IMPROVING STUDENTS' ACHIEVEMENT IN WRITING HORTATORY EXPOSITION TEXT BY USING PROBING PROMPTING TECHNIQUE AT SMA SWASTA SWAKARYA SALAPIAN LANGKAT ACADEMIC YEARS 2017/2018

SKRIPSI

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

By :

UTARI WIRDA NINGSIH
NPM. 1402050213

FACULTY OF TEACHERS' TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2017

BERITA ACARA

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

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ
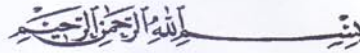
Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Jumat, Tanggal 19 Oktober 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Utari Wirda Ningsih
NPM : 1402050213
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Achievement in Writing Hortatory Exposition Text by Using Probing Prompting Technique at SMA Swasta Swakarya Salapian Langkat Academic Year 2017/2018

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

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

PANITIA PELAKSANA

Ketua   Sekretaris

Dr. H. Elfrianto Nasution, S.Pd, M.Pd.   Dra. Hj. Syamsuyurnita, M.Pd

ANGGOTA PENGUJI:

1. Prof. Amrin Saragih, M.A, Ph.D   1.

2. Erlindawati, S.Pd, M.Hum   2.

3. Dewi Juni Artha, S.S, M.S   3.

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

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Utari Wirda Ningsih
N.P.M   : 1402050213
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal   : Improving Students' Achievement in Writing Hortatory Exposition Text by Using Probing Prompting Technique at SMA Swasta Swakarya Salapian Langkat Academic Year 2017/2018

Medan, Oktober 2018
Disetujui oleh:
Pembimbing

Dewi Juni Artha, SS, MS

Diketahui oleh:

Wakil Dekan FKIP I   Ketua Program Studi

Dra. Hj. Syamsuyurnita, M.Pd   **Mandra Saragih, S.Pd, M.Hum**

ABSTRACT

Utari Wirda Ningsih, 1402050213. "Improving Students' Achievement in Writing Hortatory Exposition Text By Using Probing Prompting Technique". Thesis : English Education Program, University of Muhammadiyah Sumatera Utara Medan 2017.

The study attemped to investigate learning writing by using probing prompting technique that is better to the students' achievement in writing hortatory exposition text. The objectives of the study were to find out the students' score by using probing prompting technique. The population of this research was the eleventh grade student of SMA SWASTA SWAKARYA SALAPIAN LANGKAT 2017/2018 Academic Year. The population was class XI IPA II consist 30 students. The instrument for collecting data of this research is writing test. In this, students was write a descriptive text based on topic given. After that, the researcher taken the students' answer sheet. Giving the score to the students' answer, based on the scoring writing of the some indicators (Content, Organization, Vocabulary, Language use. And Mechanic). Table revealed in the test II the mean of the students' score was 74,4 and there were only 16 students who got score up to 75 points. The table showed the students' achievement in writing hortatory exposition text was still need to be improved. In order to get higher improvement in the number of students who got score up to 75 points in the second cycle, there were 25 students getting score up to 75 points with the percentage 76,66% and the students' mean score was 79,5. These number showed that the application of probing prompting technique could improve students' achievement in writing hortatory exposition text. So the application of this technique was effective.

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Assalammu' alaikum Wr,Wb

Firstly, the researcher would like to thank Allah SWT, the most beneficient, the most merciful, all of praise to Allah SWT who has given charity and healthy for the researcher was able to finish this thesis.

Secondly, blessing and peace be upon to our prophet Muhammad SAW who has brought and guided human beings to become civilized and educated in terms of science and technology.

Thirdly, the researcher would like thanks to her beloved father and mother Nur Alamsyah and Mala Hairani for has given spirit, love, advice, the morality, material and supports to the researcher in other to be patient and carefull before, during and after her academic years at UMSU. May Allah SWT always bless them, thanks for all their love. She love them so much.

The researcher faced so many difficulties and problems but she did not stop this efforts to make a better one, and it is seems impossible to do it without much help from the others therefore, the researcher would like thanks to :

1. Dr. Agussani, M.AP, as the rector of university of muhammadiyah sumatera utara

2. Dr. Elfrianto Nasution, S.Pd, M.Pd, as the dean of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara who had given recommendation for me to carry out the study.

