knowing the condition of potential students, they can measure how well is their capability.

4. For Researcher

The research can give a practice in developing her knowledge and skill in problem- solving processes.

5. For other Researchers

This study will be useful as reference or to give alternative way in teaching and learning writing, and as information for conducting research in the same topic.

F. Limitation of the Study

Based on the statement of the problem above, the study is limitation into student's ability, one of writing type is hortatory exposition text by using Consultancy Prewriting Protocol technique at the second Grade of Madrasah Aliyah Swasta Persatuan Amal Bakti 2 Helvetia Medan.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

In conducting a research, the terms are required to explain some concepts which are related to the research. This review literature gives clearer concept applied in this study is the application of Consultancy Prewriting Protocol Technique in writing ability. The terms have function to give a limited concept which is especially meant in particular context. This chapter include some literature, which is relevant to this study.

A.1. Ability

Before clarify this topic, it is important to explain about the term of ability it self. It will be explained below :

A.1.1. Definition of Ability

According to oxford learners pocket dictionary, ability is skill or power.³ Ability is a quality of being able to perform or a quality that permits or facilitates achievement.⁴ From the definition above, it can be concluded that ability is power of skills that are required to do something.

³ Oxford learner's pocket dictionary, p.1.

⁴ <http://www.artikata.com/arti-668-ability.html> access on february 11 2018 at 21.52 p.m.

A2. Writing

In learning of writing, the important is to know the definition of writing, the process of writing, and the genre of writing. So, in this study will be explained one by one below :

A.2.1. Definition of Writing

Writing is one of the materialization of linguistic competence that are expressed in the form of written, besides in the form of spoken language. In the category of language skills, writing is still regarded as the most difficult skill, between speaking and reading, by the majority of the students.⁵ It means that writing is an activity that gives the achievement, it can be used to express the ideas or to gives someone's knowledge in the form of written.

In holy Al-Qur'an, writing also one of the important skill that should be learned. Allah SWT said in Al-Qur'an surah al-Alaq verse 4-5 as follows⁶:

الَّذِي عَلَّمَ بِالْقَلَمِ ۚ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: "Who taught (to write) with the pen? Taught man what he knew not.

The word "Qalam" in verse 4 and 5 of surah al-Alaq has meaning of the tool to write (pen). It means that pen is use to write, and the result of using pen is written text. Discovery of pen and writing are greatest gifts from God. By writing, one generation can transfer their knowledge to the next generation. It shows that the tool of writing and writing itself have important roles.

⁵ Pardiyo, (2006), *Writing Clues for Better Writing Competence*, Yogyakarta : Andi Offset, P. 1

⁶Team Pelaksana Pentashihan Mushap Al-Qur'an, (2010), *Al-Qur'an Terjemahan Paralel Indonesia Inggris*, Solo-Indonesia : Qomari, P. 597

Allah also said in Surah Al-Qalam :

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (١)

The meaning “nun by the pen and by the (record) which men write.

One of the hadiths about writing, Abu Hurairah Radhiallahu 'anhu said,

مَا مِنْ أَصْحَابِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَحَدٌ أَكْثَرَ حَدِيثًا عَنْهُ مِنِّي، إِلَّا مَا كَانَ مِنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو، فَإِنَّهُ كَانَ يَكْتُبُ وَلَا أَكْتُبُ

The meaning “No one from a the Prophet sallallaahu 'alaihi wa sallam’s friends the most (narrated) hadith from him (sallallaahu' alaihi wa sallam) besides me, except from Abdullah bin Amr, because he wrote first while I do not write. (HR. Al- Bukhari no. 113).⁷

From serve above, we can conclude that the people should to study to looking for the knowledge. Pen is not creature, but it can be written by the pen are many things that can be understood by human. Allah Teach human write something by using pen. After they using pen well, so Allah would like to give many knowledge and one of that is writing. And from the hadiths above, it is important to write knowledge because by writing, we can review and remember the knowledge and we can also apply it in our daily life.

⁷ <https://www.atsar.id/2017/03/menulis-mencatat-ilmu-adalah-sunnah-nabi.html>
access on March 14 2018.

Writing is a medium of human communication that represents language and emotion with signs and symbols.⁸ Writing is a combination of process and product, the process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.⁹ In other words, writing is an incredible skill to concentrate and express idea, sign, symbol into written form.

Writing is one form of communication activity involving the use of a language. In every form of effective communication will always involve two parties, information giver and information receiver that can be forwarded with sharing information activities.¹⁰ Writing is skill complex because it requires the ability to spell, to arrange sentence, and to use of vocabulary.¹¹ When you write anything, you chose word and put them together in sentence and paragraph. Then, someone reads what you have written.¹²

So, writing is not only the process of thinking something to say and to express idea that involves of letters, symbols, words, punctuation, spelling, capitalization but also it is the process of incredible skill that arrange information, and organize idea into statement or sentence in the meaning form of written that will be given to the reader.

⁸ <https://en.wikipedia.org/wiki/Writing> access on February 2 2018 at 18.14 p.m.

⁹ David Nunan, (2005), *Practical English Language Teaching: Young Learner*, New York: McGraw-Hill, P. 98

¹⁰ Pardiyono, (2006), *Writing Clues for Better Writing Competence*, Yogyakarta : Andi Offset, P. 3

¹¹ Kasihani K.E Suyanto, (2007), *English for Young Learners*, Jakarta : PT Bumi Aksara, P. 26

¹² Longman, (2001), *Writing with Style Speak-Write Series*, P. 1

A.2.2.The Process of Writing

According to Jeremy Harmer, the process of writing has four elements ¹³:

1) Planning

When planning, writers have to think about three main issue. Firts, they have to consider the purpose of their writing. Second, experienced writers think of the audience, they are writing for. Third, writer have to consider the content structure. Writers have to sequence the facts, ideas or arguments which they have decides to include.

2) Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing (reflecting and revising)

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestion. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4) Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version, this may look considerably different from both the original plan and the first draft, because things have changed in the editing process, but the writer is now ready to send the written text to its intended audience.

¹³ Jeremy Harmer, (2004), *How to Teach Writing*, Person Education Limited, P. 4-6

A.2.3. Genre of Writing

The word *genre* comes from French (and originally Latin) word for 'kind' or class.¹⁴ Genre is functional term that refers to the language processes involved in doing things with language.¹⁵ Genre is text type which function as frame of reference so that a text can be created effectively, effective in terms of the accuracy of objectives, selection, and organization text element as well as provision in the use of grammar.¹⁶ Genre is a kind of the text or writing work it self.¹⁷ Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situation.¹⁸ So, genre is the term that refer to distinctive type of text. Genre of writing divided into thirteen types of genre, there are :

1) Report

Social function: to describe the way thing are, with reference to arrange of natural and social phenomenon in our environment.

2) News item

Social function: to informs readers, listeners or viewers about events of the day which are considered newsworthy or importance.

3) Analytical exposition

¹⁴ <https://en.wikipedia.org/wiki/Genre> access on February 2 2018 at 19.28 p.m.

¹⁵ Knapp P & Watkins, (2005), *Genre, Text, Grammar : Technology for Teaching and Assessing Writing*, Sydney : Wales, P. 23

¹⁶ Pardiyo, (2007), *Teaching Genre-Based Writing*, Yogyakarta : Andi Offset, P. 2

¹⁷ Wayan Dirgayasa, (2012), *Maritime English Writing a Genre Based Approach*, Medan : Unimed press, P. 2

¹⁸ Ken hyland, *Genre and Second Language Writing*, The University of Michigan press. P. 4

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

4) Anecdote

Social function: to share with others an account of unusual or amusing incident.

5) Recount

Social function: to retell events for the purpose of informing and entertaining.

6) Narrative

Social function: to amuse, entertain and deal with actual or vicarious experience in different ways: Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

7) Procedure

Social function: to describe how something is accomplished through a sequence of action or steps.

8) Description

Social function: to describe a particular person, place or thing.

9) Hortatory exposition

Social function: to persuade the reader or listener that something should or should not be the case

10) Explanation

Social function: to explain the processes involved in the information or workings of natural or socio cultural phenomena.

11) Discussion

Social function: to present (at least) who points of view about an issue.

12) Reviews

Social function: to critique an art work or event for a public audience.

13) Spoof

Social function: to retell an event with a humorous twist.

From the various kinds of genre in writing, this study only focuses on hortatory exposition text.

A.3. Hortatory Exposition Text

In learning of hortatory exposition text, the important is to know the definition of hortatory exposition text, generic structure of hortatory exposition text, and linguistic features of hortatory exposition text. So, in this study will be explained one by one below

A.3.1. Definition of Hortatory Exposition

Hortatory exposition is text that sets out the reasons for the purpose of persuading the listener or reader to follow the authors¹⁹. Hortatory exposition text is a type of oral or written discourse that is to explain, describe, give information, or inform.²⁰ Hortatory exposition text is a text which explains a theory or a case

¹⁹ Puji Purnama, (2011), *Cara Super Menguasai Bahasa Inggris SMA*, Yogyakarta : Mitra Buku, P. 26

²⁰ Wayon Dirgayasa, (2014), *Writing a Genre Based Perspective*, Medan : Unimed press, P. 159

comprehensively aiming to exhort readers to do something. Hortatory Exposition text is use argue a case for or against particular position or point of view and it proposes a suggestion in the end of the argumentation.²¹ So, Hortatory Exposition Text is a type of text that intends to explain the reader that something should happen or be done. To strenghten the explanation, writer need some arguments as the fundamental reasons of the given idea that lead to a critical thinking.

