

**THE EFFECT OF ROUNDTABLE TECHNIQUE BY USING
ILLUSTRATION PICTURE ON THE STUDENT'S ACHIEVEMENT IN
WRITING HORTATORY EXPOSITION TEXT**

SKRIPSI

*Submitted in Partial Fulfillment of Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By:

LISMAWATI
NPM. 1502050173



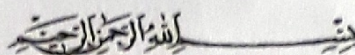
UMSU

Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIIYAH SUMATERA UTARA
MEDAN
2019**

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

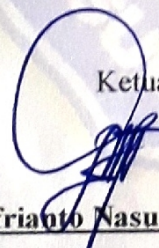


Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Rabu, Tanggal 25 September 2019, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

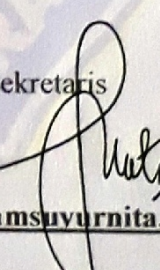
Nama : Lismawati
NPM : 1502050173
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Roundtable Technique by Using illustration Picture on the Students' Achievement in Writing Hortatory Exposition Text

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (A) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

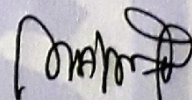

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

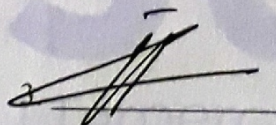


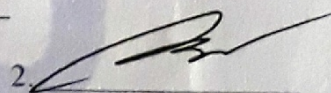

Dra. Hj. Syamsuurnita, M.Pd.

ANGGOTA PENGUJI:

1. Mandra Saragih, S.Pd, M.Hum
2. Drs. Ali Amran, M.Hum
3. Erlindawaty, S.Pd, M.Pd

1. 

2. 

3. 

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skrripsi ini diajukan oleh mahasiswa di bawah ini.

Nama Lengkap : Lismawati
N.P.M : 1502050173
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Roundtable Technique by Using illustration Picture on
the Students' Achievement in Writing Hortatory Exposition Text

sudah layak disidangkan

Medan, Oktober 2019

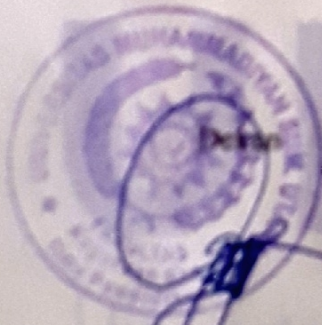
Disetujui oleh

Pembimbing



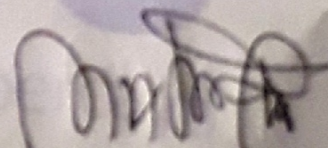
Erlindawaty, S.Pd, M.Pd

Diketahui oleh:

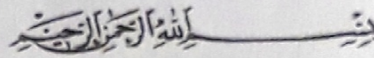


De. H. Elfrianto Nasution, S.Pd., M.Pd.

Ketua Program Studi

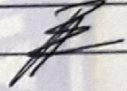
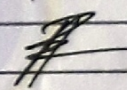
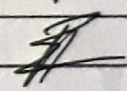
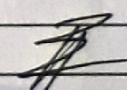
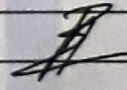


Mandra Saragih, S.Pd., M.Hum.



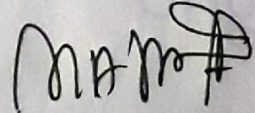
BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Lismawati
N.P.M : 1502050173
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Roundtable Technique by Using illustration Picture on the Students' Achievement in Writing Hortatory Exposition Text

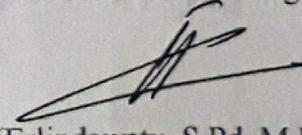
| Tanggal | Deskripsi Hasil Bimbingan Skripsi | Tanda Tangan |
|-------------|-----------------------------------|---|
| 10/4 - 2019 | Chapter I |  |
| | Background of the Study | |
| | Identification of the Problem | |
| | Scope and Limitation | |
| | Formulation of the Problem | |
| | Objective of the Problem | |
| 24/4 - 2019 | Chapter II |  |
| | - Theoretical Framework | |
| | - Conceptual Framework | |
| | - Hypothesis | |
| | Chapter III |  |
| | Research Design | |
| | Chapter IV |  |
| | Data Analysis | |
| | Chapter V |  |
| | Conclusion | |
| | | |

Medan, September 2019

Diketahui oleh:
Ketua Prodi


(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing


(Erlindawaty, S.Pd, M.Pd)

Lismawati. 1502050173. The Effect of Using Roundtable Technique in Writing Hortatory ExpositionText at Second Grade of MAS Amaliyah Sunggal. Skripsi. English Department of the Faculty of Teacher Training and Education of University Muhammadiyah Sumatera Utara, Medan, 2019.

This study discussed the effect of using Roundtable Technique in Writing Hortatory Exposition Text at Second Grade MAS Amaliyah Sunggal. The purpose of this study was to determine how much influence the use of Roundtable Technique in Writing Hortatory Exposition Text. This research was conducted at MAS Amaliyah Sunggal, Jln Tani Asli, Gg Asal, Tanjung Gusta Village, Deli Serdang, North Sumatra in the academic year 2019/2020. The population in this study were students of class XI consisting of four classes, XI IPA-1, XI IPA 2, XI IPA 3 and XI IPS 1 with a total of 120 students. This study used Random Sampling to obtain the data, so that each class is randomly selected 10 people. then 40 students were divided into 2 classes, namely the experimental class and the control class. the learning experiment class using the Roundtable Technique in the teaching and learning process and supported by giving an Illustration Picture as a learning media, while the control class only uses conventional methods in teaching and learning activities in the classroom. Researchers gave pre-test, treatment and post-test for both groups. After collecting the data using the T-observe formula, the results show that the t-observe is 4,47 and the t-table is 1,684. The facts showed that the t-observe is higher than the t-test. (The null hypothesis or H_0 is rejected and the alternative hypothesis or H_a is accepted). The results of this study concluded that there was a significant influence using Roundtable Technique in writing Hortatory Exposition Text.

Key Word: *Roundtable Technique, Hortatory Exposition Text, Students, Achievement*

ACKNOWLEDGEMENTS

First of all, the researcher would like to say alhamdulillah for Allah SWT, who has given healthy and chance for researcher in resolving this study from the beginning up to the end. Blessing and peach be upon prophet Muhammad SAW who has brought human being from the darkness into the light era as we behold today. The aim of writing this study is to fulfil the requirements for the degree of Sarjana Pendidikan (S.Pd) English Education Program. In resolving this study with the title “The Effect Of Roundtable Technique by Using Illustration Picture on the Students’ Achievement in Writing Hortatory Exposition Text at Second Grade of MAS Amaliyah Sunggal Medan”, the researcher faced a lot of difficulties and problems and without much help from the following people, it was imposible for her to finish it. For that, the researcher wants to thanks her beloved father Sutiman and her mother Runtah and also her grandma Almh. Mbah Parni who had given support both in material and spiritual to complete study for the researcher from the first education until the completion of the study. Thanks a lot for their pray and motivation. The researcher got may contribution and guidance from various parties. Therefore, the researcher would like to thanks a lot of to :

1. Dr. Agussani, M.AP, the Rector of UMSU.
2. H. Dr. Elfrianto Nasution, S.Pd, M.Pd, as the Dean of Faculty of Teacher Training and Education.
3. Dra. Hj. Syamsuyurnita, M.Pd as the vise dean 1 of FKIP UMSU, who has encourage her education in FKIP.

4. Mandra Saragih, S.Pd, M.Hum as the head of English Department FKIP UMSU, and Pirman Ginting, S.Pd, M.Hum as the secretary of English Department FKIP UMSU for their encouragement to the researcher during the process of writing the study.
5. Erlindawaty, S.Pd, M.Pd, as the supervisor who had given spirit, suggestion, ideas, criticism and guidance in writing the study.
6. All lecturers who had given their valuable knowledge in Teaching English during the academic years at UMSU.
7. Jufri Effendi, S.Pd.I., M.Pd as the Headmaster of Mas Amaliyah Sunggal, who had allowed to do the research in the school. And Sir Japar Ahmad as a teacher of English language
8. Pratu Nico D. Sitepu who had given support for her life.
9. Her beloved young sister Lestari, Anggun Kartika S. and her young brother Angga Kurniawan her who had given the researcher pray, support, inspiration, spirits, and motivations her study. Thanks for everything.
10. Her best friends Tina Ernawati, Vivi Lestari, Nonanda Pribadi, who gave spirit, support, motivation, and care in finishing her research.
11. All of friends in VIII C Morning who cared and supported each other in finishing this research.

Medan, September 2018

The Researcher

Lismawati

TABLE OF CONTENTS

ACKNOWLEDGEMENT i

TABLE OF CONTENTS..... iv

LIST OF THE TABLES vi

LIST OF APPENDICES vii

CHAPTER I INTRODUCTION 1

A. Background of the Study 1

B. The Identification of the Problem 3

C. The Scope and Limitation 3

D. The Formulation of The Problem 3

E. The Objective of the Study 3

F. The Significance of the Study 4

CHAPTER II REVIEW OF LITERATURE 5

A. Theoretical Framework 5

1. The Definition of Writing..... 6

1.1. The Aspect of Writing 6

1.2. The Process of Writing 7

1.3. The importance of Writing 7

1.4. Genre of Text 8

2. Hortatory ExpositionText 10

2.1. The Characteristics of hortatory Exposition Text 11

2.2. Generic Structure of Hortatory Exposition Text 12

3. Cooperative Learning Method 12

| | |
|--|-----------|
| 3.1. The Element of Cooperative Learning | 13 |
| 4. Roundtable Technique | 13 |
| 4.1. Procedure for Applying Roundtable Technique | 13 |
| 4.2. The Advantages of Roundtable Technique..... | 15 |
| 4.3. The Disadvantages of Roundtable Technique | 15 |
| 5. Learning Media | 17 |
| 5.1. Illustration Picture | 18 |
| B. Related of the Study | 18 |
| C. The Conceptual of Framework | 21 |
| D. Hypothesis | 22 |
| CHAPTER III METHOD OF RESEARCH..... | 23 |
| A. Location and Time | 23 |
| B. Population and Sample..... | 23 |
| 1. Population | 23 |
| 2. Sample | 23 |
| C. Research Design | 24 |
| D. The Instrument of the Research | 25 |
| E. The Technique of Collecting Data..... | 27 |
| F. The Technique of Data Analysis | 28 |
| G. Statistical Hypothesis | 30 |
| CHAPTER IV DATA COLLECTION AND DATA ANALISYS..... | 31 |
| A. Data Collection | 31 |
| B. Data Analisis..... | 33 |
| C. Testing Hypothesis..... | 40 |

D. Research Findings 41

CHAPTER V CONCLUSIONS AND SUGGESTIONS..... 42

A. Conclusions 42

B. Suggestions..... 42

REFERENCES

LIST OF THE TABLES

| | | |
|-----------|--|-----|
| Table 3.1 | The Population of Research..... | 23 |
| Table 3.2 | The Sample of Research..... | 24. |
| Table 3.3 | Research Design..... | 24 |
| Table 4.1 | The differencess Score between Pre-Test and Post- Test in Experimental Group..... | 31 |
| Table 4.2 | The Differences Score between Pre-test and Post- Test in Control Group..... | 32 |
| Table 4.3 | The Score Of Pre-Test In Experimental Group | 33 |
| Table 4.4 | The Score Of Post-Test In Experimental Group..... | 34 |
| Table 4.5 | The Score Of Pre-Test In Control Group..... | 35 |
| Table 4.6 | The Score Of Post-Test In Control Group..... | 36 |
| Table 4.7 | The Calculation of Mean and Standard Deviation Score of Experimental Group | 36 |
| Table 4.8 | The Calculation of Mean and Standard Deviation Score of Control Group | 37 |

LIST OF APPENDICES

- Appendix 1 Lesson Plane of Experimental Class
- Appendix 2 Lesson Plane of Control Class
- Appendix 3 Instruments of Research
- Appendix 4 Documentation of Research
- Appendix 5 Form K-1
- Appendix 6 Form K-2
- Appendix 7 Form K-3
- Appendix 8 Lembar Pengesahan Proposal
- Appendix 9 Berita Acara Bimbingan Proposal
- Appendix 10 Berita Acara Seminar Proposal
- Appendix 11 Lembar Pengesahan Hasil Seminar Proposal
- Appendix 12 Surat Pernyataan Plagiat
- Appendix 13 Surat Keterangan
- Appendix 14 Surat Izin Riset
- Appendix 15 Surat Balasan Riset
- Appendix 16 Berita Acara Bimbingan Skripsi
- Appendix 17 Lembar Pengesahan Skripsi
- Appendix 18 Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English in Indonesia has become a foreign language taught in schools with a programmed curriculum. English education really needs to be mastered by students because English is an international language. Students are provided with English language education to prepare for their future.