3. Mandra Saragih, S.Pd, M.Hum, and Pirman Ginting, S.Pd, M.Hum, as the head and the secretary of English Education Program of FKIP UMSU who had help him in the administrative process in finishing the study.

4. Dewi Juni Artha, SS, M.S as her supervisor had given her guidance and valuable suggestions, critics for showing his how to write a scientific writing well and giving his useful knowledge ro complete the ideas of study.

5. All lectures in FKIP UMSU who has given their valuable thoughts in English teaching for her during academic years at UMSU

6. Syahfrizal Tarigan, M.Pd as the headmaster of SMA SWASTA SWAKARYA SALAPIAN LANGKAT who had given permission to do observations in this school

7. A lot of to my beloved brother Andika Syahputra, and both of my younger sister Rizky Chairunisa and Qarina Cinta Mentari who has given support, love, advice etc.

8. Beloved the third of my grandparents, alm, Zulham and Jumini, and Alm. Syahmanan and Nurlia, and Drs. Samiun Alim M.Pd and Ir. Dewi Maya Sari S.Pd, M.kes who has given valuable help, material and support in her study. I love you all.

9. Sehukur sembiring, Juwita Br. Tarigan and Novindata Sembiring who has given her attention, spirit, and support. Thank you so much for the time to many help her.

The researcher realizes that this thesis is still far from the being perfect. So, the researcher hopes suggestion and comments from all of the readers or other researcher who want to study this thesis. Finally, the researcher hopes that this thesis would be useful for the readers, especially the students of English Department who want to do similar research and also for the researcher her self. May Allah SWT bless all of us.

Medan,   October 2018

The researcher

Utari Wirda Ningsih

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. The Background of the Study

English language has been placed as a global language for it is wider scope usage. Its global status covers almost all fields of human activities which are use English. English is an international language that has its own structures and ways to speak and write. It has been spoken by many people to communicate in international conditions. That's why, it is really important to have a good competency in English either spoken or written.

English has its power because it is influential and is spoken in areas widely scattered over the globe. Whatever the future may hold for English, it is very sure that English is one that becomes powerful if one masters this language properly.

Based on the explanation above everyone should realize that English becomes much more important to be learnt in our real life situations. It is proper to consider the essences of English language role in terms of communication. In common, there are four different types of communication that is reading, writing, speaking, and listening. These types also become the language skills which are very dominant for success in learning a language skill.

Mastering English is an important requirement for individual society and Indonesian nation to be successful in facing the global challenges. In relation to this, the government has introduced Educational Unit Oriented Curriculum (KTSP) for SD, SMP, and SMA. Even though many students are easier to understand the English material, in fact is they cannot make any relation between

1

what they are studying and things that exist around them or how that knowledge will be used.

Writing is an important communication skills. People conveys their idea and feeling through writing and it also used as the reminder in form of file or document. So, it is no doubt that writing can help people in communicating and keeping information detailly.

Writing is a way of conveying ideas, opinions and thoughts and expressing them as a series of words and writing them down on a piece of paper, Sharples (1999:8). Actually, writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically. Unfornutaly,in Indonesian students' ability in writing are low. The students are not able to write English well, they don't use the appropriate words and grammar in writing.

It is generally admitted that writing is the most difficult skill for students to master. Oshima and Hogue (1999:3) states that writing, particularly academic writing, is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a *process,* not a *product.* This means that a piece of writing is never complete; that is, it is always possible to review and revise. According to her, there are four main stages in the writing process, they are prewriting, planning, writing and revising draft, and writing the final copy to hand in.

Based on the experiences of some researchers, the students faced many difficulties in writing. Students occasionally failed because they faced some

difficulties, such as a lack of vocabulary, poor structure, and unability in organizing the idea. This problem can also be resulted from the teacher's technique and strategy that they still apply teacher-centered methods, by which when he or she fails to motivate students. Consequently, students have poor cognition, and limited knowledge in writing English text. This problems are also found by the writer during her teaching practice program.

All these conditions affect the students' achievement in writing text, especially in writing expository paragraph for expository writing is related with generating and organizing the ideas. To improve students' writing, the teachers and students can apply various approaches, methods, techniques and strategies. One of them which the writer interested ini applying in the class room is adapted Probing Prompting Technique.

Probing Prompting is a technique that is used to progress the students' achievement by giving each student the question randomly. The question must be related to the topic thaugt in the class. Each question is aimed to guide the students and explore their understanding whether they achieve the material or not. In Probing Prompting Technique, students is required to answer the question by their own words or sentences.