A.3.2 Generic structure of Hortatory Exposition

The generic structure of the Hortatory exposition text basiccally consist of three main parts²². There are

1) Thesis

Thesis is the announcement of the issue of concern. Introduces topics and indicates the writer position.and introduction to the main idea of an effect or event that will be raised or disscussed.

2) Arguments

The content of argument is the opinions of the writer that support the main idea. Or reason for concern, leading to the recomendation. The content of arguments is the opinions of the writer that support the main idea. The more opinions the outhors write,the more attractive a hartotory exposition text, because readers tend to believe in an event if there are many opinions that support in it.

²¹ Joko Priyana, dkk, (2008), *Interlanguage: English for Senior High School Students XI*, Jakarta : Pusat Perbukuan Depdiknas, P. 177

²² Wayon Dirgayasa, Op. cit. P. 161

3) Recommendation

Recommendation is the statement of what ought to happen. It is about something that should be done by the readers as proposed by the writer.

A.3.3. Linguistic Features of Hortatory Exposition Text

- 1) It use the words that qualify statements such as: usual probably
- 2) It usually uses present tense.
- 3) It tends to use compound and complex sentence.
- 4) The material process : to state what happen. For example is polluting, drive, travel etc.
- 5) It uses internal conjunction ta state arguments.
- 6) Reasoning through casual conjunction or nominalization is usually used too.

A.3.4.The example of Hortatory Exposition Text

Table 1. The example of hortatory exposition text : Lion Air

Text Element	Function
Thesis	To summarize, it was not worth flying with Lion Ai, which clearly does not care about their passengers. On Nov. 8, my wife and I went to singapure by Lion Air for Medical treatment, the complications of which unexpectedly prologedour stay. I called the Lion Air office in Singapore to change our return flight reservation, explaining to the employee, Zena, the reason for the change.
Arguments	However, not being able to get through to the Lion Air office on the departure day,despite calling all morning from the hotel and doctor's office., we were horried todiscover – too late- that the flight we were going to take at 5.30 p.m. had already left – at 12 noon! Zena

	<p>never informed us of the time change.</p> <p>Obliged to return that very day to jakarta, we ended up sending S\$512 for two one –way Lufthansa Ticket. A complaint e-mail sent to lion Air received an anser 13 days later, signed by the manager of the Lion Air branch office in Singapore, Devi Yahya, who not only said that I was the first time that my ticket was only valid for 14 days, and thus had no rightto any reimbursements.</p>
Recommendation	<p>This time, we only lost maney. Lion Air should not only upgrade the maintenance of its fleet, but they should already upgrade their costumer care services.</p>

A.4. The Measurement of Writing Skill

In scoring the test of this research, the researcher applied the writing scoring technique recommended by Jacobs *et al*. Scoring technique of writing is the question and the answer are given to the students in writing form. The technique applied five indicators of the writing hortatory exposition text. The five indictors are content, organization, vocabulary, language use and mechanics.²³

a. Content

Scoring the content is base on the students' ability to write their ideas and information in the form of logical sentences.

²³ Sara Chusing Weigle, (2002), *Assessing Writing*, United Kingdom: Cambridge University Press, p. 144.

b. Organization

Organization refers to the students' ability to write their ideas and information such a good logical order to topic and supporting sentences are clearly stated.

c. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to the ability to use synonym, antonym, prefix, and suffix exactly.

d. Language Use

Language use refers to the students' ability in writing the sentence, simple, complex and compound correctly and logically. It also refers to the ability to use agreement in the sentence and some other words such as noun, verb, and time signal.

e. Mechanics

Mechanics refers to the students' ability to use words appropriately and function correctly, such as punctuation and spelling. Paragraph and text can read correctly.

For all components, students got the score 100 points, in which the score for content is 30 points, organization is 20 point, vocabulary is 20 point, language use is 25 point, and mechanism is 5 point.

Table 2. The Scoring of Writing Hortatory Exposition Text

Components		
Level	Point	Criteria
1. Content		
Very good to excellent	27-30	Clear main idea through the development of main idea, detailed and substantive, all material relevant to main idea.
Average to good	22-26	Limited development of the main idea to assigned the topic, lack of detailed and support.
Poor to fair	17-21	The limited of knowledge the subject and little substance in adequate of the development topic.
Very poor	13-16	Does not show knowledge of subject, non substantive or not enough to evaluate.
2. Organization		
Very good to excellent	18-20	Well organized with introduction, body and conclusion for an essay, appropriate opened, body and conclusion for latter, logical sequencing, well paragraph with topic sentence, expressing only one main idea.
Average to good	14-17	Paragraph, but not always logically or choppy, loosely organized but main idea stands out.
Poor to fair	10-13	The students confusing of idea

Very poor	7-9	and disconnected, lack logical sequencing or development, paragraph unclear or non-existent. The students no paragraphing or organization not enough to evaluate.
3. Vocabulary Very good to excellent Average to good Poor to fair Very poor	18-20 14-17 10-13 7-9	Sophisticated range, effective word or idiom choice and usage, appropriate register. The students who adequate range, occasional errors of word or idiom form, choice and usage. Limited range, frequent errors of words idiom form, choice and usage. The students how little knowledge of English vocabulary, idiom, or enough to evaluate.
4. Language Use Very good to excellent Average to good	22-25 18-21	The student's who effective complex instruction, few error of agreement, tense and number, article, pronoun, and preposition. Effective but simple instruction, minor problem in complex construction, several error of

Poor to fair	11-17	agreement, tense, article, preposition, and pronoun but meaning seldom secured.
Very poor	5-10	Major problem in simple construction, frequent errors of negation, agreement, tense, article, number, word order, pronouns, preposition and fragment, meaning something obscured. The students who virtually no sentence construction rules, dominated by errors, obscured meaning and not enough to evaluate.
5. Mechanism		
Very good to excellent	5	Demonstrate mastery of convention, few errors of spelling, punctuation, capitalization, and paragraphing.
Average to good	4	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
Poor to fair	3	The frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
Very poor	2	The students who no mastery of conventions, error of spelling, punctuation, capitalization,

		paragraphing, handwriting illegible or not enough to evaluate.
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A.5. Technique

Before explanation about technique that will be used in this study, it is important to know about the term of technique it self. It will be explained below

A.5.1. Definition of Technique

Technique is a way of doing an activity which need skill. Teaching of writing is the way to do the process of writing or simply we can say that writing technique is the way how to transfer idea in our mind in to writing. And of course it must need skill. So that, writing technique is a way of teaching writing (presenting or delivering) the mateial subjects especially aspects of writing skills.

A.6. Consultancy Prewriting Protocol Technique

Concerning with the problem and objective of the research, the researcher will be applied Consultancy Prewriting Protocol technique to improve students' ability in writing hortatory exposition text.

A.6.1. Definition of Consultancy Prewriting Protocol

Consultancy Prewriting Protocol Technique is a kind of technique which is as the application of cognitive learning theory: educator know than before about the mental processes involved in learning. Cognitive psychologists have compiled a great deal of new information about thinking and learning. These theories ground the suggestions we make regarding writing instruction (Urquhart and McIver : 2005). A technique is a generalized approach to problems, a way to

inform decisions. A technique is a thing you say or do in a particular way (Urquhart and McIver : 2005).

There are so many strategies in teaching writing. One of them is Consultancy Prewriting Protocol Technique as introduced by Urquhart and McIver : 2005. According to them a Consultancy Prewriting Protocol Technique is a structured process for helping a presenter thinks more expansively about a dilemma.²⁴ Protocol provides a structured way for students to contribute their thoughts and ideas while creating the opportunity to listen to multiple voices. Protocols also serve as useful tools to temper dominant voices. Through this technique therefore, the students are expected to able to study with a structured way from teacher's multiple voices.

The structure of the consultancy helps presenters think more expansively about a particular, concrete dilemma. the consultancy protocol has two main purpose. First, to develop participants' capacity to see and describe the dilemmas that are the essential material of their work, and to help each other understand and deal with them. By using protocols, students participate in discussions by actively listening and responding to comment from their peers. When used correctly, protocols assist in classroom management by guarding against off- task behavior.

²⁴ Vicki urquhart, Monette Melver, (2005), *Teaching Writing in the Content Area*. P. 85

A.6.2. Procedures of Consultancy Prewriting Protocol Technique

Prosedure is a way of doing something, especially the usual or correct way. The following is some procedure of implementing the consultancy prewriting protocol technique suggested by Urquhart and McIver (2005).²⁵

1. Prepare the question or questions you want your students to address in their discussion or set aside time for students to develop their own questions.
2. Review the steps of the protocol with students and ask for clarifying questions.
3. Divide the students into small groups
4. Allow time for students to have their discussion.
5. Conclude the process by noting any suggestions that students make for future discussions.

A.6.3.The Process of Consultancy Prewriting Protocol Technique

The following are steps pointed out Urquhart and McIver (2005) on how to conduct Consultancy Prewriting Protocol Technique²⁶ :

1. The presenter gives an overview of the dilemma with which her or she is struggling, and frames a question for the consultancy group to consider. (5-10 minutes).
2. The group asks clarifying questions of the presenter. Clarifying questions are to help the consultancy group understand the dilemma and content (5 minites)
3. The group asks probing questions of the presenter. These questions should be worded so that they help the presenter expand his or her thinking about the

²⁵ Ibid . 85

²⁶ SRI (School Reform Initiative) A community of Learners . pdf

question he or she framed and to do some analysis of the dilemma presented.