There are four basic skills that must be mastered in English, there are listening, speaking, reading and writing. Among these four skills, writing is one of the important skills that must be mastered. As we know that the teaching and learning process in Indonesia in general still uses conventional methods or old methods so that student learning achievement is still low. Students cannot produce a correct writing in each genre of text because they must consider many aspects, that is grammar, generic structure, and lexicogrammatical sequences. Writing skills in English are difficult abilities for most students. The difficulties experienced by students are lack of vocabulary and lack of knowledge about grammar in English.

Writing ability is very difficult to master by students, especially in writing hortatory exposition text. There are several factors why students have difficulty writing hortatory exposition text, for the first factor, students have difficulty to developing ideas based on the topic given by the teacher, and they often having difficulty in building strong and interesting arguments. Second

factors are related to the techniques used by the teacher when teaching. An interesting methods can make students interested and motivated to learn. in addition, the use of learning media is also an important factor so that learning objectives can be more effective and efficient. By using roundtable techniques and also the use of illustration picture learning media can give a positive impact on student learning outcomes in writing in accordance with grammatical, especially in writing hortatory exposition text.

Cooperative learning methods type roundtable train students and shape the personality of the students so that they can be responsible for their obligations in the group in solving problems given. Each group member is responsible for not only learning what is approved but also helping learning participants to achieve mutual success.

In addition to teaching methods and techniques, learning media is also important in achieving learning goals effectively and efficiently. Thus, researchers will use media illustration picture which is expected to help students in completing the task of writing text hortatory exposition. Illustration picture are learning media for teaching hortatory exposition material, where this media serves as a tool to help students write hortatory exposition texts. Through illustrate picture that will be given, hoped that it can help students to think of ideas or ideas that they must make and then develop into hortatory exposition texts.

Based on the explanation above, this research was conducted at Madrasah Aliyah Swasta (MAS) Amaliyah with the title ” The Effect of Roundtable Technique by Using Illustration Picture on Students’ Achievement In

Writing Hortatory Exposition”. This study aims to find out the effect of roundtable technique by illustration picture on the students’ achievement in writing hortatory exposition. This research will be used illustration picture as a media that are expected to help students in completing the task of writing hortatory exposition texts.

B. The Identification of the Problems

1. Inappropriate teaching techniques make students not interested in writing.
2. Students face difficulties and confusing in making theses statements, arguments and recommendations.
3. Lack of vocabulary possessed by students so students are not able to compose words into good and right sentences.

C. Scope and Limitation

The scope of this research was focused on writing hortatory exposition text. The limitation of the research how to write based on the generic structure and choosing words to making good sentences.

D. The Formulation of the Problem

1. Is there any significant effect of using roundtable techniques on student learning outcomes in writing hortatory?

E. The Objective of the Study

1. To find out the effect of roundtable technique by using illustration picture as teaching media on the students achievement in writing hortatory exposition.

F. The Significance of the Study

The findings of this research were expected to be useful theoretically and practically.

1. Theoretically

To add knowledge, experience and insight, as well as the application of roundtable technique by using illustration picture as a learning media.

Practically

1. The results of this study are expected to benefit teachers to improve methods and strategies in writing learning programs.
2. This research is expected to be used as reference material in conducting future research.
3. For institutions, this can be added to the reference list at the university, especially for the Department of English and can be useful for other college student

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theory is used to explain concepts in this research to avoid misunderstandings between the writer and the reader or in other words the writer and reader must have the same perception on the concept in this research.

1. The Definition of Writing

Fox (1993) argues that writing is an activity expressing ideas, feelings, and opinions to communicate the message from the mind to the written form. While according to Brown (2001), writing is a process of thinking, because writing is the process of putting ideas on paper to turn thoughts into words and give them coherent structures and organizations. Burroway (2002) defines that writing is a solitary struggle. It means that every English language learner has to master this ability individually, because writing is classified as productive skills. From the definition above, it can be concluded that writing is the process of conveying opinions, main ideas, and arguments of the author to be conveyed to the reader which is poured into writing

1.1. Aspects of Writing

Brown (2004) defines that there are five significant components of writing. They are content, organization, vocabulary, language use and mechanics.

- 1) Content There at least two things which can be measured in connection with content. The points are presented and formal signals given the reader to guide in understanding the topic fully.
- 2) Organization The process of organizing materials in writing involves coherence, order of importance, general specific, specific to general, chronological order and special order pattern.
- 3) Vocabulary Vocabulary is one of the language aspects dealing with the process of writing. The process of writing is the process when the writer always think about putting words into sentence and then putting sentence into paragraphs until they can create a piece of writing.
- 4) Language use For language use in writing procedure text and other form of writing, it involves correct usage and points of grammar or structure. Grammar is one of important components in writing. It governs utterance that we produce to be right and orderly. Therefore, it also has great influence in the quality of writing.
- 5) Mechanics Mechanics of writing deals with capitalization, spelling, and punctuation.

1.2. The Process of Writing

According to Harmer (2004), that the process of writing has four main elements:

- 1). Planning. In this point, the writers have to think about three main issues: the purpose of writing, the readers or audience of writing, and the content structure of the writing.
- 2). Drafting. This is the first version of a piece of writing and it will produce final version.
- 3). Editing. This stage needs some revising to make it better.
- 4). Final Version. After editing the draft and making the changes that are considered before, the writers can produce their final versions.

1.3 The Importance of Writing

Nunan (1993), defines that written language the product of writing, is used for action (public signs, product labels, television and radio guides, bills, menus, telephone directories, ballot papers, computer manuals), for information (newspapers, current affairs magazines, advertisements, political pamphlets) and for entertainment (comic strips, fiction books, poetry and drama, newspaper features, film subtitles). Those mentioned above are examples of written languages, starting from the simplest (public sign) until the more complex (newspapers), which are not separable from human life nowadays and, for sure, all are done with writing skill.

According to Barras (2005), there are some reasons that make the ability of writing important:

- 1) Writing helps to remember Writing is an aid to remembering. By taking notes, people can make information safe and semi-permanent or even permanent so that they can access the information anytime without being afraid of being lost.
- 2) Writing helps to think Writing could be an aid to thinking. People can make a note of useful thoughts as they come to mind, for example, when they are planning or in the middle of writing a composition because thoughts could come anytime.
- 3) Writing helps to communicate In the past, writing was the only possible way to communicate with anyone out of earshot. Although, now there have been devices (telephone, radio, internet, etc.) that make it possible to communicate orally with people in distance, the importance of writing is still there.

1.5. Genre Text

Gerot and Wignell's (1994), defines that there are fifteen types of text, they are:

- 1) Report: to describe the way things are with reference to arrange of natural, man-made and social phenomena in the environment.
- 2) Recount: to retell events for the purpose of informing or entertaining.
- 3) News Story: to inform the readers about events of the day which are newsworthy or important.

- 4) Exemplum: to point to some general value in the cultural context.
- 5) Discussion: to present (at least) to point view about an issue.
- 6) Explanation: to explain the process involved of natural or cultural phenomena.
- 7) Exposition (Analytic): to persuade the readers or listeners that something is related to the case.
- 8) Exposition (Hortatory): to persuade the readers or listeners that something should or should not be the case.
- 9) News Item: to inform the readers about events of the day which are considered newsworthy of important.
- 10) Anecdote: to share with others an account of unusual or amusing incident.
- 11) Narrative: to amuse, entertain and deal with actual 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.
- 12) Description: to describe a particular person, place or thing.
- 13) Procedure: to describe how something is accomplished through a sequence of actions or steps.
- 14) Review: to critique an art work, event for a public audience such works of art include movies, TV shows, books, plays, operas, recording, exhibitions, concerts and ballets.
- 15) Commentary: to explain the process involved in the formation of a socio cultural phenomenon, as though a natural phenomenon.

2. Hortatory Exposition

Hortatory exposition is one of text which is taught in senior high school. In English, a hortatory exposition text is a text that serves to give an argument to a matter in order to influence or give a new perception to the reader to agree with our argument. In the hortatory exposition text, the reader will be convinced to agree to the author's opinion. The function of hortatory exposition text is to convince the reader of something that should have happened or not. According to Wiratno (2009), argues that exposition text is text that presents an opinion or idea viewed from one point of view and has the function of convincing someone that the ideas conveyed are true based on the arguments put forward.

Rahmad Husein & Anni Holila Pulungan (2017), defines that a hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. In other words, the main function of Hortatory Exposition text is to persuade the readers or listener that something should or should not be the case. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Hortatory expositions are popular among science, academic community and educated people. It means that the text asserts something to the readers by giving supporting statement and evidence to convince it. To make the persuasion

stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case.

2.1. The Characteristics of Hortatory Exposition Text

Rahmad Husein & Anni Holila Pulungan (2017), defines that there are several characteristic of hortatory exposition text:

- 1) Purpose To persuade the reader or listener that something should or should not be the case.
- 2) Generic structure
 - Thesis statement: it presents announcement of issue of concern.
 - Arguments: it presents the reasons for concern, leading to recommendation.
 - Recommendation : it presents the statement of what ought or ought not to happen.
- 3) Lexicogrammatical features
- 4) Focus on generic human and non-human participants
- 5) The use material processes
- 6) Using Present Tense
- 7) Using conjunction

From the explanation by the expert above, it can be concluded that:

- 1) Hortatory exposition in writing used simple present tense

- 2) In each paragraph contains arguments against something that is discussed
- 3) Each paragraph is marked with the words firstly, secondly and etc.
- 4) In paragraphs there are several languages that function as persuasions such as shoudly, should and others.

2.2. Generic Structure of Hortatory Exposition Text

According to Gerrot and Wignell (1995:210) “the generic structure of hortatory exposition text usually has three components: (1) Thesis, (2) Arguments, and (3) Recommendation”.

The discussions of them are as follows:

- 1) Thesis: that is the idea that is being conveyed by the author.
- 2) Arguments: that is the reason that supports the idea of a thesis
- 3) Recommendation: is the last part where the author needs to provide a recommendation that should or should not be done by the reader.

Thus, it can be concluded that Hortatory exposition text is a type of argumentative text compiled based on the author's thinking of an idea aimed at influencing the reader to agree with the opinion of the author.

3. Cooperative Learning Method

According to Tom V. Savage (1982), argues that cooperative learning is an approach that emphasizes teamwork. While according to Slavin (2007), cooperative learning encourages students to interact actively and positively in groups. According to him, this allows the exchange of ideas and examination of

one's own ideas in situations that are not threatened, in accordance with the philosophy of constructivism. The concept of cooperative learning in its application students learn and work in small groups of 4-6 people in one group. The group arrangement itself is heterogeneous. There are several learning techniques contained in cooperative learning models, one of which is roundtable techniques.