B. The Identification of the Study

Based on the background of the study, the research identifies the problem as follow :

1. There is any significant using probing prompting technique in learning writing hortatory exposition text

2. The percentage of students' achievement of using probing prompting in learning writing hortatory exposition text.

3. Teacher rarely used probing prompting technique in teaching of English because probing prompting technique is limited or not available.

4. Probing prompting technique in teaching English was rarely or never used.

C. The Objective of the Study

The objective of this research as follows :

1. To find out the significant using probing prompting to students' achievement in learning writing hortatory exposition text

2. To find out the percentage using probing prompting to students' achievement in learning writing hortatory exposition text

3. To find out probing prompting technique used by teacher in teaching English

4. To find out probing prompting technique was used in teaching English

D. The Formulation of the Study

The problems of the study have been formulated as follows :

1. Is there any significant using probing prompting in learning writing hortatory exposition text ?

2. How many percentage of the students's achievement of using probing prompting in learning writing hortatory exposition text.

E. The Scope and Limitation

The scope of this study focused to look improving students' achievement in writing hortatory exposition text by using probing prompting technique At SMA SWASTA SWAKARYA SALAPIAN LANGKAT ACADEMIC YEAR 2017/2018. And the limitation is Writing expository text

F. The Significant of Study

The result of this research are expected to be useful for :

1. Theoretically :

   The findings of the research will enrich the study in second language learning and become a reference for the next relevant type of research

2. Practically :

a. For the Teacher

   This research can be used as a means to improving students' achievement in writing hortatory exposition text by using probing prompting technique. Teacher will be more aware of the students' writing. Besides, teacher will be easy to motivate students to write in English since the teacher always assist the students to complete their writing. Teacher can control their writing improvement continuosly.

b. For Students of English

   This research will facilitate students for a better knowledge about writing. Writing hortatory exposition text, students will learn to write by using the stages of writing and get better in their writings.

c. For the researchers, the results of this study as a means of gaining experience as a research and initial ideas for further research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

Clarifying the terms was necessary to avoid confusion about the feasibility of research. The terms were explained by quoting theories and comments of experts as in following . the basic concept of the study should be made clear from the beginning. Theoretical framework aimed to give clear concept to the application of Probing Prompting in this study. The researcher plans to increase the improvement of applying this technique on the students' achievement in writing hortatory exposition text. So, it was important to describe some terms that related to this research to prevent misunderstanding between the writer and the reader.

1. Achievement

Achievement is derived from the word "achieve". Achievement is the success of obtaining something through skill hardwork. Based on the Oxford Advance Learner's Dictionary, Wehmeiyer, achievement is a thing done

successfully especially with afford and skill. These imply that achievement is the success of getting at a certain purpose through skill and effort.

Achievement concerns with what someone has actually got. Learning achievement of the students is realized in the form of scores. Students' achievement is a factual proof of their success in learning. To obtain a good achievement is not an easy work. It needs effort from the students.

6

2. **Writing**

Writing is defined as a process of formulating and organizing the ideas and finding the right words to present them on a piece of paper. Writing allows the writer to express, explore and explains ideas, thought and feelings, Trimmer, J.F (1983;2).

Reinking, Hart, and Osten (1993;188) state that writing is a way of communication and of course communicates all the time. Writing is a goal directed, that goals are hierarchically organized, and the writers use three major processes, they are planning, sentence generation, and revision. The process is outlined in terms of the representation of knowledge, the source of the writing plan, the use of strategic knowledge. Deporter and Hierarcki (2002:179) explain that writing is a whole brain activity, which use bright brain side (emotion) and left brain side (logic). Although right and left brain sides are used in writing, right brain side has big position because it is a place which appears new ideas and emotion.

According to Gangal (2008:323), the hallmarks of good writing are the hallmarks of good communication. They are the accuracy, appropriateness, brevity or conciseness, punctuation usage, grammar, clarity and coherence of thought, avoidance of ambiguity and above antenntiveness to your readers. The purpose of writing is mainly communication for communicating your ideas and feeling from your mind to another mind. Hence the language should be simple as far as words and sentences constructions are connected.