The presenter may respond to the presenter's responses. At the end of the 10 minutes, the facilitator asks the presenter to restate the question of the group (10 minutes).

4. The group talks with each other about the dilemma presented, while the presenter listens to the conversation and silently takes notes (15 minutes).

Possible questions to frame the discussion :

- a. What did we hear?
 - b. What didn't we hear that they think might be relevant?
 - c. What assumptions seem to be operating?
 - d. What question does the dilemma raise for us?
 - e. What do we think about the dilemma?
 - f. What might we do or try if faced with a similar dilemma? What have we done in similar situation? Members of the group sometimes suggest actions the presenter might consider taking. most often, however, they work to define the issues more thoroughly and objectively.
5. The presenter reflects on what he or she heard and is now thinking, sharing with the group anything that particularly resonated for him or her during any part of the consultancy.
 6. The facilitator leads a brief conversation about the group's observation of the consultancy process.²⁷

²⁷ Ibid. 86

B. Conceptual Framework

Writing is the process of communication which uses a conventional graphic system to convey a message to the readers. Someone writes about something because he has ideas which he wants to tell to other people. Writing should be organized effectively and include aspects such as, content, organization, vocabulary use, grammatical use and mechanical consideration such as : spelling and punctuation. Therefore, writing is not an easy process especially in Hortatory exposition Text. Many students still find difficulties when they want to write, they unable to write even though they have learned it for years. It is necessary to have a way in solving this problem and to improve their ability so that they write the good hortatory exposition text. That is why the teacher should use the technique in teaching.

Consultancy Prewriting Protocol Technique can help the students to improve their ability in writing hortatory exposition text. Consultancy Prewriting Protocol Technique is a structured process for helping a presenter thinks more expansively about a dilemma. In this study, the teacher is going to asks the students to write the hortatory exposition text from some provide topics. But before starting to write, the students will consult the other students about a dilemma that is about to write.

One students will present a dilemma for groups of students, and the groups then start asking question to the presenter to help the group understand more about the dilemma. Some question are not only to useful for the group to understand but also but also for the presenter to expend his or her thinking about

the idea. After questioning the group will have discussion, sharing each other about anything that cross their mind about the dilemma. The presenter listen and take notes about what she/he heard from the discussion. Then the presenter will think and share the groups anything that particularly resonated for her/him during any part of the consultancy. By this why, the use of consultancy prewriting protocol will assist students in developing knowledge about writing and powerful the skills and technique involved in the writing process, including planning, writing, revising, and editing.

The schema of conceptual framework of Improving Students' ability in Writing Hartotory Text through Consultancy Prewriting Protocol.

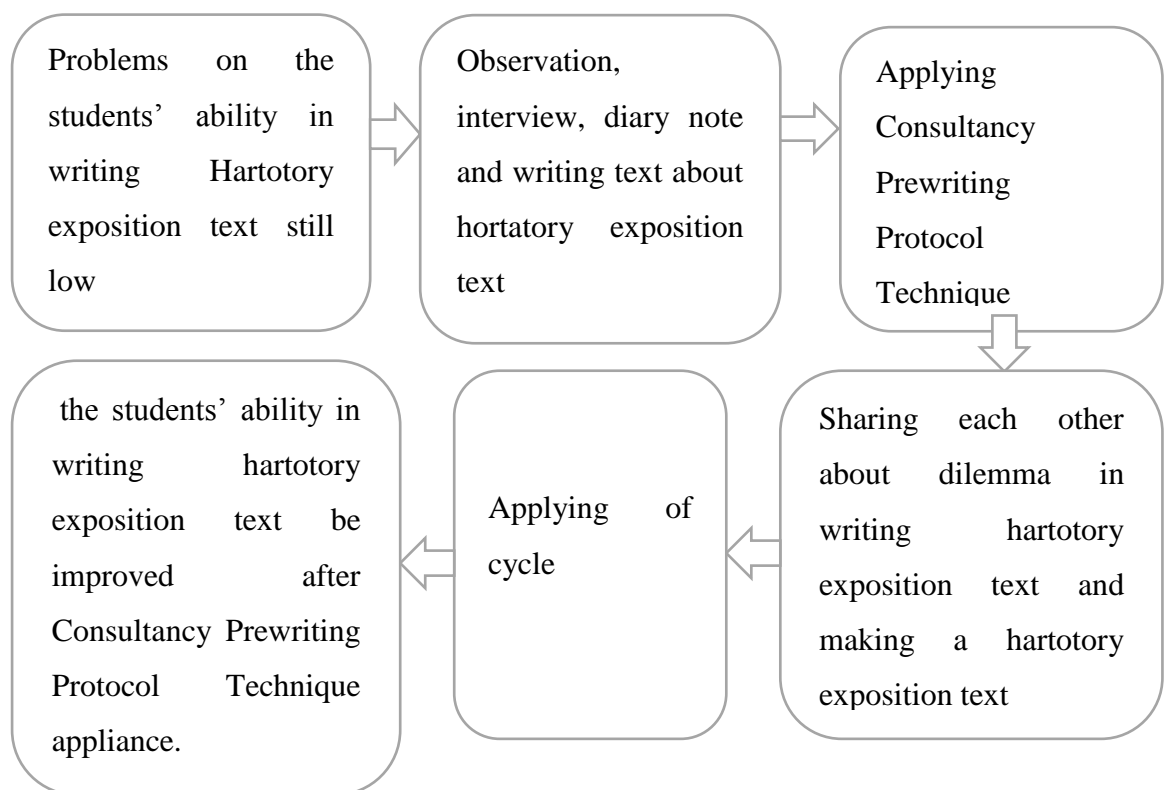


Figure 1. the schema of conseptual framework

C. Actional Hypothesis

Based on the review of literature and conceptual framework above, the hypothesis of this research is the students' ability in writing hortatory exposition text can improve by using consultancy prewriting protocol technique.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is Classroom Action Research. Action Research is study about social situation that refers to improve the action quality through the process of planning, practicing, monitoring, and study the effect it has.²⁸ Action research refer to the process of studying problems in the classroom through self-reflection in an attempt to solve the problem by performing planned actions in real situations as well as analyze any effect of that treatment.

Action research involved the collection and analysis of data related to aspect of professional practice. It is a loop process, in the sense that the process could be repeated (reframing the problem, collection fresh data, rethinking the analysis, etc) until found satisfied solution. Based on the explanation above, it can be state that action research aims to improve students' learning and outcomes of teaching learning process. It is an approach to improve teaching practice.

There are four steps to conduct Classroom Action Research namely:

1. Plan, involves thinking process and evaluating to reflect the event that have been happened and attempting to find out ways to overcome problems encountered.
2. Action, at this steps, we think and consider what action was done, how method will be applied, and what material was provided.

²⁸ Wina Sanjaya,(2009), *Penelitian Tindakan Kelas*, Jakarta : Kencana Prenadamedia Group. P. 25

3. Observation is some activities that consist of gathering data to identify the result of action. Collecting can be considered from several factors : students, teacher, students' and teachers interaction.
4. Reflection is activity to verify the fairness of data and interpret the data for doing some improvement and revision in other to enhance the successful of teaching.

B. Research Setting and Subject

This research will be conducted at MAS PAB 2 Helvetia Medan. Which is located on Veteran pasar IV Helvetia street. The reasons of the researcher choose the location because The researcher found the problems of this research in that school and there is no researchers conduct with same title before. The subject of this research are the students at the second grade students of MAS PAB 2 Helvetia Medan in academic year 2017/2018 that consist of 29 students.

C. Data Collection

In this research, the data will be collected by using quantitative and qualitative data.

1. Quantitative

In quantitative data, it will conduct by writing test. There are two kinds of test will be given the researcher to the students. They are pre – test and post- test. The pre-test will be done before implementing Consultancy Prewriting Protocol technique in learning writing hortatory exposition text. It is to measure students' writing ability at first. Meanwhile, the post – test is implementing after using

Consultancy Prewriting Protocol technique. The test is hold on the end of first cycle.

In this research, the researcher asks the students to write hortatory exposition text based on direction of the researcher. The researcher gives some topics and the students choose one topic. In scoring writing hortatory exposition text, the researcher uses five components of scoring writing proposed by Jacobs, 1981 cited in reid, 1993: 246).²⁹ The test will conduct in order to see the improving students' ability in writing hortatory exposition text.

2. Qualitative

The qualitative data describes the situation and condition during teaching learning process. In the qualitative data, the researcher uses interview sheet, observation sheet, and diary notes.

a. Interview Sheet

Interview sheet will be used to know students' feeling, problems, and other conditions and to know student's idea or attitude in studying writing hortatory exposition text by using Consultancy Prewriting Protocol technique.

b. Observation Sheet

Observation sheet will be focused on the situation of learning teaching process, students' activities, behavior, and students' ability by using Consultancy Prewriting Protocol technique.

²⁹ Eka Ratna Sari,(2014), Improving Students Achievement in Writing Hartotory Exposition Text Through Dictogloss Technique. P 15

c. Diary note

Diary notes can be written immediately after a teaching event. Diary notes that will be written by the researcher as the result of the observation during the action held. Diary notes contain the researcher's personal evaluation about the class and progress of the students' ability in writing hortatory exposition text.