3.1. The Elements of Cooperative Learning

Siahaan (2005), argues that revealed five non-essential things emphasized in cooperative learning, namely: a). positive interdependence, b). face to face interaction, c). individual responsibility, d). social skills, and e). group process skills)

4. Roundtable Technique

According to Mccafferty (2006), that cooperative type of roundtable is a writing learning technique that applies learning by the way each group member participates to write an idea in turn by forming a round table or sitting in a circle. So, roundtable is a conference or discussion involving several participants in which one of cooperative learning technique that can be used by the teacher as the appropriate technique for improving student's English skills. One of them is writing skill. The reasons, it is used for brainstorming, reviewing, or practicing a skill.

4.1 Procedure for Applying Roundtable Technique

According Yudha Saputra (2008), the steps for applying the roundtable technique:

- 1) Students are divided into small groups of 4-5 people.
- 2) Each member holds a piece of paper containing different questions, then the question is analyzed and the solution to the solution is sought.
- 3) Within the specified time the answer sheet for the question is given to other members to be carried out and evaluated.
- 4) And so on until the question is answered and analyzed.
- 5) Class discussion is carried out to express, maintain the results of his work, with a turn to talk in the direction of the clockwise direction.

Different from the expert opinion above regarding the steps for applying roundtable techniques, researcher used different ways or steps in applying roundtable techniques, where in addition to using roundtable techniques, researcher also will applying illustration picture as learning media. There are the steps:

- 1) Students are divided into several groups. each group consists of 4-6 students
- 2) Each group will get a paper in the form of an illustration picture that has been prepared
- 3) After that, students discuss the instructions in the paper that have been shared
(Illustration Picture)

- 4) After that, students discuss the instructions in the paper that have been shared (Illustration Picture) and continue writing hortatory text based on the image in illustration picture

Through the application of a roundtable type cooperative learning model, it is expected that students are able to build active interactions with their group friends. The roundtable cooperative model is also a fun learning method because heterogeneous ideas or ideas combine to minimize the difficulties in learning exposition text writing. Thus, it is expected that students will more easily express their thoughts and feelings with the help of varied ideas from their group friends.

4.2. Advantages of Roundtable Technique

According to Rita Rani Mandal (2009), there are five advantages using Cooperative Learning Strategy that are:

1. Cooperative learning develops higher level thinking skills.
2. Skill building and practice can be enhanced and made less tedious through cooperative learning activities in and out the classroom.
3. It creates an environment for active, involved and exploratory learning.
4. It improves the performance of the weaker students when grouped with higher achieving students.
5. It addresses learning style differences among students.

4.3 Disadvantages of Roundtable Technique

According to Sylvia Fehling on her article entitle Cooperative Learning in the EFL Classroom available on as follows:

1. Cooperative learning can help students learn academically. On the one hand they acquire the content of the subject and on the other hand they develop meta-disciplinary competence, as for example “higher order thinking skills”. These include forming hypotheses, making decisions and finding categories. In addition, cooperative learning encourages students to find solutions for special problems. Therefore, they have to discuss, form ideas and opinions and have to give feedback.
2. Another advantage of cooperative learning can be social-affective learning. Pupils can learn to support each other, to deal with heterogeneity in a group, to work in a team and to deal with the perspective of others. A further advantage is that students are able to learn to listen to each other and to solve problems together. This can lead to less fear and stress in a class and can increase the motivation.
3. Cooperative learning can also be highly motivating for the students since it can strengthen the confidence in their own abilities. If learners realize that their contributions are accepted in a group and even necessary and useful for the aim of the group. Giving the learners more authority to make their own decisions, the teacher also prepares the students for their role as citizens in the adult world.

5. Learning Media

Kasihani (2001), argues that one of the many roles of instructional media is to attract the student's attention and to deliver the information. Heinich, et al. (1996), defines that media can be used effectively in formal situation where students are working independently or teacher is working with other group of students. Media play a significant role in the education of students with exceptionalities children with disabilities in particular need special instructional treatment which is supplemented with adaptation and specially designed media for effective instruction of such students. The most common use of media in an instructional situation is for supplemental support of the instructor in the classroom to enhance learning.

Learning media is everything that can be used to stimulate the thoughts, feelings, attention, and skills of students so that it can encourage the active learning process. Learning media also functions to achieve learning objectives to be effective and efficient.

Chandra (1989), give classifications of media in different ways on the basis of those classifications a common grouping/types of media may be made as:

- Print Media i.e. News Paper, Magazines, Digest, Journals, Bulletins, Handouts, poster etc.
- Graphic Media i.e. Overhead transparencie Charts, graphs Models, dioramas, Maps, globes
- Photographic Media i.e. Still Pictures, Slides, Filmstrips, Motion pictures, Multi-images etc.

- Audio Media i.e. Audiotape, Audiocassettes, Records, Radio, Telecommunication etc.
- Television/Video i.e. Broadcast television, Cable television, (Videotape Video cassettes, Videodiscs, Teletext, Videotext etc.
- Computers i.e. Minicomputer, Microcomputer etc. Simulations and Games i.e. Boards, Written, Human, interaction, Machine etc.

5.1. Illustration Picture Media

In this case, the researcher uses illustration picture learning media. Illustration picture is a learning media that displays images related to learning material. As mentioned earlier, that the failure of students in writing text hortatory exposition is the difficulty of students in determining ideas or ideas they will write in each generic structure at the hortatory exposition. For this reason, researchers will use media in the form of images that function as a guide or reference for students in developing ideas or ideas in each generic structure, both in building theses, arguments and recommendations.

B. Previous Related of the Study

1. Anggi Sinta Hapsari (2011), with the title "The Use Of Roundtable Technique To Improve Students' Achievement In Writing Hortatory Exposition Text".

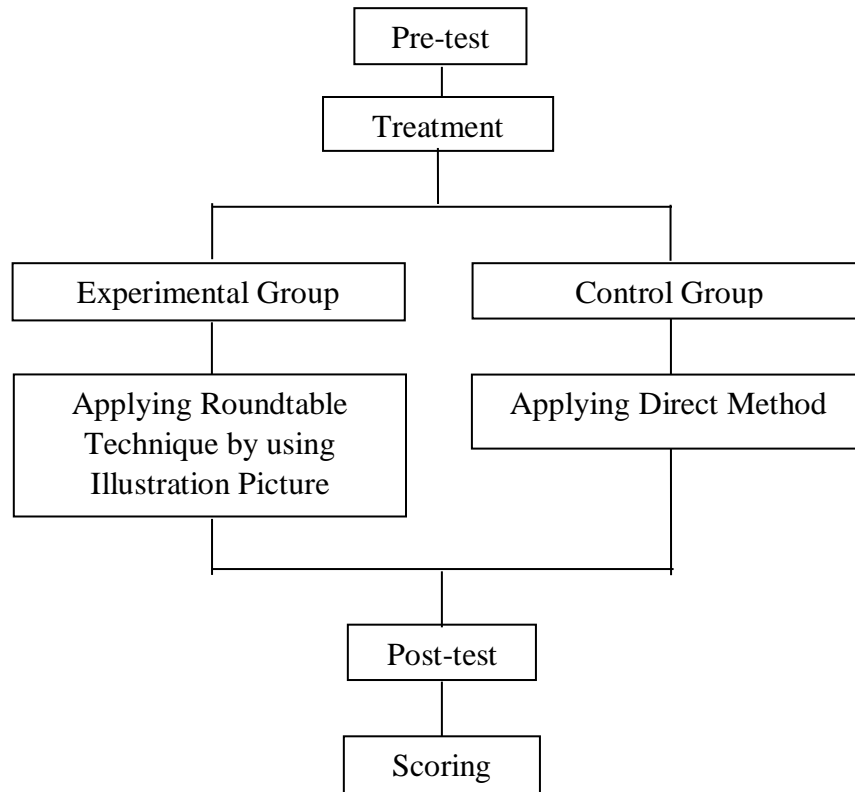
From this research it was concluded that the students could not write the correct written of hortatory exposition text before the treatment. After they

got treatment, they could write hortatory exposition text in correct organization and grammar. Because they could not write hortatory exposition text well, the researcher conducted the next treatment. The students finally could write the hortatory exposition text in correct grammar, content, mechanics, word choice, and style after they got the last treatment. So the students' achievement in writing hortatory exposition text improved. In addition, most students were interested in the teaching activities by using roundtable technique in writing hortatory exposition text. Then, they were able to apply the roundtable technique well.

2. Rezky Adelina (2017), with the title "The Use Of Roundtable Technique To Improve Students' Writing Skill Of Narrative Text At Eleventh Grade In Senior High School 1 South Polongbangkeng". The subject of this research was class XI IPA 1 which consisted of 22 females and 8 males. The instrumentations of this research were writing test, students' observation checklist, and teachers' observation checklist. The data of this research were quantitative and qualitative. The result of this research shows that Roundtable Technique could improve 70% students of total students in writing narrative text at gradeExact 1 of Senior High School 1 South Polongbangkeng. There was an improvement of subjects who were be able to pass the standard score (≥ 75) from 27% in baseline data into 50% of students in the writing testin cycle 1 and finally became 73% in cycle 2.
3. Nurhasanah (2014), with the title "Improving Students' Ability In Writing A Narrative Text By Using Round Table Strategy At Grade Viii C Of Smp

Negeri 11 Kota Bengkulu". This research was a classroom action research which aimed to explain the extent to which Roundtable Strategy can improve students' ability in writing a narrative text at grade VIII C of SMPN 11 Kota Bengkulu and to explain the factors change the students' writing ability in getting ideas at grade VIII C of SMPN 11 Kota Bengkulu. The subject of this research was class VIII C which consisted of 14 females and 16 males. The instrumentations of this research were writing test, students' observation checklist and field notes, teacher's observation checklist and field notes and interview. The data of this research was quantitatively and qualitatively. The result of this research shows that Roundtable Strategy could improve 70% students of total students in writing narrative text at grade VIII C of SMPN 11 Kota Bengkulu. There was an improvement of subjects who were able to pass the standard score (≥ 75) from 27% in baseline data into 50% of students in the test in cycle 1 and finally became 70% in cycle 2. In addition, the factors that influence the improvement of students' ability in writing were teacher's factor (classroom management and teacher's explanation) and student's factor (students' attention, participation and interest).

C. Conceptual Framework



In this study, researcher will investigate whether roundtable techniques have a positive effect on the student achievement in writing hortatory exposition texts. This research will be conducted by providing a pre-test, treatment and post-test. Pre-tests is given before treatment, students were left to learn independently about hortatory exposition texts. In this case, students are required to make a hortatory exposition of the text individually. After that, students will get a treatment that aims to provide learning to students about hortatory exposition text by using a roundtable model and using illustration picture as learning media by the teacher. After giving the treatment, the next is giving post-test. In the post-test stage, students are required to write a hortatory exposition text based on the

instructions from Illustration picture. After giving a post-test, the next step is to calculate students scores in the pre-test and post-test.

C. Hypothesis

Based on the problems of the study, the hypothesis is formulated as the following :

Ha : ‘‘There is a significant effect of roundtable technique to the students’ achievement in writing hortatory exposition text’’

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at Madrasah Aliyah Swasta (MAS) Amaliyah Sunggal on Jln. Tani Asli, Dusun II, Desa Tanjung Gusta, Kabupaten Deli Serdang, Sumatera Utara.

B. Population and Samples

1. Population

The population of this research was eleventh grade students of Madrasah Aliyah Swasta (MAS) Amaliyah 2018/2019. Which consist of 4 classes. They were XI IPA-1, IX IPA-2, IX IPA-3, and IX IPS-1, with the total student are 120.