3. **Process of Writing**

Carrol (2001:15) elaborates the stages of writing process as following.

a. Prewriting : Freely choosing the topic and beginning to gather and organize details before it is written.

b. Drafting : Getting the ideas down on paper roughly the format that the writer intends

c. Revising : Correcting any major errors and improving the writing form and content

d. Editing and proofreading: Polishing the writing, fixing errors in grammar, spelling and mechanisms.

e. Publishing and presenting : Sharing the writing

4. **Types of Writing**

There are some kinds of writing with relevance to the types of the text as specified below :

1). Narrative

Narrative writing tells a personal or fictional experience or tell a story, an event or process chronologically in certain time based on a real or imagined event. This writing involves two dominates elements; time and action. The main goal of narrative is to explain the clear information about phrase, steps and chronological order of a process.

2). Persuasive

Persuasive writing attempts to convince the reader to accept a particular point of view or to take a specific action. Persuasive tries to get the win or agreement from the readers. It needs a lot of emotion so that makes this paragraph to be illogical as its weakness.

3. Argumentative

The purpose of argumentative is to influence readers opinion, attitude and their way of thinking to so whatever the writer wants. The writer needs efforts to convince the audience providing some available reason and proof logically.

4. Descriptive

Descriptive is a type of paragraph which describes something in details in order to enable the readers to see, feel, hear, and touch it directly or involved themselves in the event. In this case, a writer must be able to describe an object based on its specific characterization.

5. Expository

Expository writing is designed to convey information and explain the nature of an object and elaborate the correlation between an object to others.

5. **Expository Writing**

The expository writing is used to explain or to give information about a topic. It develops the topic using information and various examples (Gangal 2008;333). According to him, it is important to know how to write. In writing an expository writing, it is needed to make sure that the topic should be developed with suitable examples, the paragraph shoul be written in one point, supplied with the maximum possible information and various examples, begun with some appropriate anecdote and end it in an interesting manner.

Tuchman (2005;10) states that in writing an expository composition it is needed to identifies and stays on the topic; develops the topic with simple facts, details, examples, and explanations; exclude extraneous and inappropriate information; uses structure such as cause and effect, chronology, similarities and differences; uses several sources of information; and provides a concluding statement.

Basically, expository writing has a wide range of uses to illustrate a general statement, compare or contrast two subjects, explain a process, define a word or a concept, trace a casual relation, interpret a statement or explain ideas. Oshima and Hogue (1988;55) point out that expository is used to explain the things. Expository is explanation or instruction, it is the term for the kinds of writing which is used to explain facts or ideas and ir brings about an understanding of something.

The purpose of expository is to emphasizes the subject than the audience. It means that the writer should give the true and up to date information on order to explain or interpret something. There are two kinds of expository aims; to informative which relays new information to the reader and the scientific which

purposes a new hypothesis of a subject. There are two kinds of expository writing, they are analytical exposition and hortatory exposition.

An analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. analytical exposition are popular among science, academic community and educated people.

Hortatory exposition is a text which represents the attempt of the writer to have the addressee do somethingor act in certain way. 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. The pupose of hortatory exposition is to persuade the readers or listeners that something should or should not be case .

6. **Hortatory Exposition Text**

A hortatory exposition is a type of spoken or written text that has a social function and is intended to explain the listener or the reader that something should or should not happen or be done. To strengthen explanation, the writer needs some arguments as the fundamental reasons of the given idea. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper, articles, academic speech, research, report, etc. furthermore, hortatory exposition ends with recommendation and it is usually called a suggestive arguments. A

hortatory exposition is intended as a persuasive communication and it is a powerfull tool that is useful throughout life in all type situation.

Hortatory exposition has social function to persuade the readers or the listeners that something should or should not be the case. It makes the readers think or act in particular way. Hortatory exposition is started with thesis making that has a controversial question and it contains a hot topic.

A hortatory exposition is generally structured as follows :

Thesis : it contains writer's statement of his position about a certain topic or problem. A good thesis will lead the way to a good paragraph.

Arguments : it contains description of facts and data to support the writer's statement in the thesis. An argument is simply a relational means of persuasion. It seeks the convince and it is not just to explain. It uses a logical argument of persuasion that presents evisence in support of point of a view of a problem discussed.

Recommendation : it contains a suggestion an advice or a recommendation.

Lexicogrammatical features of hortatoey exposition are as follows :

1.   It focuses a generic human and non human participants, exepts for a speaker or writer referring to self.

2.   It uses :

(1) Mental process as to state what the writer thinks or feels about issue. It uses verb such as know, realize, remember, see, feel, hear, etc.