D. Data Analysis

The researcher will be applied qualitative and quantitative data. The qualitative data will be analyzed by using interview sheet, observation sheet, and diary note. The Quantitative data will be analyzed from the score of the students that they get from the writing test. The component of the writing test covers content, organization, vocabulary, language use and mechanics. By applying both of data, it was expected that improvement in students' ability in hortatory exposition writing through consultancy prewriting protocol technique would be achieved. .

To categorize the number of students who were competent in writing hortatory exposition text, the researcher applied the following formula:

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

Where:

P = the class percentage

R = the total of students who passed the KKM

T = the total number of the students

E. Research Procedure

Procedures of data collection are administrated in one cycle. It consists four divisions: Planning, Acting, Observing, and Reflecting.

E.1. Pre-test

Before the researcher begins cycle I, pre-test is used to identify the basic knowledge of the students about writing hortatory exposition text, the students' problem in writing, behavior, attitude and all activities of the students during action process.

E.2. Cycle

a. Planning

Planning is a plane to conduct treatments or after making sure about the problem of the research, a research needs to make a preparation before doing an action research. Researcher will prepare some materias that will be used in research process, such as facilities and media and material (book and dictionary) that relevant with writing hortatory exposition text. The material will take from texbooks, internet and other sources. From the material, the research will designing lesson plan. The researcher will apply Consultancy Prewriting Protocol technique during the first cycle and second cycle of the research.

b. Acting

Acting phase will be done from an act which planned before. Action is the implementation of planning. The researcher will implement Consultancy Prewriting Protocol technique in teaching learning process for writing topic.

- Opening the class by greeting to the students.
- Explaning the rhetorical structure of hortatory exposition text.

- Applying Consultancy Prewriting Protocol technique
- Asking the students to write hortatory exposition text
- Evaluating the whole activities
- Giving conclusion

c. Observing

Observing proposes to find out information of action. The researcher will be observed the situation in class during lesson. It may be about the students' response, behavior, attitude and all activities during action process. The result of observation will be collected as the data that will be used as a basic of reflection.

d. Reflecting

The last is reflecting. The aim of this phase is to reflect or evaluation from three phases before. The reflection is able to be determined after implementing the action and observation outcomes. If there still may have find some problems, it needs to move to the next cycle until it solve.

F. Trustworthines

There are four indicators that was established to check the validity of data in qualitative research. Namely, credibility, transferability, dependability, and confirmability.³⁰

1. Credibility is qualitative research means the results of a qualitative study were believable and trustworthy from the perspective of a participant or subject in the research itself. In credibility, the researcher chooses triangulation. It will be accomplished by asking the same research questions of different study

³⁰ Tohirin, (2013), *Metode Penelitian Kualitatif Pendidikan dan Bimbingan Konseling*, Jakarta : PT. Raja Grafindo Persada, P. 100

participants and by collecting data from different sources and by using different methods to answer those research questions. The researcher limits on methodological triangulation. It will be accomplished by checking the data on the same source with different techniques.

3. Transferability is a trustworthiness concept that can be seen as external validity. In transferability, the researcher chooses can be applied in other situation. It will be accomplished by the researcher in making the report must provide a detailed, clear, systematic, and reliable description.

4. Dependability is a trustworthiness concept that closely matches reliability. In positivist research, reliability was the extent to which a variable or a set of variables is consist with that it is supposed to measure when repeated multiple of times. In dependability, the researcher focuses to audit dependability. It will be accomplished by auditing the entire researcher's activities in conducting the research. How the researcher determines the data source, conduct the data analysis, and make the conclusion.

5. Confirmability refers to the degree to which the results could be confirmed or collaborated by others. The researcher focuses to audit confirmability. It will be accomplished by testing the result of the research associated with the process in conducting the research.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The kinds of data were analyzed by qualitative and quantitative data. The qualitative data were taken from interview, observation sheet and diary notes. The quantitative data was taken from the mean of the students' score in taking test. The researcher conducted in one class with 29 students. It was accomplished in two cycles. Each cycles consisted of four step, they are planning, action, observation and reflection. The first cycle consisted of three meetings including pre-test, giving material and post test I. The second cycle consisted of two meeting , they were giving material and post-test II. The tests were given to the students were pre-test, post-test I in the first cycle and post-test II in the second cycle.

1. The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle.

1.1 Pre-Test

The researcher gave a test. The test was given for the students before treatment of using Consultancy Prewriting Protocol technique. The researcher noted that the score which passed of 75 was success depending on KKM in the school. It was found that the mean of students' score was kept improving from pre-test until post-test of the second cycle. Here the Students' score of Pre-test as follow:

Table 3. The Students' Score Pre-Test

No.	Name	Pre-Test of The First Cycle	
		Pre-Test	Criteria of Succes ≥ 75
1	AD	40	Unsuccess
2	APM	44	Unsuccess
3	BS	40	Unsuccess
4	BSA	46	Unsuccess
5	BT	58	Unsuccess
6	CSH	44	Unsuccess
7	CP	47	Unsuccess
8	DPA	44	Unsuccess
9	DPS	48	Unsuccess
10	DF	40	Unsuccess
11	DH	46	Unsuccess
12	EF	40	Unsuccess
13	FR	56	Unsuccess
14	IM	48	Unsuccess
15	KH	75	Success
16	LAN	51	Unsuccess

17	PES	57	Unsuccess
18	PAK	50	Unsuccess
19	NAM	46	Unsuccess
20	QA	51	Unsuccess
21	RU	48	Unsuccess
22	RNF	53	Unsuccess
23	SN	48	Unsuccess
24	SRA	46	Unsuccess
25	SR	42	Unsuccess
26	SI	48	Unsuccess
27	TA	46	Unsuccess
28	TWS	75	Success
29	WNA	46	Unsuccess
	Total	$\sum X = 1418$	
	Mean	$\bar{X} = 48,89$	

From the table of pre-test, the students that got success the test was 2, and the students did not get success was 27. In additon, the total score of the students was 1418 and the number of students who took the test was 29. so the mean of the students was:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1418}{29}$$

$$\bar{X} = 48,89$$

From the analysis above, the students' ability in writing hortatory exposition text was low. The mean of the students' score was 48,89. The percentage of students who got success in writing test was calculated by applying the following formula:

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

$$P1 = \frac{2}{29} \times 100\%$$

$$= 7\%$$

And,

$$P2 = \frac{27}{29} \times 100\%$$

$$= 93\%$$

Table 3.1 The Percentage of Students Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Success	2	7%
P2	Unsuccess	27	93%
Total		30	100%

From the table above, the students' ability in writing hortatory exposition text was low. It could be seen from the mean of the students' score was 48,89. The percentage of the students' score was 2 students got success score or it was 7%. In the other hand, 27 students got unsuccess score or it was 93%. It can be concluded

that the students' writing ability in pre-test was low. Therefore, the researcher would do post-test in the first cycle.

1.2 Post-Test I

The researcher gave test in post-test I, the test was given after applied consultancy prewriting protocol technique. The researcher found improvement of the students' score in post-test of the first cycle. Here The students' score of post-test in the first cycle.

Table 4. The Students' Score Post -Test I

No.	Name	Post Test of The First Cycle	
		Post-Test	Criteria of Succes ≥ 75
1	AD	48	Unsuccess
2	APM	50	Unsuccess
3	BS	40	Unsuccess
4	BSA	75	Success
5	BT	75	Success
6	CSH	50	Unsuccess
7	CP	50	Unsuccess
8	DP	75	Success
9	DPS	70	Unsuccess
10	DF	73	Unsuccess

11	DH	70	Unsuccess
12	EF	71	Unsuccess
13	FR	53	Unsuccess
14	IM	55	Unsuccess
15	KN	78	Success
16	LAN	75	Success
17	PES	75	Success
18	PAK	76	Success
19	NAM	77	Success
20	QA	76	Success
21	RU	61	Unsuccess
22	RNF	60	Unsuccess
23	SN	76	Success
24	SRA	-	Unsuccess
25	SR	75	Success
26	SI	67	Unsuccess
27	TA	77	Success
28	TWS	75	Success
29	WNA	73	Unsuccess

	Total	$\Sigma X = 1866$
	Mean	$\bar{X} = 64,34$

From the table of post-test in the first cycle, the students that got success the test was 13, and the students did not get success was 16. Total score of the students was and the number of students who took the test was 29, so the mean of the students was:

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

$$\bar{X} = \frac{1866}{29}$$

$$\bar{X} = 64,34$$

From the data analysis above, the students' writing hortatory exposition text in post test I was still low. It could be seen of the mean score of the students was 64,34. It's mean that the score did not get success categorize. The percentage of students who got success in writing hortatory exposition text was calculated by applying the following formula:

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

$$P1 = \frac{13}{29} \times 100\%$$

$$= 45\%$$

And,

$$P2 = \frac{16}{29} \times 100\%$$

$$= 55\%$$

Table 4.1 The Percentage of Students Score in Post-Test I

	Criteria	Total Students	Percentage
P1	Success	13	45%
P2	Unsuccess	16	55%
Total		29	100%

From the table above showed that the students' score was low. It could be seen from the mean of the students' score was 64,34. There were 13 students passed the test and 16 students failed in the test. Because the students' ability in writing hortatory exposition text post-test I in the first cycle was categorized unsuccess, the researcher would continue in the second cycle.