Tabel 3.1
The Population of Research

| NO | Class | Population |
|-----------|--------------|-------------------|
| 1 | IX IPA-1 | 30 |
| 2 | IX IPA-2 | 30 |
| 3 | XI IPA-3 | 30 |
| 4 | XI IPS | 30 |
| Total | | 120 |

2. Sample

This research used random sampling. In this case the researcher choose XI IPA-1, XI IPA- 2, XI IPA-3, and XI IPS-1 and took 10 tudents each class as sample consist 40 students.

Tabel 3.2
The Sample of Research

| No | Class | Population | Sample |
|-------|----------|------------|--------|
| 1 | XI IPA-1 | 30 | 10 |
| 2 | XI IPA-2 | 30 | 10 |
| 3 | XI IPA-3 | 30 | 10 |
| 4 | XI IPS-1 | 30 | 10 |
| Total | | | 40 |

C. Research Design

This research was experimental research, where in the experimental group the sample divided into two groups, namely the experimental group and the control group. The design of this study follows:

Table 3.3
Research Design

| Class | Pre-test | Treatment | Post- test |
|--------------|----------|--------------------------|------------|
| Experimental | ✓ | Roundtable Technique (X) | ✓ |
| Control | ✓ | Conventional Method (Y) | ✓ |

Based on the table above, the experimental class (X) was used roundtable technique by using illustration picture as a instructional media. While the control class (Y) used the conventional method in this study.

1. Pre-test

The pre-test carried out before conducting the experiment. The aim was to find out the basic abilities of students from both of groups. In the pre-test the two groups would write a hortatory exposition text based on the topic that given by the teacher and the topics is about smoking. In this case, the control group work individually and for experiment group using roundtable technique

2. Treatment

The treatment was given to the experimental group taught by using roundtable technique and by using illustration picture in writing hortatory exposition text.

3. Post-test

The post-test was given to the experimental group and control group after treatment. It is to find out the differences of mean score.

D. The Instrument of the Research

In this research was used written test as the instrument to collect the data. The student asked to write a hortatory exposition based on the picture that given by the teacher

In analyzing the data used of techniques to find out the qualification of the students' writing, Sugiyono (2013:143) states that there are five components scale in scoring students' writing as following mention.

1. Content

The score of content depends on the students' ability to write ideas, information in the form of logical sentences.

The criteria of scoring are as follows:

| | |
|---------|--|
| 27 – 30 | Excellent to very good: For students with some knowledge of subject adequate or range-limited development, mostly relevant to topic sentences, but lacks the details |
| 22 – 26 | Good to average: Good to average: For students with some knowledge of subject adequate or range-limited out but lacks the detail. |
| 17 – 21 | Fair to poor: When a student with limited of subject little substance in adequate development of subject. |
| 13 – 16 | Very poor: When a student does not show the knowledge of |

| | |
|--|--|
| | subject, non substantive, not pertinent or not enough to evaluate. |
|--|--|

2. Organization

The organization refers to students' ability write the ideas, information in logical order. The topic and supporting sentences are clearly stated.

The criteria of giving the score use as follows

| | |
|-------|--|
| 18-20 | Excellent to very good: where a is to provide fluent expression, ideas clearly stated, sentences were organized logical sequence cohesive. |
| 14-17 | Good to average: Some what choppy, loosely organized but the main ideas stand out. |
| 10-13 | Fair to poor: Non-fluent ideas confused or disconnected, lack logical sequencing and development |
| 7-9 | Very poor: Does not communicative, no organization, or not enough to evaluate. |

3. 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, prefix, suffix exactly.

The criteria of scoring vocabulary used are

| | |
|-------|---|
| 18-20 | Excellent to very good: A student with sophisticated range of fictively word form, imitative appropriate register. |
| 14-17 | Good to average: Adequate range occasionally errors, meaning not obscure. |
| 10-13 | Fair to poor: Limited range, frequent errors of words idiom form, choice, usage, put meaning confused or obscured. |
| 7-9 | Very poor: Look of essential translation, little knowledge of English vocabulary, idioms, word, form or not enough to evaluate. |

4. Language Use

The criteria of scoring language use as follows

| | |
|-------|--|
| 22-25 | Excellent to very good: Effective complex construction, few errors of arrangement, tenses, numbers, word order, articles, pronouns, proposition. |
|-------|--|

| | |
|-------|--|
| 18-21 | Good to average: Some ineffective complex construction. Frequent errors the use of sentence elements. |
| 12-17 | Fair to poor: Major problem in simple complex construction, frequent errors of negations, number etc. |
| 5-11 | Very poor: Usually to mastery of sentence construction rules dominated by errors does not communicate, not enough to evaluate. |

5. Mechanism

The criteria of scoring mechanism are given below

| | |
|----|---|
| 05 | Excellent to very good: Demonstrated mastery of punctuations, few errors in spelling. |
| 04 | Good to average: Occasional errors in spelling, punctuation, capitalization, write sentences but meaning not obscured. |
| 03 | Fair to poor: Frequent errors of spelling, punctuation and capitalization, write sentence. |
| 02 | Very poor: No mastery of conversation, dominated by errors of spelling, punctuation, capitalization, write sentence, hand write nor enough to evaluate. |

E. Technique of Collecting the Data

To collect the data of the research, the researcher will be use some step:

- 1). Giving pre-test to control group and experimental group
- 2). Collecting the student' worksheet
- 3). Giving treatment to the experimental group by using roundtable technique and using illustration picture as a instructional media
- 4). Giving post-test between two class
- 5). Collecting the students' worksheet
- 6). Giving the score

F. The Technique of Data Analysis

The data will be collected from the pre-test and post-test then are analyzed by using the following steps:

- 1) Determining mean deviation of experiment group, with formula:

$$MX_1 = \frac{\sum X_1}{n_1}$$

With the explanation:

MX_1 : The mean score of experimental group

$\sum X_1$: The scores of $x_2 - x_1$

n_1 : The sample of experimental group

- 2) Determining mean deviation of control class, with formula:

$$My_1 = \frac{\sum y_1}{n_2}$$

With the explanation:

My_1 : The mean score of control group

$\sum y_1$: The scores of $y_2 - y_1$

n_2 : The sample of control group

- 3) To find out the deviation of each post-test score from pre-test score of experimental class, with formula:

SD Variable X

$$SD_x = \sqrt{\frac{\sum X^2}{N_1}}$$

With the explanation:

Σx^2 : deviation of each post-test score from pre-test of experimental class

N : number students of experimental class

- 4) To find out the deviation of each post-test score from pre-test score of control class, with formula:

SD Variable Y

$$SD_y = \sqrt{\frac{\Sigma y^2}{N_2}}$$

With the explanation:

Σx^2 : deviation of each post-test score from pre-test of control class

N : number students of control class

Therefore, the following formula was implented:

$$SE_{M1} = \frac{SD_x}{\sqrt{N1-1}}$$

$$SE_{M2} = \frac{SD_y}{\sqrt{N1-1}}$$

- 5) To find out the error standard deviation between M_1-M_2

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

- 6) In hypothesis testing, the researcher used t-observe formula. The t-observe which is

used in this research is as followed:

$$t_o = \frac{M_1 - M_2}{SE_{m_1 - m_2}}$$

With the explanation:

t : total score

M_1 : mean of experiment class

M_2 : mean of control class

Σx^2 : deviation of experimental class

Σy^2 : deviation of control class

7) Determining t-table in significance level 5% with degree of freedom (df)

$$df = (N_1 + N_2) - 2$$

With the explanation:

df : degree of freedom

N : number of students

G. Statistical Hypothesis

Based on the problems of the study, the hypothesis was formulated as the following :

Ha : P ≠ 0 There is a significant effect of roundtable technique to improve students' achievement in writing "

Ho = P = There is no significant effect of roundtable technique to improve students' achievement in writing"

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data were collected by giving a written test. The sample was divided into two classes, the experimental group and control group. Each group was given pre-test and post-test. The student's score of experimental group showed that the highest score of pre-test was 74 and lowest was 52. While the highest score of post-test was 89 and the lowest was 54. Meanwhile the students' score of control group showed that the highest score of pre-test in control group was 64 and the lowest was 34. While the highest score of post-test was 73 and lowest was 35 .

Table 4.1
The differencess Score between Pre-Test and Post-Test in Experimental Group

| NO | Student's Initial | Pre-Test (x_1) | Post-Test (x_2) | X(X_2-X_1) |
|----|-------------------|--------------------|---------------------|----------------|
| 1 | AA | 62 | 83 | 21 |
| 2 | AP | 72 | 84 | 12 |
| 3 | AAB | 50 | 75 | 25 |
| 4 | CH | 47 | 83 | 36 |
| 5 | EL | 74 | 79 | 5 |
| 6 | FAN | 66 | 88 | 22 |
| 7 | FB | 66 | 83 | 17 |
| 8 | IR | 73 | 82 | 9 |
| 9 | LC | 48 | 74 | 26 |
| 10 | MJ | 68 | 79 | 11 |
| 11 | MF | 60 | 88 | 28 |
| 12 | MR | 66 | 81 | 15 |
| 13 | NZ | 52 | 70 | 18 |
| 14 | PR | 52 | 83 | 31 |
| 15 | SAP | 58 | 83 | 25 |
| 16 | SHA | 53 | 54 | 1 |
| 17 | SPA | 61 | 83 | 20 |

| | | | | |
|----|-------|-------|-------|-------|
| 18 | SS | 59 | 81 | 22 |
| 19 | WS | 74 | 89 | 15 |
| 20 | YL | 67 | 85 | 18 |
| | TOTAL | 1.228 | 1.607 | 377 |
| | Mean | 61,4 | 80,35 | 18,86 |

Based on the table 4.1 above the mean score of Experimental group were calculated as the follows:

$$MX_1 = \frac{\sum X_1}{n_1} = \frac{377}{20} = 18,85$$

Which:

MX_1 : The mean score of experimental group

$\sum X_1$: The scores of $x_2 - x_1$

n_1 : The sample of experimental group

Table 4.2
The Differences Score between Pre-test and Post-Test
in Control Group.

| NO. | Student's Initial | Pre-Test (y_1) | Post-Test (y_2) | X ($y_2 - y_1$) |
|-----|-------------------|--------------------|---------------------|-------------------|
| 1 | AFA | 55 | 57 | 2 |
| 2 | ATU | 63 | 70 | 7 |
| 3 | ADP | 63 | 71 | 8 |
| 4 | AS | 60 | 65 | 5 |
| 5 | APP | 56 | 68 | 12 |
| 6 | EP | 51 | 56 | 5 |
| 7 | FM | 34 | 70 | 20 |
| 8 | FND | 64 | 73 | 9 |
| 9 | IAI | 53 | 68 | 15 |
| 10 | LL | 64 | 69 | 5 |
| 11 | MRR | 64 | 61 | 3 |
| 12 | NA | 35 | 67 | 23 |
| 13 | RR | 58 | 65 | 7 |
| 14 | SMAA | 68 | 70 | 2 |
| 15 | STS | 56 | 75 | 17 |
| 16 | SKS | 54 | 35 | 17 |

| | | | | |
|----|-------|-------|-------|-----|
| 17 | STP | 63 | 70 | 7 |
| 18 | TS | 57 | 35 | 4 |
| 19 | TES | 50 | 58 | 8 |
| 20 | WNS | 46 | 68 | 20 |
| | Total | 1089 | 1291 | 196 |
| | Mean | 54,45 | 64,55 | 9,8 |

Based on the table 4.2 above the mean score of Control group were calculated as the follows:

$$My_1 = \frac{\sum y_1}{n_2} = \frac{196}{20} = 9,8$$

Which:

My_1 : The mean score of control group

$\sum y_1$: The scores of $y_2 - y_1$

n_2 : The sample of control group.