(2) Material process as to state what happens. It uses verb that is outside human being physical suvh as run, walk, write, do etc.

(3) Relational peocess as to state what is or what is should be. It uses verb such as become, sound, look, etc.

3. It uses abstract noun such as policy, advantage, development, etc

4. It uses modal adverb such as certainly, surely, etc

5. It uses temporal connective such as firstly, secondly, etc.

6. It uses evaluative word such as important, valuable, trustworthy, etc

7. It uses passive voice

8. It uses simple present tense.

Here is an example of a hortatory exposition text :

Television becomes one of the most important devices which take place in almost houses. It can unite all members of the family as well as separate them. However, it is important to know what kinds of programs the kids watching	**Thesis**
Television can expose thins that parents have tried to protect the children from, especially violence, pornography, hedonism and so on. Spending to much time on watching TV during the day or at bedtime often cause bed-time disruption, stress, and short sleep duration. Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive. Meanwhile, many studies have identified a relationship between kids who watch TV a lot an being inactive and overweight.	**Arguments**

Considering some facts mentioning above, it is important for the parents to protect children watching by limiting television program to watch to one-two hours each day, not allowing children to have a TV set in their own bedrooms, reviewing the rating of TV shows which children watch.

Recommendations

7. **Text**

According to webster's new WORLD College Dictionary, text is the original words of something written or printed, as opposed tp a paraphrase, translation, revision, or condensation. Text is the wors of speech appearing in a print of paper that written by someone.

A good text should have a main oe topic idea. The sentence introducing the main or topic ideas is called the topic sentence that is written in the introduction paragraph. It is usually kept at the beginning of paragraph, but is also can be placed in the middle or at the end or paragraph.

According to oshima and hogue (1999;100), a text is a piece of writing several paragraphs long instead of just one or two paragraph. It is written about one topic, just as a paragraph. However, the topic of a text is too complex to be discussed in one paragraph. Therefore, it is important to devide the topic into several paragraphs, one of ech major point and then tie all of the separate paragraphs together by adding an introduction and conclusion.

Writing a text is no more difficult than writing a paragraph except that a text is longer. The principles of organization are the same for both, so if someone can write a good paragraph, he also can write a good text.

In academic writing, a text is often used to answer a test question. A text may also be a piece of writing such as a book an essay, but it is important to learn first how to write a good text, and then how to combine and expand paragraph to build a text.

There are four requirements of good text as the following.

1. Unity

All of the sentences or paragraph in text should be related to a proposal statement (often expressed in the introductory paragraph). A unified sentences or paragraph makes clear reading, one which digresses or drifts away from the topic put extra demands on the reader sometimes leads him in his efforts to follow the writter's thought.

2. Complements

A text is a complete writing when it does all it is intended to do, where the brief text poses a question and provides the answer.

3. Coherence

The sentence should be arranged in a logical manner and should follow a definite pant for development. A coherent text brings the reader moves easily from one paragraph to the next without feeling the grasp in the thought, puzzling jumps or points not made.

4. Well developed

Every idea discussed in each paragraph of the text should be adequately explained and supported through evidence and details that work together to explain the proposal statement.

Oshima and hogue assert that a text is contrasted of three kinds of paragraphs namely introductory paragraph, body paragraph, and concluding paragraph.

a. Introductory Paragraph

Getting starting or writing an introductory paragraph can be easy if it is known that introduction has four purposes, they are :

(1) Introducing the topic of the text

(2) Giving a general background of the topic

(3) Indicating the overall plan of the text

(4) Arousing the reader's interest in the topic

The introductory paragraph consist of two parts, they are, a general *statements* That is about the subject to attract the reader's attention and a *thesis statement* that is to state the specific subdivisions of the topic. A proposal statement of text is just like a topic sentence for a paragraph. It names the specific topic and the controlling ideas or major subdivisions of the topic.

The first sentence in an introductory paragraph should be a very general comment about the subject discussed in the text. Its purpose is to attract the reader's attentention and to give background information to the topic. Each

subsequent sentence should become more specific than the previous one and finally lead into the proposal statement.