1.3 Post- Test II

The researcher choosed to continue the research in cycle two. The aim was to improve the students' score in writing hortatory exposition text after doing post-test in the first cycle. Here the students' score of post-test in the second cycle.

Table 5. The Students' Score Post -Test II

No.	Initial of Students	Post Test of The second Cycle	
		Post-Test	Criteria of Succes ≥ 75
1	AD	86	Success
2	APM	80	Success
3	BS	65	Unsuccess

4	BSA	80	Success
5	BT	80	Success
6	CSH	55	Unsuccess
7	CP	65	Unsuccess
8	DPA	83	Success
9	DPS	75	Success
10	DF	86	Success
11	DH	84	Success
12	EF	86	Success
13	FR	65	Unsuccess
14	IM	79	Success
15	KN	79	Success
16	LAN	86	Success
17	PES	84	Success
18	PAK	80	Success
19	NAM	80	Success
20	QA	86	Success
21	RU	75	Success
22	RNF	80	Success

23	SN	86	Success
24	SRA	75	Success
25	SR	80	Success
26	SI	79	Success
27	TA	80	Success
28	TWS	86	Success
29	WNA	86	Success
	Total	$\sum X = 2291$	
	Mean	$\bar{X} = 79$	

From the data of post-test II, the students that got success the test were 25, and the students did not get succes were 4. The total score of the students was 2291 and the number of students who took the test was 29, so the mean of the students was:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{2291}{29}$$

$$\bar{X} = 79$$

From the analysis data above, the students' ability in writing hortatory exposition text in post-test II was improved. It could be seen of the mean score of the students was 79. It means that the score was categorized success. The percentage of students who were succes in writing text was calculated by applying the following formula:

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

$$P1 = \frac{25}{29} \times 100\%$$

$$= 86\%$$

And,

$$P2 = \frac{4}{29} \times 100\%$$

$$= 14\%$$

Table 5. 1 The Percentage of Students Score in Post-Test II

	Criteria	Total Students	Percentage
P1	Success	25	86%
P2	Unsuccess	4	14%
Total		29	100%

From the table above, the researcher concluded that the students' ability in writing hortatory exposition text was improved. It could be seen from the mean of the students' score was 79. The percentage of the students' score was 25 students got success or it was 86%. In the other hand, 4 students got unsuccess score or it was 14%. It can be concluded that the students' ability in writing hortatory exposition text post-test in the second cycle was categorized success and improved. So the researcher stopped in this cycle.

Table 6.1 The Percentage of Students who got point up to 75

Competence test	Percentage
Pre –test	7%
Post –test I	45%
Post- test II	86%

Based on the table above, the result of analysis data showed that there was an improvement on the students' ability in writing hortatory exposition text. It was showed from the mean of pre-test was 48,89 the mean of post-test I in the first cycle was 64,34 and the mean of post-test II in the second cycle was 79. The percentage of the students' score in pre-test who got point up to 75 was 2 students. It means that there was improvement about 7% The percentage of the students' score in post-test of the first cycle who got point up to 75 was only 13 students. It means that there was improvement about 45% . Then, The percentage of the students' score in post-test of the second cycle who got point up to 75 here were 25 of 29 students. It means that improvement was about 86%.

From the data, it indicated that using consultancy prewriting protocol technique in learning hortatory exposition text in writing was effective, and the data above can be concluded that the student's ability in writing hortatory exposition text have been increased by using consultancy prewriting protocol technique.

2. The Qualitative Data

The qualitative data was analyzed from observation sheet and interview sheet. The research was done in to cycles, and each cycle consists of two meetings and one test.

2.1 Cycle I

The researcher also have done some steps in the first cycle, they were planning, action, observing and reflection. Here the activities that have done in every steps:

2.1.1 Planning

The plan was arranged before researcher conducting the research. First, the researcher prepared lesson plan for two meetings, material which was took from the internet that suitable with topic discussion that is about hortatory exposition text, and apply Consultancy Prewriting Protocol technique in teaching writing hortatory exposition text. All of the material is used by researcher in teaching writing hortatory exposition text in the classroom.

2.1.2 Action

All plan that had arranged were conducted in teaching learning process in writing hortatory exposition text by using Consultancy Prewriting Protocol technique. (1) Explained the hortatory exposition text. (2) Gave the example of hortatory exposition text about using English in the classroom. (3) Applied Consultancy Prewriting Protocol Technique. Before teacher gave them a test in cycle I, Teacher review the topic of the study which had been discussed in the classroom in order to make them easier to answer the test. (See Appendix XV page 96).

2.1.3 Observation

The observation was done to observe how the students' behavior and what the students' problem during the teaching and learning process. Most of the students had participated effectively during teaching and learning process and also when they did Consultancy Prewriting Protocol technique although some of them still lack of hortatory exposition text. They were enthusiastic and enjoyable about the topic which discussed by teacher in classroom. They also seriously to shared each other about their dilemma that related to the topic. The activity of students could be seen in observation sheet and also documentation was took by researcher during the teaching and learning process in classroom. (See appendix XII page 86).

2.1.4 Reflection

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning writing by using consultancy prewriting protocol technique, the students' difficulties and got some problems while learning process. It would be asked by the teacher in the end of meeting. Through the reflection, the researcher knew the problems and the result of the students when did test. From the students' response and the students' scores above, the researcher continued in cycle two in hoping it could be better than before. Second cycle was held to improve score of the students' ability in writing hortatory exposition text.

2.2 Cycle II

The researcher also have done some steps in the second cycle, they were planning, action, observing and reflection. Here the activities that have done in every steps:

2.2.1 Planning

In this step, there were some activities had been done by the teacher they are: making lesson plan consisted of the action, preparing the teaching material which related to used of consultancy prewriting protocol technique that was needed in action, preparing the test to measure the result of the study, observation sheet, interview sheet and diary notes.

2.2.2 Action

In this step, there were some activities that had been done by the researcher. Firtsly , the researcher explained about hortatory exposition text, and give some example to make the student more understood. After they were know the generic structure of hortatory exposition text, language features, the teacher was applied Consultancy prewriting protocol technique to improving their ability in writing hortatory exposition text. The teacher ask the student to write hortatory exposition text and collect has finished.

2.2.3 Observation

The observation was still done for the last time. The activity of students was observed and it showed that most of the students did not have problems anymore about writing hortatory exposition text. The students ware enjoyable in learning the topic discussion and they were active during teaching learning process and more enthusiastically than before.

2.2.4 Reflection

Based on the observation and test done by the students, it can be concluded that:

1. The researcher was able to improve the students' ability in writing hortatory exposition text through consultancy prewriting protocol technique.
2. The students' score in the second cycle had improved then in the first cycle. In cycle I, the improvement of the result of students' mean was 45%. And in the cycle II, it increase become 86 %.

Based on the observation and the result of the students' test, researcher concluded that the students had improved in writing hortatory exposition text through consultancy prewriting protocol technique. The students' score in the second cycle had improved then in the first cycle.

B. Discussion

This research was conducted to find out the improvement of the students' ability in writing hortatory exposition text through Consultancy Prewriting Protocol technique. it was one of technique that could be used by the teacher in teaching English to improve the students' ability in writing hortatory exposition text.

The research that had been done by the researcher indicated that Consultancy Prewriting Protocol technique was effective or could be used in teaching writing . It could be seen from the tables that showed us the improvement of students' score from pre-test, post-test of cycle I and post-test of

cycle II. The improvement because of the teacher knew how to control the class and created the active class. Besides that, Consultancy Prewriting Protocol technique helped the students to understand the subject easily.

Based on quantitative data could be seen the students' ability in writing hortatory exposition text improved and became well in the first meeting to the next meeting. The mean of the students' score in the pre- test was 48,89, the mean of the students' score in post-test I was 64,34, and the mean of the students' score in post-test II was 79.

Based on the result of the qualitative data which was taken from the observation sheet, interview and diary note, it was found that the class ran effectively. In cycle, the researcher was arranged planning before conducting the research, the researcher had been prepared : lesson plan, material about hortatory exposition text, Exercise as the instrument of collecting data by applied consultancy prewriting protocol technique. Furthermore, the action of researcher explained the material that is hortatory exposition text, gave the example of hortatory exposition text, applied consultancy prewriting protocol technique. The students paid attention to the researcher during teaching learning process. The students' also felt spirit in doing the task by using Consultancy Prewriting Protocol technique. It indicated that consultancy prewriting protocol technique could be motivate the students became more enthusiastic in learning English especially in English writing.

It could be concluded that the result of the research showed that consultancy prewriting protocol technique could improve the students' ability in writing hortatory exposition text. It made the students enjoyable in learning

writing hortatory exposition text. It could be proven by the quantitative data which showed the students' score got better from the pre-test to the post-test I of cycle I and from the post-test I to the post-test II in cycle II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students' were more active and enthusiastic learning writing hortatory exposition text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After analyzing the data, it could be concluded that:

1. Based on writing test of the students in hortatory exposition text, Consultancy Prewriting Protocol technique could improve the students' ability in writing hortatory exposition text. It could be seen that the higher score of writing test was 86 and there were 8 students who got the higher score.
2. Before using Consultancy Prewriting Protocol technique, the students' ability in writing hortatory exposition text was low. It could be seen that 2 students who passed the test and 27 students failed in the test. The lower score of writing test was 40 and there were 4 students who got the lower score.
3. Because Consultancy Prewriting Protocol technique was effective and efficient to the students in improving their ability in writing hortatory exposition text. This technique was effective because the students could write thesis, argument, and recommendation. The scoring of students' writing test in content, organization, vocabulary, language use and mechanics was very good to excellent and average to good. This technique was efficient because the researcher did not need many things to teach hortatory exposition text and the students were enjoyable and enthusiastic

in learning teaching process. It could be proven from observation sheet and interview sheet.