B. Data Analysis

Based on data that has been taken through tests, scores were analyzed to know the differences between pre-test and post-test of the experimental group.

Table 4.3
The Score Of Pre-Test In Experimental Group

| No | Student's Initial | Cont | Org | Voc | L.U | Mech | Score |
|----|-------------------|------|-----|-----|-----|------|-------|
| 1 | AA | 19 | 13 | 12 | 15 | 3 | 62 |
| 2 | AP | 21 | 17 | 14 | 17 | 3 | 72 |
| 3 | AAB | 16 | 10 | 9 | 12 | 3 | 50 |
| 4 | CH | 15 | 10 | 10 | 10 | 3 | 47 |
| 5 | EL | 23 | 17 | 14 | 17 | 3 | 74 |
| 6 | FAN | 19 | 14 | 14 | 16 | 3 | 66 |
| 7 | FB | 20 | 14 | 13 | 16 | 3 | 66 |
| 8 | IR | 22 | 16 | 14 | 18 | 3 | 73 |
| 9 | LC | 13 | 10 | 10 | 12 | 3 | 48 |
| 10 | MJ | 18 | 16 | 14 | 17 | 3 | 68 |

| | | | | | | | |
|------------------|-----|----|----|----|----|---|------|
| 11 | MF | 16 | 13 | 13 | 15 | 3 | 60 |
| 12 | MR | 20 | 14 | 14 | 16 | 2 | 66 |
| 13 | NZ | 15 | 11 | 11 | 12 | 3 | 52 |
| 14 | PR | 15 | 11 | 11 | 12 | 3 | 52 |
| 15 | SAP | 15 | 13 | 13 | 14 | 3 | 58 |
| 16 | SHA | 16 | 11 | 11 | 12 | 3 | 53 |
| 17 | SPA | 16 | 14 | 14 | 14 | 3 | 61 |
| 18 | SS | 17 | 13 | 12 | 14 | 3 | 59 |
| 19 | WS | 22 | 16 | 15 | 18 | 3 | 74 |
| 20 | YL | 20 | 14 | 13 | 17 | 3 | 67 |
| Total | | | | | | | 1228 |
| Mean of Pre-test | | | | | | | 61,4 |

The data in table 4.3 above showed that the lowest score of pre-test in experimental group was 47 while the highest score of pre-test was 74.

Table 4.4
The Score of Post-Test in Experimental Group

| No | Student's Name | Cont | Org | Voc | L.U | Mech | Score |
|----|----------------|------|-----|-----|-----|------|-------|
| 1 | AA | 27 | 18 | 17 | 18 | 3 | 83 |
| 2 | AP | 26 | 17 | 18 | 20 | 3 | 84 |
| 3 | AAB | 22 | 15 | 17 | 18 | 3 | 75 |
| 4 | CH | 26 | 17 | 17 | 20 | 3 | 83 |
| 5 | EL | 25 | 16 | 14 | 21 | 3 | 79 |
| 6 | FAN | 28 | 19 | 17 | 21 | 3 | 88 |
| 7 | FB | 27 | 18 | 17 | 18 | 3 | 83 |
| 8 | IR | 26 | 17 | 15 | 21 | 3 | 82 |
| 9 | LC | 26 | 14 | 15 | 16 | 3 | 74 |
| 10 | MJ | 26 | 15 | 17 | 18 | 3 | 79 |
| 11 | MF | 28 | 19 | 17 | 21 | 3 | 88 |
| 12 | MR | 25 | 17 | 17 | 19 | 3 | 81 |
| 13 | NZ | 22 | 14 | 14 | 17 | 3 | 70 |
| 14 | PR | 26 | 17 | 17 | 20 | 3 | 83 |
| 15 | SAP | 25 | 17 | 17 | 20 | 3 | 83 |
| 16 | SHA | 16 | 11 | 11 | 12 | 4 | 54 |
| 17 | SPA | 26 | 16 | 17 | 21 | 3 | 83 |
| 18 | SS | 27 | 17 | 16 | 18 | 3 | 81 |
| 19 | WS | 27 | 18 | 18 | 23 | 3 | 89 |
| 20 | YL | 26 | 18 | 17 | 21 | 3 | 85 |

| | | |
|--|-------------------|-------|
| | Total | 1607 |
| | Mean of Post-test | 80,35 |

The data in table 4.4 above showed that the lowest score of post-test in experimental group was 89 while the highest score of post-test was 54.

Table 4.5
The Score Of Pre-Test In Control Group

| No | Student's Name | Cont | Org | Voc | L.U | Mech | Score |
|----|------------------|------|-----|-----|-----|------|-------|
| 1 | AFA | 15 | 13 | 10 | 15 | 2 | 55 |
| 2 | ATU | 19 | 14 | 12 | 16 | 3 | 63 |
| 3 | ADP | 17 | 13 | 13 | 17 | 3 | 63 |
| 4 | AS | 17 | 13 | 13 | 15 | 3 | 60 |
| 5 | APP | 17 | 13 | 13 | 10 | 3 | 56 |
| 6 | EP | 13 | 12 | 12 | 12 | 2 | 51 |
| 7 | FM | 13 | 7 | 7 | 5 | 2 | 34 |
| 8 | FND | 18 | 14 | 13 | 16 | 3 | 64 |
| 9 | IAI | 16 | 10 | 11 | 13 | 3 | 53 |
| 10 | LL | 18 | 14 | 13 | 16 | 3 | 64 |
| 11 | MRR | 18 | 14 | 13 | 16 | 3 | 64 |
| 12 | NA | 13 | 7 | 7 | 5 | 3 | 35 |
| 13 | RR | 14 | 13 | 14 | 15 | 2 | 58 |
| 14 | SMAA | 20 | 15 | 14 | 17 | 2 | 68 |
| 15 | STS | 17 | 13 | 13 | 10 | 3 | 56 |
| 16 | SKS | 16 | 12 | 11 | 13 | 2 | 54 |
| 17 | STP | 17 | 13 | 13 | 17 | 3 | 63 |
| 18 | TS | 16 | 13 | 12 | 14 | 2 | 57 |
| 19 | TES | 17 | 15 | 13 | 5 | 2 | 50 |
| 20 | WNS | 13 | 9 | 9 | 12 | 3 | 46 |
| | Total | | | | | | 1089 |
| | Mean of Pre-test | | | | | | 54,45 |

The data in table 4.5 above showed that the lowest score of pre-test in control group was 38 while the highest score of pre-test was 65.

Table 4.6
The Score Of Post-Test In Control Group

| No | Student's Name | Cont | Org | Voc | L.U | Mech | Score |
|-------------------|----------------|------|-----|-----|-----|------|-------|
| 1 | AFA | 17 | 12 | 12 | 14 | 2 | 57 |
| 2 | ATU | 22 | 14 | 14 | 17 | 3 | 70 |
| 3 | ADP | 22 | 14 | 14 | 17 | 3 | 71 |
| 4 | ASW | 21 | 14 | 13 | 15 | 3 | 65 |
| 5 | APP | 23 | 14 | 13 | 16 | 3 | 68 |
| 6 | EP | 17 | 15 | 9 | 13 | 2 | 56 |
| 7 | FM | 20 | 13 | 17 | 17 | 3 | 70 |
| 8 | FND | 21 | 17 | 14 | 18 | 3 | 73 |
| 9 | IAI | 20 | 14 | 14 | 17 | 3 | 68 |
| 10 | LL | 22 | 15 | 13 | 16 | 3 | 69 |
| 11 | MRR | 20 | 13 | 13 | 12 | 3 | 61 |
| 12 | NA | 20 | 14 | 14 | 16 | 3 | 67 |
| 13 | RR | 19 | 14 | 13 | 16 | 3 | 65 |
| 14 | SMAA | 21 | 15 | 14 | 17 | 2 | 70 |
| 15 | STS | 22 | 17 | 15 | 18 | 3 | 75 |
| 16 | SKS | 13 | 7 | 7 | 5 | 3 | 35 |
| 17 | STP | 22 | 14 | 14 | 17 | 3 | 70 |
| 18 | TS | 13 | 7 | 7 | 5 | 3 | 35 |
| 19 | TES | 18 | 16 | 9 | 13 | 2 | 58 |
| 20 | WNS | 20 | 14 | 14 | 17 | 3 | 68 |
| Total | | | | | | | 1291 |
| Mean of Post-test | | | | | | | 64,55 |

Based on the mean score of both sample groups, the following tables were the tables for calculating the correlation score in both groups.

Table 4.7
The Calculation of Mean and Standard Deviation Score of Experimental Group

| No | Students' Initial Name | X ($x_2 - x_1$) | X (X-Mx) | X (X-Mx) ² |
|----|------------------------|-------------------|----------|-----------------------|
| 1 | AA | 21 | 2,15 | 4.6225 |
| 2 | AP | 12 | -6,85 | 46,9225 |
| 3 | AAB | 25 | 6,15 | 37,8225 |
| 4 | CH | 36 | 17,15 | 294,1225 |
| 5 | EL | 5 | -13,85 | 191,8225 |
| 6 | FAN | 22 | 3,15 | 9,9225 |
| 7 | FB | 17 | -1,88 | 3,5344 |
| 8 | IR | 9 | -10,85 | 117,7225 |

| | | | | |
|----|-------|----|--------|-----------|
| 9 | LC | 26 | 7,15 | 51,1225 |
| 10 | MJ | 11 | -7,85 | 61,6225 |
| 11 | MF | 28 | 9,15 | 83,7225 |
| 12 | MR | 15 | -3,85 | 14,8225 |
| 13 | NZ | 18 | -0,85 | 0,7225 |
| 14 | PR | 31 | 12,15 | 147,6225 |
| 15 | SAP | 25 | 6,15 | 37,8225 |
| 16 | SHA | 1 | -17,85 | 318,6225 |
| 17 | SPA | 20 | 1,15 | 1,3225 |
| 18 | SS | 22 | 3,15 | 9,9225 |
| 19 | WS | 15 | -3,85 | 14,8225 |
| 20 | YL | 18 | 0,85 | 0,7225 |
| | Total | | | 1.445,877 |
| | Mean | | | 72,293 |
| | SD | | | 8,502 |

Table 4.8
The Calculation of Mean and Standard Deviation Score of Control Group.

| No | Students' Initial Name | X ($y_2 - y_1$) | X (y-My) | X (y-My) ² |
|----|------------------------|-------------------|----------|-----------------------|
| 1 | AFA | 2 | -7,8 | 60,84 |
| 2 | ATU | 7 | -2,8 | 7,84 |
| 3 | ADP | 8 | -1,8 | 3,24 |
| 4 | AS | 5 | -4,8 | 23,04 |
| 5 | APP | 12 | 2,2 | 4,84 |
| 6 | EP | 5 | -4,8 | 23,04 |
| 7 | FM | 20 | 10,2 | 104,04 |
| 8 | FND | 9 | -0,8 | 0,64 |
| 9 | IAI | 15 | 5,2 | 27,04 |
| 10 | LL | 5 | -4,8 | 23,04 |
| 11 | MRR | 3 | -6,8 | 1 |
| 12 | NA | 23 | 13,2 | 174,24 |
| 13 | RR | 7 | -2,8 | 7,84 |
| 14 | SMAA | 2 | -7,8 | 60,84 |
| 15 | STS | 17 | 7,2 | 51,85 |
| 16 | SKS | 17 | 7,2 | 51,85 |
| 17 | STP | 7 | -2,8 | 7,84 |
| 18 | TS | 4 | -5,8 | 33,64 |
| 19 | TES | 8 | -1,8 | 3,24 |
| 20 | WNS | 20 | 10,2 | 104,04 |
| | Total | 196 | 0 | 773,99 |
| | Mean | 9,8 | 0 | 38,7 |
| | SD | | | 2,28 |

Based on the table 4.8 showed that the calculation standard deviation of the experimental group was 1178,75.