The proposal statement is the most important sentence in the introduction. It states the specific topic and often list the major subtopic that will be discussed in the body of the text. Furthermore, it may indicate the method of organization such as chronological order or order of importance.

b. Body Paragraph

The body paragraph consist of one or more paragraphs. Each paragraph develops a subdivisions ot the topic, so the number of paragraph will vary with the number of subdivisions or subtopics. The body is the longest part of the text and can contain as many paragraphs as necessary to support the proposal statement of the introductory paragraph. The paragraphs of the body of the text are like the main supporting points in a single paragraph. Furthermore, they acan organize the ideas in a text just as organize the idea in paragraph, by chronological order, logical divisions of ideas, comparison, contrast, etc.

c. Concluding paragraph

The conclusion in the text is like the concluding sentence in a paragraph. The concluding paragraph consist of a summary of the main points or the restartment or the proposal statement in different words and it is the final comment on the subject discussed, based on the information that have been provided. Inthis part, the writer can add effective massage that the rearder should be remembered.

8. **Probing Prompting Technique**

According to Jacobsen, Egegenm kauhack (2009;181), probing Prompting is a technique of teaching practice that include teachers and students in a questioning session. In teaching and learning practice, the process of comprehending the subject is occurred when the students are asked the questions. Syudents optimally express their idea to complete the explanation about the questions which are given.

Probing prompting is a technique that is used to progress the students' achievement by giving each student the question randomly. The question must be related to the topic taught in the class. Each question must be related to the topic taught in the class. Each question is aimed to guide the students and explore their understanding whether they avhieve the material or not. The problem an the step in the helping process, and not asking too many questioning because it can make them feel grilled.

Forms of question that are used the probe and prompt are ;

(1) Statements

"I'm not sure I understand," " I can see you're angry, but I'm not sure what it's about"

(2) Request

"can you say a few words about that ?"

"tell me what it's like….."

"can you differenciate between…and…?"

"can you predict…..?"

"can you evaluate….?"

(3) Questioning

"what obstacles might interface with you losing weight?"

"what is the similarity of …….?"

"what will happen is….?"

"how do you estimate….?"

8.1. Goal of Probing Prompting Technique

Brane states that the goals of applying probing prompting are ;

(1) To encourage students to think critically

(2) To help students achieve clarity and concreteness

(3) To prompt students to think wider and wider about the topic

(4) To help students draw conclusions for themselves

8.2 The advantages and the Weakness of Probing Prompting Technique

The advantages of this technique :

(1) By applying probing prompting technique, the teacher can detect the students' comprehending of the subject learned

(2) Probing prompting technique can be enjoyful to be applicated because it helps students to construct brilliant idea and reason to answer the question that are not thought by them before

(3) In questiong session of probing prompting, students are guided to explain their answer more deeply, think critically and make them avoiding the narrow sense of their answer

(4) Probing prompting can progress students' participation in classroom and help them clarify the wrong answer.

While the weakness of this technique is the students who are not able to answer the question will be confused, be disappointed, and will feel be isolated from the discussion process.

8.3 Adapted Probing Prompting

Probing prompting is a technique of teaching practice that include teachers and students in a questioning sessions. In teaching and learning practice, the process of comprehending the subject is occurred when the students are asked the questions. Students optimally express their idea to complete the explanation abot the questions which are given.

The application of probing prompting technique in class is teacher gives question to the students one by one, teacher then develop the question to probe their achievement of the subject. There is a possibility that the students cannot answer the teacher question. In this case, the teacher must be able to prompt students to give their idea by asking another question or giving some clues that related to the question.

Actually, probing prompting technique is not be part of cooperative learning that applied in group classroom, but un this study, the writer will adapted probing prompting technique with cooperative learning. The writer decides to apply probing prompting technique in group because in line to the assessment of this proposal that the students will be asked to write a hortatory exposition text is too difficult to be done individually. Besides that, the class is too big that this can challenge the writer to collect accurate data.

B. Conceptual Framework

Teaching writing is sometimes considered a simple process. Learning writing skills is very challenging for students in fiels context, because they have very few opportunities to use the target language outside the classroom.

In writing hortatory exposition text, the students have to express their ideas or arguments freely. One of the ways to improve students' achievement in writing hortatory exposition text is by applying probing prompting.