B. Suggestions

This research showed Consultancy Prewriting Protocol technique could improved the students' ability in writing hortatory exposition text especially at MAS PAB 2 Helvetia Medan. There were following suggestions:

1. For Principal, to encourage the teacher to apply Consultancy Prewriting technique in teaching English writing.
2. For the English teacher, it is useful to apply Consultancy Prewriting Protocol technique as one of alternative teaching and do the variation of teaching-learning process so the students' will feel enjoyable and more active.
3. The students should practice their writing hortatory exposition text in terms of developing and improving their ability in writing hortatory exposition text.
4. The researcher should develop Consultancy Prewriting Protocol technique in problem-solving learning process.
5. To other researcher, as the information to get the good method to improve the students' ability in writing hortatory exposition text.

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APPENDIX I

LESSON PLAN

PRE – TEST

School	: MAS PAB 2 Helvetia Medan
Subject	: English
Topic	: Writing
Sub Topic	: Writing hortatory exposition text
Class	: XI-IPA
Time Location	: 2 x 45

A. Standard competence

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

B. Basic Competance

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

C. Indicator

- 1) Identifying generic structures of hortatory exposition text.
- 2) Identifying language features of hortatory exposition text.
- 3) Writing hortatory exposition text.

D. Learning Objectives

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

- 1) Identifying generic structures of hortatory exposition text.
- 2) Identifying language features of hortatory exposition text.
- 3) Students are able to write a hortatory exposition text.

E. Learning material

Hortatory Exposition Text

Hortatory exposition text is a text functioning to persuade the reader to do something.

Generic Structure

1. Thesis : Announcement of issue of concern
2. Arguments : reasons for concern, leading to recommendation
3. Recommendation : statement of what ought or ought not to happen

Language Feature

1. Using simple present tense
2. Using relational proeses
3. Using action verb
4. Using mental verb

The example of Hortatory exposition text

Using English in the Classroom

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

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

F. Learning Method : Lecturing

G. Learning Media :

- Source : English dictionary, text book, etc

- Media : dictionary, paper sheet, etc

H. Teaching and Learning Process

1. Opening

- The researcher introduces her personal information to all the students.
- The researcher explains the purposes of her coming to the students, and advising to do the best as long as she conducts the research in the classroom
- The researcher motivates the students to be a good writer in the future

2. Main activities

- The researcher gives an orientation test to the students to know how far they have understand the hortatory exposition text.
- Teacher asks the students to do writing hortatory exposition text with the topic the importance of reading .

3. Closing

- Teacher collects the students' worksheet..
- Teacher ends the meeting.

I. Evaluation

1. Write hortatory exposition with topic : The Importance of Reading

J. Rubric Assessment :

Assessment		Criteria	Max Score
Generic Structure	Thesis	Content	30
	Argument		
	Recommendation	Organization	20
		Vocabulary	20
Language feature	Simple present tense	Language use	25
	Material process		
	Spelling and Punctuation	Mechanics	5
Total Score			100

Known by:

Principal

English Teacher

Researcher

Drs. H. M. Fauzi, M.A

Decy Rahayu Sormin. S.Pd

Fitri Zakiah

APPENDIX II

LESSON PLAN

CYCLE I

School : MAS PAB 2 Helvetia Medan
Subject : English
Topic : Writing
Sub Topic : Writing hortatory exposition text
Class : XI-IPA
Time Location :

A. Standard competence

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

B. Basic Competance

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

C. Indicator

- 1) Identifying generic structures of hortatory exposition text.
- 2) Identifying language features of hortatory exposition text.
- 3) Writing a hortatory exposition text

D. Learning Objectives

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

- 1) Identifying generic structures of hortatory exposition text.
- 2) Identifying language features of hortatory exposition text.
- 3) Write a hortatory exposition text.

E. Learning material

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

- F. Teaching technique** : Lecturing and Consultancy Prewriting
Protocol Technique

G. Learning Media

- Source : English dictionary, text book, etc
- Media : dictionary, paper sheet, etc

H. Teaching and Learning Process

1. Opening

- Teacher greets the students and checks attendance list.
- Teacher does warming up and asks the students related to the writing hortatory exposition text

2. Main activities

- Teacher gives explanation the definition hortatory exposition text, generic structure and language feature.
- Teacher gives an example of hortatory exposition text.
- Teacher divides the students into small groups
- Teacher asks the student to overview the dilemma that related to the topic in the form of question.
- The groups probe the question and the group talks each other about the dilemma that has been presented.
- The student overview the result of consultancy from the groups.
- The teacher gives a brief about the dilemma that have been discussed.
- Teacher asks the students to write hortatory exposition text.

3. Closing

- Teacher concludes the lesson.
- Teacher motivates the students to improve their writing in hortatory exposition text.

I. Evaluation

1. Identify generic structure and language feature of this hortatory exposition text below :

The Effect of Additional Classes

Additional Classes in the afternoon for better preparation of having the final exam for high school students are superfluous.

To help guarantee students pass the exam with excellent scores, most high schools begins to launch annual school programs. Each high school has a program of giving additional classes to students that are carried out in the afternoon after the regular class. Although this school policy seems helpful to students rationally, most parents think that it is not effective at all. They say that it's just waste time and energy. Their children are reluctant to come and join. If only they come, they just mean to please the school management.

They are reluctant to come, as they get bored to have classes with the same friends, in the same classroom with the monotone atmosphere. Psychologically, they get very tired, bored, and not excited. This condition really never gives any positive contributions for the improvement or progress in studying to students.

It is always suggested to the school management to make a program evaluation for this program to decide whether it is to be continued or stopped.

2. Write hortatory exposition text with topic : The importance of reading

J. Rubric Assessment :

Assessment		Criteria	Max Score
Generic Structure	Thesis	Content	30
	Argument	Organization	20
	Recommendation		
		Vocabulary	20

Language feature	Simple present tense Material process	Language use	25
	Spelling and Punctuation	Mechanics	5
Total Score			100

Known by:

Principal

English Teacher

Researcher

Drs. H. M. Fauzi, M.A

Decy Rahayu Sormin. S.Pd

Fitri Zakiah

APPENDIX III

LESSON PLAN

CYCLE II

School : MAS PAB 2 Helvetia Medan
Subject : English
Topic : Writing
Sub Topic : Writing hortatory exposition text
Class : XI-IPA
Time Location :

A. Standard competence

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

B. Basic Competance

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

C. Indicator

- 4) Identifying generic structures of hortatory exposition text.
- 5) Identifying language features of hortatory exposition text.
- 6) Writing a hortatory exposition text

D. Learning Objectives

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

- 4) Identifying generic structures of hortatory exposition text.
- 5) Identifying language features of hortatory exposition text.
- 6) Write a hortatory exposition text.

E. Learning material

Hortatory Exposition Text

Hortatory exposition text is a text functioning to persuade the reader to do something.

Generic Structure

- 4. Thesis : Announcement of issue of concern
- 5. Arguments : reasons for concern, leading to recommendation
- 6. Recommendation : statement of what ought or ought not to happen

Language Feature

- 5. Using simple present tense
- 6. Using relational proses
- 7. Using action verb
- 8. Using mental verb

The example of Hortatory exposition text

Using English in the Classroom

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

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

F. Teaching technique : Lecturing and Consultancy Prewriting
Protocol Technique

G. Learning Media

- Source : English dictionary, text book, etc
- Media : dictionary, paper sheet, etc

H. Teaching and Learning Process

1. Opening

- Teacher greets the students and checks attendance list.
- Teacher does warming up and asks the students related to the writing hortatory exposition text

2. Main activities

- Teacher gives explanation the definition hortatory exposition text, generic structure and language feature.
- Teacher gives an example of hortatory exposition text.
- Teacher divides the students into small groups
- Teacher asks the student to overview the dilemma that related to the topic in the form of question.
- The groups probe the question and the group talks each other about the dilemma that has been presented.
- The student overview the result of consultancy from the groups.
- The teacher gives a brief about the dilemma that have been discussed.
- Teacher asks the students to write hortatory exposition text.

3. Closing

- Teacher concludes the lesson.
- Teacher motivates the students to improve their writing in hortatory exposition text.

I. Evaluation

1. Write hortatory exposition text with topic : The importance of wearing helmet

J. Rubric Assessment :

Assessment		Criteria	Max Score
Generic Structure	Thesis	Content	30
	Argument		
	Recommendation	Organization	20
		Vocabulary	20
Language feature	Simple present tense	Language use	25
	Material process		
	Spelling and Punctuation	Mechanics	5
Total Score			100

Known by:

Principal

English Teacher

Researcher

Drs. H. M. Fauzi, M.A

Decy Rahayu Sormin. S.Pd

Fitri Zakiah

APPENDIX IV

STUDENTS WORKSHEET (Pre – Test)

Name :

Class :

Instruction:

Please write a hortatory exposition text about the importance of reading.

APPENDIX V

STUDENTS WORKSHEET (Cycle I)

Name :

Class :

Instruction:

Please write a hortatory exposition text about the importance of reading

APPENDIX VI

STUDENTS WORKSHEET (Cycle II)

Name :

Class :

Instruction: Please write a hortatory exposition text about the importance wearing helmet.