Based on the tables above, the following t-test was implemented to find out the $t_{observe}$ value both of experimental and control group as the basis to test hypothesis of this research.

Measuring the standard deviation of variable by using the following formula :

1. SD Variable X

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum X^2}{N_1}} \\
 &= \sqrt{\frac{1.445,877}{20}} \\
 &= \sqrt{72.293,85} \\
 &= 8,502
 \end{aligned}$$

2. SD Variable Y

$$\begin{aligned}
 SD_y &= \sqrt{\frac{\sum y^2}{N_2}} \\
 &= \sqrt{\frac{104,04}{20}} \\
 &= \sqrt{5,202} \\
 &= 2,28
 \end{aligned}$$

Based on the calculation above shown the following facts:

$$SD_x = 8,502$$

$$SD_y = 2,28$$

$$N_1 = 20$$

$$N_1 = 20$$

$$X = 377$$

$$Y = 9,8$$

$$M_x = 18,85$$

$$M_y = 9,8$$

Therefore, the following formula was implemented:

$$\begin{aligned} SE_{M1} &= \frac{SD_x}{\sqrt{N1-1}} \\ &= \frac{8,502}{\sqrt{20-1}} \\ &= \frac{8,502}{4,35} \\ &= 1,954 \end{aligned}$$

$$\begin{aligned} SE_{M2} &= \frac{SD_y}{\sqrt{N1-1}} \\ &= \frac{2,28}{\sqrt{20-1}} \\ &= \frac{2,28}{4,35} \\ &= 0,524 \end{aligned}$$

Next the following was implemented to find out the error standard deviation

between

$$M_1 - M_2$$

$$SE_{M1-M2} = \sqrt{SE_{m1}^2 + SE_{m2}^2}$$

$$\begin{aligned}
&= \sqrt{1,954^2 + 0,524^2} \\
&= \sqrt{3,818 + 0,274} \\
&= \sqrt{4,092} \\
&= 2,022
\end{aligned}$$

The result above then be applied to test hypothesis

$$\begin{aligned}
t_o &= \frac{M_1 - M_2}{SE_{M_1 - M_2}} \\
&= \frac{18,85 - 9,8}{2,022} \\
&= \frac{9,95}{2,022} \\
&= 4,47
\end{aligned}$$

C. Testing hypothesis

The result above then be applied to test hypothesis

$$\begin{aligned}
t_o &= \frac{M_1 - M_2}{SE_{M_1 - M_2}} \\
&= \frac{18,85 - 9,8}{2,022} \\
&= \frac{9,95}{2,022} \\
&= 4,47
\end{aligned}$$

$$\begin{aligned}
df &= N_1 + N_2 - 2 \\
&= 20 + 20 - 2 \\
&= 38
\end{aligned}$$

After calculating the data above by using using t-test formula, the result showed that t-observe was 4,47. Then based on the table of distribution of t-

observe as the basic of counting t-observe in certain of the degree of freedom (df), the calculation of df used the formula $df = N_1 + N_2 - 2$ with $df = 20 + 20 - 2 = 38$. The fact showed that $t_{\text{observe}} > t_{\text{table}}$ ($4,47 > 1,684$). Therefore, the null hypothesis was rejected and the alternative hypothesis accepted. In other words, the students who were taught by its mean that there was significant effect of applying roundtable technique by using illustration picture in writing hortatory exposition text better than those who were taught without applying roundtable technique by using illustration picture

D. Research Findings

After conducting the pre-test and post-test for both experimental and control group, then the finding of this study could be as follows:

1. There was significant effect of applying roundtable technique on students' writing, which had been proven from the result of t test $t_{\text{observe}} > t_{\text{table}}$ ($6,55 > 1,99$) with $\alpha = 5\%$ and degree of freedom (df) = 70.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From this data analysis, the researcher concludes that there is a significant influence on student learning outcomes by using roundtable techniques and using illustration picture as teaching media in teaching hortatory exposition text.

Learning by using this technique can help students' to be able to actively participate in discussion groups so that no students are left behind. they can express their opinions in their groups. The use of illustration picture as learning media in this study also has a positive impact. This media helps students to write hortatory exposition texts based on generic structures. It is evidenced from the total pre-test score of 1.228 and post-test 1.607 in experimental class. It was found that the t-test was higher than the t-observe ($6,55 > 1,99$)

B. Suggestion

In line with the conclusion above, here are a few suggestions stated, it is:

1. For english teachers it is recommended to use a roundtable technique in teaching writing skills. This technique can help the teacher so that the teacher more easily supervises students, and becomes a facilitator. In accordance with K13, where the teacher is only a facilitator of the course of teaching and learning in class well and students are required to be an active role in the class. For that, this method is very suitable to be applied in the classroom,

especially when learning writing. Students can convey their ideas with their member of group.

2. Learning media is very important in the teaching and learning process in the classroom. Learning media is as a stimulus for students so that they are more active and enthusiastic. For that, teachers are required to be more creative so that learning goals are achieved effectively and efficiently.
3. For students are advised to do a lot of practice to master writing. Especially vocabulary in English so as not to use Indonesia language in learning writing. The dictionary is very important for students in learning English.
4. For the readers, the results of this study are new information and can be made a reference

REFERENCE

- Barras, Robert. 2005. *Students Must Write: A Guide to Better Writing in Coursework and Examinations* (3rd Ed.). Oxon: Routledge.
- Brown, H.D. 2000. *Principles of Language Learning and Teaching*. Addison Wesley Longman.
- Burroway, Janet. 2002. *Writing Fiction a Guide to Narrative Craft*. New York: Pearson Education
- Chandra, A., Shah, A & Joshi, U. 1998. *Fundamentals of Teaching Home Science*. New Delhi: Sterling Publishers, Private Limited.
- Fox, R. 1993. *Teacher Talking about Writing*. Reading Journal. Ed. July, 1993 School Education University of Exeter. Exl
- Gerot, L and Petter, W. 1994. *Making Sense of Functional Grammar*. North South Wales: Gerard Stebler.
- Hermer, J. 2004. *How To Teach Writing*. Pearson Longman
- Heinich, R. Et al. 1996. *Instructional Media and Technologies for Learning*. New Jersey: Prentice Hall, inc.
- Husein, R and Pulungan, A.H. 2017. *Hortatory Exposition*. PLPG
- Kasihani, Kasbolah E.S., M.A., Ph.D, and Yuswotomo, Drs. M.Pd. 1999a. *Instructional Media*. Universitas Negeri Malang: Jurusan Pendidikan Bahasa Inggris.
- Mandal, Rita Rani. 2009. Cooperative Learning Strategies to Enhance Writing Skill. 28/12. Hlm. 97-98.

McCafferty, S. G., George, M. J., & Ana, C. 2006. *Cooperative Learning dan Second Language Teaching*. New York

Nunan, David. 1993. *Introducing Discourse Analysis*. London: Penguin English.

Pohan, M.M. 2018. *The Effect Of Using Round Club Model In Writing News Item Text At Second Grade Of Sma Al-Hidayah Medan*. Universitas Muhammadiyah Sumatera Utara

Saputra, Yuda. 2008. *Strategi Pembelajaran Kooperatif*. Bandung: CV. Bintang Warli Artika.

Savage, V.T and Amstrong, D.G. 1987. *Effective Teaching in Social Studies*. Third Edition. New Jersey: Prentice Hall

Siahaan. 2017. *Model-Model Pembelajaran*. Rajawali Pers

Slavin, E.R. 2007. *Cooperative Learning: Riser dan Praktik*. Bandung. Nusa Media

Sugiyono. 2013. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

Sugiyono. 2017. *Statistika Untuk Penelitian*. Alfabeta

Wiratno, T. 2009. *Kiat Menulis Karya Ilmiah dalam Bahasa Inggris*. Yogyakarta: Pustaka Pelajar.

http://www.iaie.org/download/turin_paper_fehling.pdf, there are three advantages of Cooperative Learning

RENCANA PELAKSANAAN PEMBELAJARAN

| | |
|----------------|------------------|
| Nama Sekolah | : MAS Amaliyah |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : XI |
| Alokasi Waktu | : |

A.KOMPETENSI INTI (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai, santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasar rasa keingintahuannya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan

prosedural pada bidang kajian yang spesifik sesuai bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstract terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

B.KOMPETENSI DASAR (KD)

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.
3. Menganalisis fungsi sosial, fungsi teks dan unsur kebahasaan dari teks hortatory exposition tentang topik yang dibicarakan hangat umum sesuai dengan konteks penggunaannya.
4. Menyusun teks hortatory exposition, lisan dan tulisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Siswa berdoa sebelum dan sesudah belajar sebagai rasa syukur dapat mempelajari bahasa Inggris.

2. Siswa mencerminkan sikap toleransi dalam menganalisis fungsi sosial , struktur teks, dan unsur kebahasaan dari teks hortatory exposition tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
3. Peserta didik mampu memahami fungsi sosial dari teks hortatory exposition
4. Peserta didik mampu memahami struktur teks hortatory exposition
5. Peserta didik mampu memahami unsur kebahasaan hortatory exposition
6. Peserta didik mampu menjelaskan fungsi sosial, struktur teks dan fungsi kebahasaan teks hortatory exposition

D. MATERI PEMBELAJARAN

Hortatory Exposition Text: is a type of text that is intended to explain the readers that something should or should not be happen or done. *Hortatory Exposition* adalah sebuah jenis teks (bacaan) yang dimaksudkan untuk menjelaskan pada para pembacanya bahwa sesuatu seharusnya atau tidak seharusnya terjadi/dilakukan). Penulis berusaha memengaruhi pembaca untuk melakukan sesuatu atau bertindak dalam hal tertentu.

) Fungsi sosial: membujuk pembaca untuk melakukan atau tidak melakukan sesuatu dari sebuah fenomena

) Struktur teks

- a. Menyebutkan topik serta pandangan penulis tentang sebuah topik secara umum.
- b. Menyebutkan serangkaian argumentasi yang diikuti dengan penjelasan dari tiap argumentasi tersebut (argumentasi positif/negatif, pilih salah satu untuk disebutkan)

- c. Memberikan rekomendasi apa yang harus /tidak harus dilakukan terkait topik yang diangkat.

Unsur kebahasaan

- a. Present tense
- b. Sequence word
- c. Recommendation word
- d. Argument word

E. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

-) Guru mengucapkan salam dan doa bersama
-) Guru memeriksa kehadiran, kerapian pakaian, dan posisi duduk sesuai dengan kegiatan pembelajaran
-) Guru mengajukan pertanyaan secara komunikatif terkait materi sebelumnya
-) Guru memberikan beberapa pertanyaan terkait dengan gambar yang diperlihatkan



- a) Apakah kamu pernah melihat tanda ini?

b) Siapa yang dirugikan dalam kasus ini?

c) Apa dampak yang kamu rasakan?

d) Menurutmu bagaimana cara mengatasi situasi tersebut?

) Guru memerintahkan siswa untuk membuat hortatory exposition berdasarkan gambar tersebut.

) Guru memberikan batas waktu kepada siswa untuk dapat menyelesaikan tugas yang telah diberikan.

) Kemudian peneliti mengumpulkan hasil tulisan siswa.

2. Kegiatan Inti

1) Mengamati

) Peserta didik melihat contoh dari teks hortatory exposition pada materi terkait yang telah dibagikan guru.