A group investigation is considered as an effectives strategy in teaching in writing hortatory exposition text. Probing prompting tends to give freedom of expression from students to find their solution based in their effort and inquiry. They are free to choose the issue they want to study. They can study the problem and find the resource or article relating to their problem. Based on the activities above, they can pravtice to write a hortatory exposition text easily because their view has already developed. Their motivation will increase because they write something based on their choice of interesting issues and they discuss the topic before they asked to write. In discussion and inquiry stage, the student can develop their idea, opinion, argumentsm and data needed in building a hortatory exposition text.

Teaching writing hortatory exposition text by applying conventional method makes the teacher handles the clas easily because the students are passive. Teacher will be the main actor in class and the students just listen to teacher's specch. There is no communication between teachers and students during the teaching and learning process that include them in questioning and answerning sessions that increase student's comprehending because it is designed as a teacher centered learning. It is considered as ineffective way to improve students' writing

esoecially inwriting hortatory exposition text. The students' are emphasixed to follow the teacher's instruction and ideas. There are no specific activities to develop their idea and motivation. They are asked to read the text, answer the question and write based on the topic intextbook. It will not improve students' achievement in writing hortatory expositin text. Using probing prompting technique in teaching students will be easier to make them create their idea into a writing. This technique can guide them to construct idea from question that are given, explore many information and then write it in a piece of paper. Probing prompting technique can increase students' comprehension about a case when they are asked some question intensively.

In conclusion, teaching and learning by applying probing prompting technique will have a significant effect on students' achievement by applying conventional method. This idea will be elaborated in this proposal study.

CHAPTER III

METHOD OF RESEARCH

A. Location of the Research

This research was conducted at eleventh grade of SMA SWASTA SWAKARYA LANGKAT. It was located on Naman Jahe, Salapian Kab. Langkat. It was choosen because the student have problem in writing. Based on previous observation conducted by the researcher during teaching practice at this school. The researcher found there were uninteresting in learning of writing

B. Populations and Sample

Ary et.al (2010) A population is defined as all members of any well-defined class of people, events, and objects or the larger group about which the generalization is made is called a population . The population of this research is

the XI Grade of SMA SWASTA SWAKARYA Salapian Langkat. There are 8 parallel classes, with the total 250 students that were divided into eight classes namely XI Ipa 1 – XI Ipa IV and XI Ips 1 – XI ips 4

Ary et.al (2010) A sample in research study is the group on which information is obtained and a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population . This smaller group or subset is the sample. The sample of the research is XI Ipa 2 of SMA SWASTA SWAKARYA Salapian Langkat that consist 30 students. The research I took in accordance with the sample is Purposive Sampling. Arikunto (2006) the Purposive Sampling is the technique of taking samples by not based on random, regional or strata but based on the existence of considerations that focus on a particular goal.

23

C. Reseacrh Design

The study was designed as an action research because it involved a substantive act with a research procedure to find out the improvement. A classroom action research was conducted because it could result the improvement of students' skill. An action research is an action discipline by enquiry in which a personal attempt at understanding while engages in a process of improvement and reform (Hopkins,1993;44). Since it is a process of improvement, it can be implemented in the classroom which teaching learning process occurs.

Burns (1994;293) defines action research as the application of fact that is found to practical problem solving in a social situation with a view to improve the quality of action within it. According to Wallace (1998;18)action research focus on individual or small group professional practice in it is not concerned with

making general statement. An action research does a whole process in which a problem situation diagnosed, remedial action planeed and implemented, and its effects monitored to know how far the improvements are to get underway (burns, 1994;294)

The classroom action research is a dynamic process. An action research process involves a cycle sequence. There are four steps in the cyclic sequence, they are planning, action, observation and reflection.