APPENDIX VII

Key answer of Pre test

The Importance of Reading

Reading is one of aspect skill that very important to our life. Reading has many benefits that always needed by everybody.

First, reading can increase our intellectual. By reading, we know what we do not know. We open our mind by read book, news paper, and the others.

Second, reading gives new information. For example, we want to know the information about education, sport and hot issue. We can know the information by reading.

Third, reading also window to the world. By reading, someone can gain experience from other people.

Therefore, people should be read many book, newspaper, and the other to get many information and growing the intellectual.

APPENDIX VIII

Key answer of cycle I

The Importance of Reading

Reading is one of the terms that is very familiar. Reading is an activity that is very important to our life. Why I say like that?

Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology, sports, arts, culture, etc written in either books, magazine, newspaper, etc.

Secondly, by reading we can get a lot of news and information about something happening in any parts of the world .

Another reason, reading can give us pleasure too. When we are tired, we read books, novel, comic, newspaper or magazine on the entertainment column such as comedy, short story, quiz, etc. So that, reading makes us to relax with situation.

From the facts above, it's obvious that everyone needs to read to get knowledge, information and also entertainment and reading is truly important in our life.

APPENDIX IX

Key answer of cycle II

The Importance of Wearing Helmet

We see many riders who do not wear helmet while riding. They are not too concern about the use of helmets. Basically, a helmet is very important for riders while riding in the road. Wearing a helmet offers many benefits which reduces the negative aspects of riding.

First, helmet saves a rider's life, physical ability, family pain, and money. The recommended designs of motorcycle helmets provide total protection. They not only protect riders from getting a worse road injured accident but also from flying bugs, such as rain, sleet, mud and other potential projectiles.

Second, helmet gives the raiders a matter of style. The benefit may not be important to some people, but to others, it means a lot and important. By choosing the most appropriate helmet from all of the various styles, such as LTD helmet, INK helmet, Bobo helmet many others. So that, helmet helps the riders feel more confident when riding on the road.

However, what most important is wearing helmet when riding is a matter of using it properly. Bikers should use the helmets which are fixed to their head. It is really not good if they places simply the helmets on the head without settling them properly. The bikers should fasten the helmet correctly to their head in order to get safe and comfort.

APPENDIX X

INTERVIEW SHEET

Interview sheet with the English teacher before apply Consultancy Prewriting Protocol technique.

- The researcher : what is the background of your education, Miss ?
- The teacher : my background is English department, I was graduate from UMSU.
- The researcher : How long have you been teaching here ?
- The teacher : I have teaching English in this school two a half years.
- The researcher : How the students responses in study English?
- The teacher : their response is good. They paid the explanation of their teacher, when the teacher gives exercise, they do it, when the teacher asked them to memories vocabularies, they memorized it. They follow what I said.
- The researcher :what do you think about the students of grade XI? Are the students lazy or not in studying English?
- The teacher :how I say yes, they are not lazy. They are diligent to study English. But some of them have low basic in English because they not too focus in English, they were focus in religion such us hadist, fiqih, memorizing holy Quran etc.
- The researcher : What are the obstacles that you are facing in teaching English in classroom ?
- The teacher : mmm, some students didn't know many vocabularies. So, it makes me difficult to teach English although I have mix in Indonesia. So, they bored to studying English. And sometimes they couldn't write vocabularies. If they cannot anything they will make noising. That is the problem that I always face in teaching them.

The researcher : How do you teach English especially writing hortatory exposition text to the students in the classroom?

The teacher : usually I ask them discuss in some of group. And each group will collect written text. Just it

The researcher : what the technique that you have been applied in teaching writing?

The teacher : mmm discussion.

The researcher : have you ever hear Consultancy Prewriting Protocol technique?

The teacher : not yet.

Interview sheet with the English teacher after apply Consultancy Prewriting Protocol technique.

The researcher : excuse me Miss, I'd like to ask some question to you about my research Consultancy Prewriting Protocol in improving students' ability in writing hortatory exposition text. So, what do you think about Consultancy Prewriting Protocol technique Miss?

The teacher : I think it is very good. I found that many students active in studying English.

The researcher : Do you think Consultancy Prewriting Protocol technique can improve the students' ability in writing hortatory exposition text?

The teacher : I think yes. This technique can improve students' ability in writing. Because this technique, before they write, the students discuss, sharing each other about topic. So, from discussing they get illustration, mainset what the first they will write, and how to develop their opinion.

The researcher : do you want to try this technique Miss ?

The teacher : yes off course, because this technique good and suitable for English writing.

The researcher : ok Miss, Thank you?

The teacher : You are welcome.

Interview Sheet with the students After apply Consultancy Prewriting Protocol Technique

(I)

- The researcher : pagi Tri
- The student II : Selamat pagi kak
- The researcher : Tri kakak mau bertanya.
Bagaimana pendapat Tri tentang consultancy prewriting protocol technique?
- The student II : sangat bagus kak. Membantu kami memahami teks hortatory exposition, memudahkan kami mengembangkan ide apa yang mau ditulis kak
- The researcher : yang kedua apakah teknik ini memotivasi kamu mempelajari writing hortatory exposition teks?
- The student II : iya kak, sangat memotivasi kami untuk menulis kak
- The researcher : ketiga apakah teknik consultancy prewriting protocol ini membuat suasana kelas kamu menjadi aktif ?
- The student II : aktif kak, yang nggak tau aktif bertanya, yang tau lebih aktif menjawab kak. Semua mau menjawab.
- The researcher : ok Tri Trimakasih.

(II)

- The researcher : Selamat pagi
- The student II : Selamat pagi kak
- The researcher : latifah kakak mau bertanya.
Bagaimana pendapat latifah tentang consultancy
prewriting protocol technique?
- The student II : Bagus kak, kami jadi lebih paham bagaimana
menulis dan mengembangkan kata – kata yang
akan ditulis kak dan kami juga tambah aktif
kak
- The researcher : yang kedua apakah teknik ini memotivasi kamu
mempelajari writing hortatory exposition teks?
- The student II : iya kak, dengan berkonsultasi, bertukar pikiran
kan kak jadi terbantu kami yang kurang paham jadi
paham kak, saling ngasih tau gitu.
- The researcher : ketiga apakah teknik consultancy prewriting
protocol ini membuat suasana kelas kamu menjadi
aktif ?
- The student II : aktif kak, sampek pening siapa mau bicara duluan
- The researcher : ok latifah Trimakasih

(III)

- The researcher : Selamat pagi
- The student II : Selamat pagi kak
- The researcher : Widya kakak mau bertanya.
Bagaimana pendapat Widya tentang consultancy
prewriting protocol technique?
- The student II : bagus kak. Sebelum nulis bertukar pikiran terlebih
dahulu, jadi paham gitu kak apa yang mau ditulis.
- The researcher : yang kedua apakah teknik ini memotivasi kamu
mempelajari writing hortatory exposition teks?
- The student III : iya kak sangat memotivasi kami dalam
mempelajari hortatory exposition text kak.
- The researcher : ketiga apakah teknik consultancy prewriting
protocol ini membuat suasana kelas kamu menjadi
aktif ?
- The student III : aktif kak.
- The researcher : Trimakasih Widya

(IV)

- The researcher : Selamat pagi Arya
- The student IV : Selamat pagi kak
- The researcher : Arya kakak mau bertanya.
Bagaimana pendapat Arya tentang consultancy
prewriting protocol technique?
- The student IV : Bagus kak , enak semuanya. Seperti
dipermudahkan gitu kak, karna kawan kawan ngasih
pendapat gitu. Jadi paham gitu kak
- The researcher : yang kedua apakah teknik ini memotivasi kamu
mempelajari writing hortatory exposition teks?
- The student IV : iya kak
- The researcher : ketiga apakah teknik consultancy prewriting
protocol ini membuat suasana kelas kamu menjadi
aktif ?
- The student IV : aktif kak apalagi kelompok kami kak

(V)

The researcher : Selamat pagi Siti Delvi

The student V : pagi kak

The researcher : Delvi kakak mau bertanya.
Bagaimana pendapat Arya tentang consultancy
prewriting protocol technique?

The student V : mantap kak, serasa mudah gitu nulis kak, udah tau
apa yang mau ditulis, terus mudah gitu
mengembangkan kalimatnya kak.

The researcher : yang kedua apakah teknik ini memotivasi kamu
mempelajari writing hortatory exposition teks?

The student V : iya

The researcher : ketiga apakah teknik consultancy prewriting
protocol ini membuat suasana kelas kamu menjadi
aktif ?

The student V : Sangat aktif kak.