Tiap-tiap peserta diberikan contoh teks tersebut

) Peserta didik mendengarkan penjelasan guru terkait dengan materi

THE IMPACT OF LITTERING



Garbage or waste, such as food scraps, plastic, cigarettes and paper, should be disposed of in the trash. Because, if not, the garbage will accumulate so that it rots and spreads unpleasant odors. Decaying rubbish heaps can also invite flies that will bring bad effects to the health of the body. Garbage

Garbage who piled up and scattered everywhere, especially rubbish left over, usually will rot and become a breeding ground for germs. If flies, cockroaches, or rats touch rubbish and accidentally touch human hands, it becomes one of the ways to transmit germs from garbage to people. Imagine if a fly or cockroach had just perched on a pile of rubbish then landed on your food. Obviously your food is contaminated with germs. Taking it will make you suffer from various diseases such as hepatitis A, dysentery, salmonellosis etc.

garbage also can poison river water that is used as a source of clean water for everyday use. The habit of littering can cause garbage to accumulate at times or river flow. As a result, the ecosystem inside will be damaged. Animals that live there and the quality of the water can be polluted if the waste accumulates. Not to mention the flow of the river which is blocked due to garbage, causing other disasters.

The habit of littering can not only endanger the health of the environment such as the danger of flooding. In fact, the physical health of humans can also be problematic because garbage is scattered everywhere. Now, you already know the danger of littering for the environment and health. From now on, immediately stop these bad habits and move to a safer way to manage garbage.

2) Menanya

Guru bertanya kepada peserta didik tentang materi terkait

-) Ada berapa paragraf teks tersebut?
-) Apa isi dari paragraf tersebut?
-) Apa gagasan utama dalam teks tersebut?

3) Mengeksplorasi

-) Setelah menjelaskan serta memberi contoh, peneliti meminta siswa untuk membuat teks hortatory exposition teks secara individu
-) peneliti menentukan tema yaitu tentang smoking kembali. Untuk dapat melihat perbedaan antara pre-test dan post-test.



c. Kegiatan Penutup

- 1) Membahas bersama kesulitan yang dialami dalam menulis hortatory exposition text

F. Penilaian

a. Teknik Penilaian:

- 1) Sikap :.....
- 2) Pengetahuan:
- 3) Keterampilan:.....

Sikap :observasi, penilaiandiri, penilaian antar teman, jurnal
Pengetahuan :testertulis, penugasan.
Keterampilan :praktik, proyek, produk, portofolio.

G. Media, Alat, Bahan, Dan Sumber Belajar Lainnya

- a. Alat : Gambar dan Teks Hortatory Exposition
- b. Media : Spidol, Laptop dan Papan Tulis
- c. Sumber Belajar : Buku Paket dan Kamus

Mengetahui

Peneliti

Kepala MAS Amaliyah

Jufri Effendi,S.Pd.I., M.Pd

Lismawati
1502050173

RENCANA PELAKSANAAN PEMBELAJARAN

| | |
|----------------|------------------|
| Nama Sekolah | : MAS Amaliyah |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : XI |
| Alokasi Waktu | : |

A.KOMPETENSI INTI (KI)

5. Menghayati dan mengamalkan ajaran agama yang dianutnya.
6. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai, santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
7. Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasar rasa keingintahuannya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan

prosedural pada bidang kajian yang spesifik sesuai bakat dan minatnya untuk memecahkan masalah.

8. Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstract terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan

B.KOMPETENSI DASAR (KD)

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.
3. Menganalisis fungsi sosial, fungsi teks dan unsur kebahasaan dari teks hortatory exposition tentang topik yang dibicarakan hangat umum sesuai dengan konteks penggunaannya.
4. Menyusun teks hortatory exposition, lisan dan tulisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Siswa berdoa sebelum dan sesudah belajar sebagai rasa syukur dapat mempelajari bahasa Inggris.

2. Siswa mencerminkan sikap toleransi dalam menganalisis fungsi sosial , struktur teks, dan unsur kebahasaan dari teks hortatory exposition tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 3 . Peserta didik mampu memahami fungsi sosial dari teks hortatory exposition
4. Peserta didik mampu memahami struktur teks hortatory exposition
5. Peserta didik mampu memahami unsur kebahasaan hortatory exposition
6. Peserta didik mampu menjelaskan fungsi sosial, struktur teks dan fungsi kebahasaan teks hortatory exposition

D. MATERI PEMBELAJARAN

Hortatory Exposition Text: is a type of text that is intended to explain the readers that something should or should not be happen or done. *Hortatory Exposition* adalah sebuah jenis teks (bacaan) yang dimaksudkan untuk menjelaskan pada para pembacanya bahwa sesuatu seharusnya atau tidak seharusnya terjadi/dilakukan). Penulis berusaha memengaruhi pembaca untuk melakukan sesuatu atau bertindak dalam hal tertentu.

) Fungsi sosial: membujuk pembaca untuk melakukan atau tidak melakukan sesuatu dari sebuah fenomena

) Struktur teks

- 1) Menyebutkan topik serta pandangan penulis tentang sebuah topik secara umum.
- 2) Menyebutkan serangkaian argumentasi yang diikuti dengan penjelasan dari tiap argumentasi tersebut (argumentasi positif/negatif, pilih salah satu untuk disebutkan)

3) Memberikan rekomendasi apa yang harus /tidak harus dilakukan terkait topik yang diangkat.

) Unsur kebahasaan

e. Present tense

f. Sequence word

g. Recommendation word

h. Argument word

E. Kegiatan Pembelajaran

1. Kegiatan Pendahuluan

) Guru mengucapkan salam dan doa bersama

) Guru memeriksa kehadiran, kerapian pakaian, dan posisi duduk sesuai dengan kegiatan pembelajaran

) Guru mengajukan pertanyaan secara komunikatif terkait materi sebelumnya

) Guru memberikan beberapa pertanyaan terkait dengan gambar yang diperlihatkan



- Apakah kamu pernah melihat tanda ini?
- Siapa yang dirugikan dalam kasus ini?
- Apa dampak yang kamu rasakan?
- Menurutmu bagaimana cara mengatasi situasi tersebut?

) Peneliti menyampaikan materi pokok dan tujuan pembelajaran

) Peneliti menyampaikan kegiatan pembelajaran yang akan berlangsung

2. Kegiatan Inti

✓

4) Mengamati

) Peserta didik melihat contoh dari teks hortatory exposition pada materi terkait yang telah dibagikan guru.

Tiap-tiap peserta diberikan contoh teks tersebut

) Peserta didik mendengarkan penjelasan guru terkait dengan materi

5) Menanya

Guru bertanya kepada peserta didik tentang materi terkait

) Ada berapa paragraf teks tersebut?

) Apa isi dari paragraf tersebut?

) Apa gagasan utama dalam teks tersebut?

6) Mengeksplorasi

-) Guru meminta siswa untuk membuat teks hortatory exposition teks secara individu
-) Guru menentukan tema yaitu tentang smoking
-) Contoh hortatory exposition text

THE IMPACT OF LITTERING



Garbage or waste, such as food scraps, plastic, cigarettes and paper, should be disposed of in the trash. Because, if not, the garbage will accumulate so that it rots and spreads unpleasant odors. Decaying rubbish heaps can also invite flies that will bring bad effects to the health of the body. Garbage

Garbage who piled up and scattered everywhere, especially rubbish left over, usually will rot and become a breeding ground for germs. If flies, cockroaches, or rats touch rubbish and accidentally touch human hands, it becomes one of the ways to transmit germs from garbage to people. Imagine if a fly or cockroach had just perched on a pile of rubbish then landed on your food. Obviously your food is contaminated with germs. Taking it will make you suffer from various diseases such as hepatitis A, disentry, salmonellosis etc.

garbage also can poison river water that is used as a source of clean water for everyday use. The habit of littering can cause garbage to accumulate at times or river flow. As a result, the ecosystem inside will be damaged. Animals that live there and the quality of the water can be polluted if the waste accumulates. Not to mention the flow of the river which is blocked due to garbage, causing other disasters.

The habit of littering can not only endanger the health of the environment such as the danger of flooding. In fact, the physical health of humans can also be problematic because garbage is scattered everywhere. Now, you already know the danger of littering for the environment and health. From now on, immediately stop these bad habits and move to a safer way to manage garbage.

) Peserta didik merumuskan hasil rumusannya

7) Mengkomunikasikan

) Secara acak, guru memilih salah satu di antara peserta didik untuk membacakan hasil rumusannya di depan kelas.

c. Kegiatan Penutup

- 2) Membahas bersama kesulitan yang dialami dalam menulis hortatory exposition text
- 3) Secara bersama, guru dan peserta didik menyimpulkan materi pembelajaran.

F. Penilaian

. Penilaian

a. Teknik Penilaian:

- 4) Sikap :.....
- 5) Pengetahuan:
- 6) Keterampilan:.....

| |
|--|
| Sikap :observasi, penilaiandiri, penilaian antar teman, jurnal Pengetahuan :testertulis, penugasan. Keterampilan :praktik, proyek, produk, portofolio. |
|--|

G. Media, Alat, Bahan, Dan Sumber Belajar Lainnya

- d. Alat : Gambar dan Teks Hortatory Exposition
- e. Media : Spidol, Laptop dan Papan Tulis
- f. Sumber Belajar : Buku Paket dan Kamus

Mengetahui

Kepala MAS Amaliyah

Jufri Effendi,S.Pd.I., M.Pd

Documentation



Picture 1: research in experimental group



Picture 2: research in experimental group



Picture 3: research in experimental group



Picture 4: research in control group



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

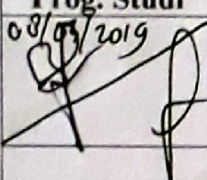
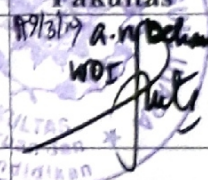
Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

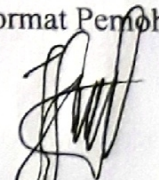
Nama Mahasiswa : Lismawati
NPM : 1502050173
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 156 SKS

IPK = 3,45

| Persetujuan Ket./Sekret. Prog. Studi | Judul yang Diajukan | Disahkan oleh Dekan Fakultas |
|--|---|--|
| 08/03/2019  | The Effect of Roundtable Technique by Using Illustration Picture on Students' Achievement in Writing Hortatory Exposition | 08/03/2019 A. N. Dahan  |
| | Discourse Marker in Prabowo Subianto Speech "Indonesia Menang" | |
| | The Effectiveness of Board Race Game to Improving Student Vocabulary | |

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 06 Maret 2019
Hormat Permohon,


Lismawati

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Lismawati
NPM : 1502050173
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Roundtable Technique by Using Illustration Picture on The Students'
Achievement in Writing Hortatory Exposition

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Erlindawaty, S.Pd, M.Pd

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 24 April 2019
Hormat Pemohon,

Lismawati

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 961 /IL.3/UMSU-02/F/2019
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Lismawati
N P M : 1502050173
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Roundtable Technique by Using Illustration Picture on the Students' Achievement in Writing Hortatory Exposition.

Pembimbing : Erlindawati, S.Pd, M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 25 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

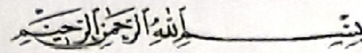
Medan, 20 Sya'ban 1440 H
25 April 2019 M



Dr. H. Elirianto Nst, S.Pd, M.Pd. A
NIDN : 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



LEMBAR PENGESAHAN PROPOSAL

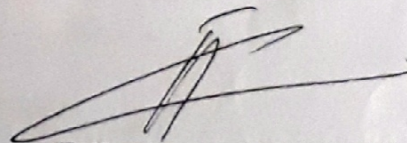
Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Lismawati
N.P.M : 1502050173
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Roundtable Technique by Using Illustration Picture on
the Students' Achievement in Writing Hortatory Exposition

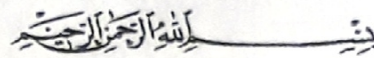
Sudah layak diseminarkan.