The researcher : Trimakasih Delvi

(VI)

- The researcher : Selamat pagi Bayu
- The student VI : Pagi Kak
- The researcher : Bayu kakak mau bertanya.
Bagaimana pendapat Arya tentang consultancy
prewriting protocol technique?
- The student VI : Menyenangkan kak. Jadi mudah aja gitu kak
writing. Padahal writing awalnya susah. Gak tau
mau nulis apa. Udah saling berkonsultasi jadi tau
kak.
- The researcher : yang kedua apakah teknik ini memotivasi kamu
mempelajari writing hortatory exposition teks?
- The student VI : iya kak. Jadi mudah gitu menulis kak
- The researcher : ketiga apakah teknik consultancy prewriting
protocol ini membuat suasana kelas kamu menjadi
aktif ?
- The student VI : aktif kak
- The researcher : Trimakasih

APPENDIX XI

OBSERVATION SHEET (PRE TEST)

Date : April 20th 2018
Students : Grade XI
School : MAS PAB 2 helvetia Medan
Subject : English

FOCUS	TOPIC	YES	NO
The researcher as the teacher	1. Teacher comes on time.	✓	
	2. Teacher greets the student.	✓	
	3. Teacher absents the student.		✓
	4. Teacher gives test to the student.	✓	
	Teacher asks the students to write a hortatory exposition text.	✓	
	5. Teacher uses the time effectively.		
Students	6. Students come to class on time.	✓	
	7. Students pay attention then give their response.	✓	
	8. Students study seriously.	✓	
	9. Students are interested and enthusiastic in studying.	✓	
	10. The students participate in learning process.	✓	
	11. Students answer the question who is giving by the teacher.	✓	
	12. Students do the test seriously.		

APPENDIX XII

OBSERVATION SHEET

(CYCLE I)

Date : April 26th 2018
Students : Grade XI
School : MAS PAB 2 Helvetia Medan
Subject : English

Focus	Topic	Yes	No
The researcher as the teacher	1. Teacher comes on time.	✓	
	2. Teacher greets the student.	✓	
	3. Teacher absents the student.		✓
	4. Teacher motivates the students.	✓	
	5. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	✓	
	6. Teacher tells to students the goal of the study.	✓	
	7. Teacher applies Consultancy Prewriting Protocol technique.	✓	
	8. Teacher gives explanation about the topic of study.	✓	
	9. Teacher explains the material clearly.	✓	
	10. Teacher gives students chance to ask the teacher related to the topic of study.	✓ ✓	
	11. Teacher divides students into some		

	<p>groups.</p> <p>12. Teacher gives test to the student. Teacher asks the students to write a hortatory exposition text.</p> <p>13. Teacher uses the time effectively.</p> <p>14. Teacher concludes the material of teaching.</p>		
Students	<p>15. Students come to class on time.</p> <p>16. Students pay attention then give their response.</p> <p>17. Students study seriously.</p> <p>18. Students are interested and enthusiastic in studying.</p> <p>19. The students participate in learning process.</p> <p>20. Students discuss and share each other about dilemma. that is about issue or problem that related to the topic.</p> <p>21. Students ask the teacher about material that they do not understand.</p> <p>22. Students answer the question who is giving by the teacher.</p> <p>23. Students do the test seriously. Students write a hortatory exposition text</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

APPENDIX XIII

OBSERVATION SHEET

(CYCLE II)

Date : May 3rd 2018
Students : Grade XI
School : MAS PAB 2 Helvetia Medan
Subject : English

Focus	Topic	Yes	No
The researcher as the teacher	1. Teacher comes on time.	✓	
	2. Teacher greets the student.	✓	
	3. Teacher absents the student.		✓
	4. Teacher motivates the students.	✓	
	5. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom.	✓	
	6. Teacher tells to students the goal of the study.	✓	
	7. Teacher applies Consultancy Prewriting Protocol technique.	✓	
	8. Teacher gives explanation about the topic of study.	✓	
	9. Teacher explains the material clearly.	✓	
	10. Teacher gives students chance to ask the teacher related to the topic of study.	✓ ✓	
	11. Teacher divides students into some groups.		
	12. Teacher gives test to the student.		

	<p>Teacher asks the students to write a hortatory exposition text.</p> <p>13. Teacher uses the time effectively.</p> <p>14. Teacher concludes the material of teaching.</p>		
Students	<p>15. Students come to class on time.</p> <p>16. Students pay attention then give their response.</p> <p>17. Students study seriously.</p> <p>18. Students are interested and enthusiastic in studying.</p> <p>19. The students participate in learning process.</p> <p>20. Students discuss and share each other about dilemma. that is about issue or problem that related to the topic.</p> <p>21. Students ask the teacher about material that they do not understand.</p> <p>22. Students answer the question who is giving by the teacher.</p> <p>23. Students do the test seriously.</p> <p>Students write a hortatory exposition text</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	

APPENDIX XIV

DIARY NOTES

(Wednesday, March 14th 2018)

The researcher makes lesson plan at march 14th 2018. The researcher makes lesson plan for pre -test and cycle I during 60 minutes. At the same date, the researcher also makes the instrument for measure the students' ability in writing hortatory exposition text and makes interview sheet and observation sheet. At March 16th 2018, the researcher met the advisor II to give the revising proposal, lesson plan, the instrument, observation and interview sheet. From the discussion with advisor II, there was mistakes that should be revised. At March 17th 2018, the researcher revised the lesson plan and instrument.

(Saturday, March 21st 2018)

The researcher came to the school to give research letters. Administrative staff received the letters. The staff met the researcher to the English teacher. The researcher introduced her identity and said her purpose to come to the school. The teacher allowed the researcher to research in her class. The researcher asked many things to the teacher such as the students' attitude, the students' response, and the students' ability in English especially in writing hortatory exposition text. The researcher interviewed the teacher during 25 minutes. The researcher did the researcher at MAS PAB II Helvetia Medan in the class XI IPA that consist of 29 students.

(Thursday, 26th April 2018)

This is the first meeting the researcher came to class. At the beginning of the lesson, the researcher introduced herself and explained what her purpose coming to the class. The researcher did her research at MAS PAB 2 Helvetia in class XI IPA. Some of students looked enthusiastic of the researcher's coming. The researcher gave an orientation test to the students' basic knowledge about hortatory exposition writing at 08.20. The researcher explained the instruction and the question to the students. Then the researcher asked the student to write hortatory exposition text that the title is the importance of reading. The student can make the hortatory exposition text, but sometimes they asked some vocabulary to the researcher. The researcher gave thirty minutes to the students make the hortatory exposition text. They write the written in a paper that was be given by the researcher. After finish it, the researcher collected their worksheet.

The researcher examined the students' worksheet at 10.00. The researcher applied the writing scoring technique recommended by Jacob et al. there was five indicators to measure students' worksheet, content, organization, vocabulary, language use, and mechanics. From the result of the students, there was two students passed the test and twenty seven students failed the test. The result show that the students ability in writing hortatory exposition text was low. The researcher continued cycle I for next meeting.

(Friday, 27th April 2018)

This meeting, the researcher explained the definition of hortatory exposition text and gave the example of hortatory exposition text. The students

listen or attend the researcher's explanation. The lesson was focused on understanding of hortatory exposition text and the example of hortatory exposition text.

For this meeting students were serious and paid attention to the researcher explanation and some of student active asked question. When the researcher explanation the technique that would be applied, some of students looked so interesting. The researcher chose one of them to be presenter. The researcher also divided the students into five groups. One group consist of 5-6 students. The researcher applied Consultancy Prewriting Protocol technique during 35 minutes. They were discussed and shared the dilemma that related to the topic. The researcher helped the presenter to expand her mind about topic. Then the researcher shared the exercise paper to them every student got one. The students finished their exercise. They did it enthusiastically. After finished doing the exercise, the researcher and the students discussed the exercise together. This meeting was better than the first meeting.

(Thursday, 3rd May 2018)

This meeting was enjoyable. Students felt interested during the learning process because this meeting was to continue the material. The researcher gave post-test I to the students. The researcher shared the test paper to them, every student got one. The researcher gave time 30 minutes. They were more active and enthusiastic to do their test paper of hortatory exposition text. Based on the result of hortatory exposition text, it was found that students' ability in writing hortatory

exposition text was improved to develop as many as test they were able. It was better than the hortatory exposition text test of Pre-Test.

After gave post-test I, the researcher continued to cycle II. The researcher explained more about hortatory exposition text deeply. For this meeting students were serious and paid attention to the researcher explanation and some of student active asked the question. It is because the learning process run actively. The researcher applied consultancy prewriting protocol technique. some of students looked so interesting. The researcher share the exercise paper to them every student got one. All of the students write the hortatory exposition text. They did it enthusiastically. After finished doing the exercise, the researcher and the students discussed the exercise together. This meeting was better than the formerly meeting.

(Friday, 4th May 2018)

This meeting was enjoyable. The students felt interested during the learning process because this meeting was to continue the material. Then the researcher share the test paper to them, every student got one. The researcher gave new test for post-test II in this meeting, based on the result of hortatory exposition text score, it was found that the students' ability in writing hortatory exposition text was improved. It was better than the hortatory exposition text test of post-test I.

Generally, all of students had been able to write hortatory exposition text. It could be seen from the writing test score that the students' score had been improved in every tests. In this last meeting, the learning process was very

conductive, fine and active. Consultancy prewriting protocol technique had successfully worked in helping students' ability in writing hortatory exposition text. Based on the reflection of the cycle II, this research could be applied because students' ability in writing hortatory exposition text had been improved.

(Friday, 11 May 2018)

After conducting these two cycles, the researcher interviewed the students and the teacher in order to get their opinions, responses, and perceptions about the implementation of consultancy prewriting protocol as the technique to improve the students' ability in writing hortatory exposition text. The transcript had been written by the researcher in interview sheet.

APPENDIX XV

DOCUMENTATION



(The Students did Pre-test)



(The Researcher explained the Material)



(The Researcher explained the Material)



(The Presenter Sharing with the group)



(The Students sharing each other)



(The students did Post-Test I)



(The group sharing each other about the Topic)



(The students did Post-Test II)