Medan, April 2019

Disetujui oleh
Pembimbing

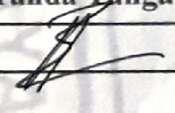
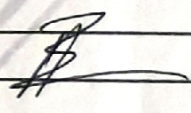
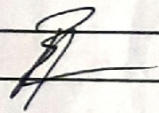
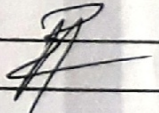


Erlindawaty, S.Pd, M.Pd

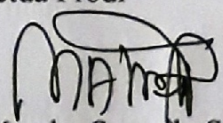


BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Lismawati
N.P.M : 1502050173
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Roundtable Technique by Using Illustration Picture on the Students' Achievement in Writing Hortatory Exposition

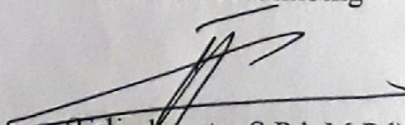
| Tanggal | Deskripsi Hasil Bimbingan Proposal | Tanda Tangan |
|-----------|---|---|
| 10/4-19 | Chapter I Background of the Study Identification of the Problem Scope and Limitation Formulation of the Problem Objective of the Problem |  |
| 24/4-19 | Chapter II - Theoretical Framework - Conceptual Framework - Hypothesis |  |
| 29/4-2019 | Chapter III Research Design |  |
| 30/4-19 | Reference |  |
| | | |
| | | |
| | | |

Diketahui oleh:
Ketua Prodi


(Mandra Saragih, S.Pd., M.Hum.)

Medan, April 2019

Dosen Pembimbing


(Erlindawaty, S.Pd, M.Pd)

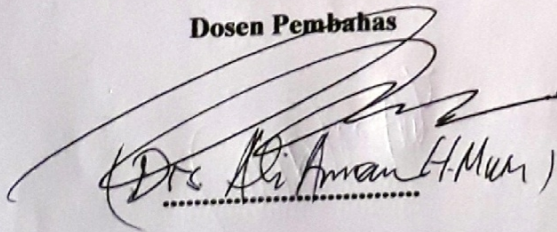
BERITA ACARA SEMINAR PROPOSAL

Pada hari Kamis tanggal 16 Bulan Mei 2019 telah diselenggarakan seminar prodi pendidikan Bahasa Inggris menerangkan bahwa :

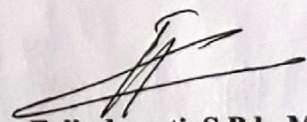
Nama Lengkap : Lismawati
NPM : 1502050173
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Roundtable Technique by Using Illustration Picture on the Students' Achievement in Writing Hortatory Exposition

| No. | Argument/Komentar/Saran |
|------------|--|
| Judul | ✓ |
| Bab I | * Definition Roundtable Technique |
| Bab II | * Check spelling and grammar |
| Bab III | |
| Lainnya | * Reference |
| Kesimpulan | [] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan |

Dosen Pembahas

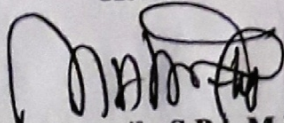

(Dr. Ari Aman H. Munir)

Dosen Pembimbing



Erlindawati, S.Pd., M.Pd

Panitia Pelaksana

Ketua


Mandra Saragih, S.Pd, M.Hum

Sekretaris


Pirman Ginting, S.Pd, M.Hum



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

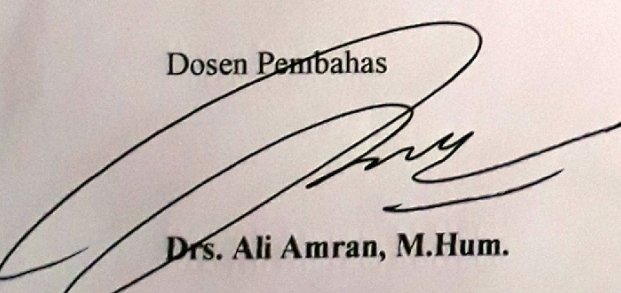
Nama Lengkap : Lismawati
N.P.M : 1502050173
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Roundtable Technique by Using Illustration Picture on the Students' Achievement in Writing Hortatory Exposition

Pada hari Kamis tanggal 16 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

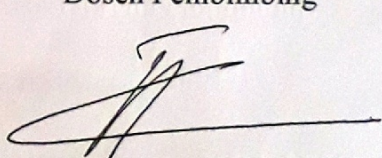
Medan, Mei 2019

Disetujui oleh:

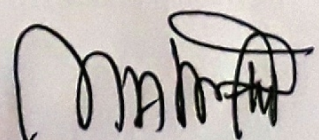
Dosen Pembahas


Drs. Ali Amran, M.Hum.

Dosen Pembimbing


Erlindawaty, S.Pd, M.Pd.

Diketahui oleh
Ketua Program Studi,


Mandra Saragih, S.Pd., M.Hum.

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

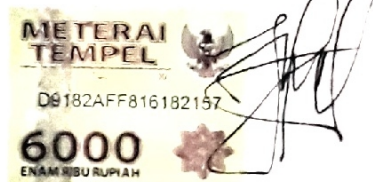
Nama Lengkap : Lismawati
N.P.M : 1502050173
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Roundtable Technique by Using Illustration Picture on the Students' Achievement in Writing Hortatory Exposition

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong **Plagiat**.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Mei 2019
Hormat saya
Yang membuat pernyataan,



Lismawati

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



UMSU
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext. 22, 23, 30

Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Lismawati
N.P.M : 1502050173
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Roundtable Technique by Using Illustration Picture on
the Students' Achievement in Writing Hortatory Exposition

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 16, Bulan Mei,
Tahun 2019

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan
Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Mei 2019

Ketua,

Mandra Saragih, S.Pd, M.Hum



UMSU

Bila menjawab surat ini, agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400

Website: <http://fkip.umsu.ac.id> E-mail: fkip@yahoo.co.id

Nomor : 4622 /II.3/UMSU-02/F/2019
Lamp : ---
Hal : Mohon Izin Riset

Medan, 12 Dzulqaidah 1440 H
15 Juli 2019 M

Kepada Yth. Bapak/Ibu Kepala
Madrasah Aliyah Swasta (MAS) Amaliyah Sunggal
di-
Tempat

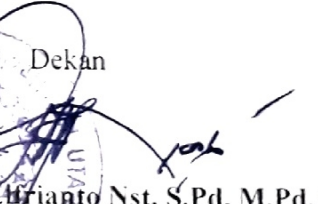

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari. sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Lismawati
N P M : 1502050173
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Roundtable Technique by Illustration Picture on The Students' Achievement in Writing Hortatory Exposition.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Ebrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302


**** Pertinggal ****



YAYASAN PERGURUAN AMALIYAH MADRASAH ALIYAH SWASTA AMALIYAH

Jl. Tani Asli Gang Asal Telp. (061) 8459073 - 8446983
Kelurahan Tanjung Gusta Kecamatan Sunggal Kabupaten Deli Serdang Kode Pos 20351

Nomor : 72/YPA/MAS/S.5/2019

Lamp : -

Hal : **Balasan Surat Izin Riset**

Sunggal, 30 Juli 2019

Kepada Yth,
Dekan Fakultas Keguruan dan Ilmu Pendidikan

Di
Tempat

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb.*

Dengan hormat,

Semoga Bapak dalam keadaan sehat dan selalu berada di bawah lindungan Allah SWT serta sukses dalam menjalankan kegiatan sehari-hari. Amin.

Sehubungan dengan surat dari Dekan Fakultas Keguruan dan Ilmu Pendidikan yang bernomor : 4622/II.3/UMSU-02/F/2019 tanggal 15 Juli 2019 perihal Izin Riset yang dilaksanakan oleh :

Nama : **LISMAWATI**
NIM : 1502050173
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect Of Roundtable Technique by Illustration Picture On the Students' Achievement in Writing Hortatory Exposition Pada Siswa Kelas XI MIA 1 dan XI MIA 3MAS Amaliyah Sunggal T.A. 2019/2020.

Maka, dengan ini dapat kami sampaikan bahwa yang bersangkutan **BENAR** telah melapor dan melakukan Riset pada sekolah yang kami pimpin terhitung sejak tanggal **22 Juli -10 Agustus 2019** dengan bimbingan guru kami yang bernama **Ahmad Japar, S.Pd** Dan menurut penilaian kami yang bersangkutan telah melakukan penelitian sesuai dengan kaidah dan aturan yang berlaku.

Demikian surat balasan ini kami perbuat, dengan harapan kedepan kita dapat menjalin kerjasama yang erat.

Wassalam,
Kepala Madrasah,

Jufri Effendi, S.Pd.I., M.Pd

CURRICULUM VITAE

Name : Lismawati
Registered : 1502050173
Place/ date of birth : Buluh Regen, 16 June 1996
Sex : Female
Religion : Moslem
Marital Status : Single
Nationally : Indonesia
Father's Name : Sutiman
Mother's Name : Runtah
Addres : Jln. Bukit Bukit Barisan I no. 6 Medan
Mobile Phone : 082246199006
E-mail : lismaalone1234@gmail.com

Education

1. Elementary School at SD Negeri 054895 Batu Jong-Jong (2003-2009)
2. Junior High School at SMP Negeri 1 Bahorok (2009- 2012)
3. Senior High School at SMA Negeri 2 Binjai (2012-2015)

Medan, September 2019

Lismawati
1502050173

me : FIRLY NASZUINA DAMANIK

oss : XI IPA 3

smoking

Many people assume that smoking using menthol cigarettes is much safer than other types of cigarettes. In fact, smoking using cigarettes is as dangerous as other cigarettes, even more dangerous. According to research conducted by Dr. Morlin Foreman of Morehouse School of Medicine Atlanta, United States, smokers who consume menthol cigarettes are very susceptible to experiencing lung decay more severe than consuming regular cigarettes.

Therefore, reducing or even eliminating smoking should be done, whether it's ordinary cigarettes or menthol cigarettes. Because, whatever the type of cigarette, all of them have a negative impact on body health.

Recommendation

Do not smoke ! Smoking it can actually kill you.

Smoking

THESIS : I am sure that you know that smoking harms your body. Then why do you continue smoking? maybe you do it because you haven't really become conscious about all the effects that smoking all. There are a lot of reasons why you shouldn't smoke. Some of them are that smoking affects your health, that you spend a lot of money on cigarettes, and that when you smoke you are not respecting people around you.

Argument 1: The first reason why you shouldn't smoke is that smoking affects your health. If you smoke, your physical condition will be negatively affected. So it will be very difficult for you to succeed in sport.

^ SMOKING ^

Smoking is a cylinder of paper length between 70 to 120 mm

{ Varies depending the country } with a diameter of approximately mm. Consisting of tobacco leaves that have been tobaccoed.

The cigarette burned at one end and allowed to simmer that the smoke can be inhaled through the mouth at the other end

Smoking is usually sold in a bundle or box - Shaped packing paper that can be incorporated easily into pockets.

Recommendations:

~~the~~ the USPSTF Summary Clinicians

Nama : Nanda Aditiya.

Smoking

Smoking is cylinder of paper length between 70 to 120 mm (Varies depending on the country) with a ~~thin~~ diameter of approximately 10 mm containing the tobacco leaves that have been flattened.

The cigarette burned at one end and allowed to smolder so that the smoke can be inhaled through the mouth at the other end.

Smoking is usually sold in a bundle or box-shaped packaging paper that can be incorporated easily into pockets.