The four steps are planning, action, observation, and reflection can be seen in the following diagram
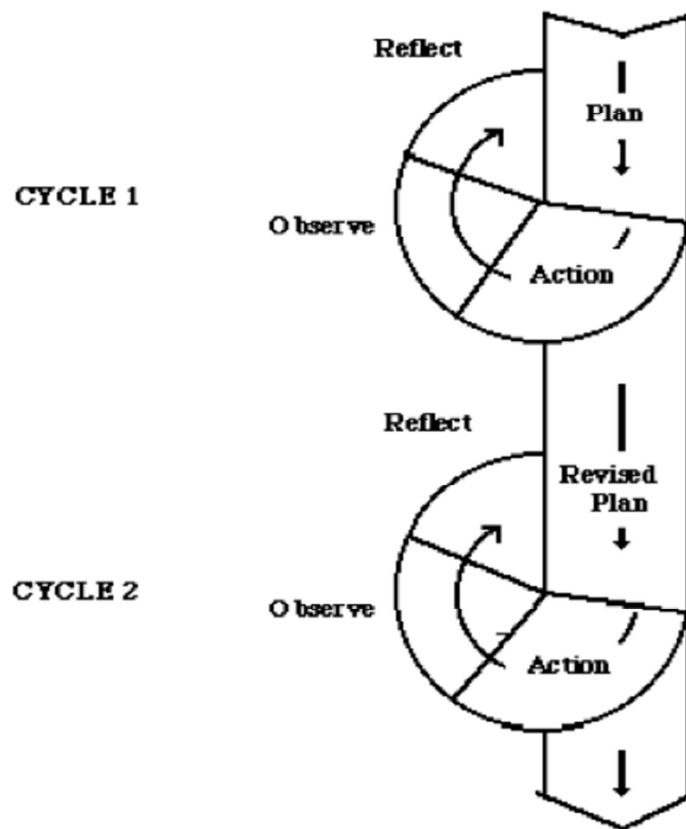
D. Instrument of Research

The instrument for collecting data of this research is writing test. In this students write short story based on topic given. The test given a score which was focused to testing the ability and achievement of student to write short story. In addition, observation sheets, diary notes and interview sheets will be used to collect data as qualitative data. The observation sheets will be used to identify all the conditions that occur during the teaching and learning process, the diary notes will be used to store the researcher's own observations during the study and will be written daily, while the interview sheets will be used to find out the feelings, problems and other conditions of the students. The quantitative data was analyzed from the score of the students that they got from the writing test.

E. Procedure of The Research

This research will be conducted by two cycles. Every cycle has four stages; they are planning, action, observation, and reflection.

1. Cycle 1

The first cycle was begun with identification phase in order to find out the problems that the students faced in the class during teaching and learning process especially in writing. Identifying the students' problem was done making interview with the students.

Planning

After getting the data of the background needed, the researcher made planning. Planning is the arrangement for doing something. The arrangement included:

a. Preparing the lesson plan for each meeting

b. Preparing the material (hortatory exposition text as the instrument) in the first cycle

c. Preparing the media needed during the research

d. Preparing the test for cycle I

e. Preparing the instrument to record and analyze the data such as interview sheet, observation sheet and diary notes

f. Giving test to the students to know the students' basic skill in writing a hortatory exposition text

g. Designing a teaching- learning procedure by applying probing prompting technique

h. Interviewing the students to know their comment about writing and the difficulties that they find in writing.

Action

Action is the implementation of planning. In this steps the probing prompting was implied.

First meeting :

- Introduction was done by the researcher

- The students were given briefly explanation about hortatory expositin text

- The students were asked to write a hortatory exposition text

- The students' writing test were collected

- The students and the teacher were asked to have a short interview with the writer

Second meeting :

- The students were explained about the purpose of writing and what the importance of writing is
- The students were explained about the kind of writing briefly and the types of writing that was studied, namely hortatory exposition text.

- The students were explained about the social function and generic structure of the hortatory exposition text
- The students were given the example of hortatory exposition text and explained its social function, generic structure and languages features
- The students were devided into terms. Each team consisted of six students, three students was from high writing group level and three student was from low writing group level

Third meeting :

- The students were reminded about the previous topic by asking question orally
- The students were asked to sit in their group
- Each group was given the worksheet and ask to analyze its social function and generic structure of the hortatory exposition text
- The students were asked to present their worksheet
- The students were given conclusion about the material

- The students were asked about their difficulties about the topic studied

Fourth meeting :

- The students were reminded about the social function, generic structure and the grammatical features of the text
- The students were asked to write a hortatory exposition text for the tset of cycle I

Observation

Observation was held when the classroom action research was going on by The collaborator using observation sheet and using diary notes. The observer observed the whole process of action which involved teachers (including their teaching techniques and methods, their physical presence, voice rejection and quality, body language, management procedures and so on); students (including the way of the students work, cooperation, response, task, behavior, and so on); and the context of situation (including the classroom management, the visual aids and its usage, and so on). The result of the observation sheet used as a reflection in doing the next cycle

Reflection

Reflection is a feedback process from the action that had been done. It is very necessary to help the researcher make decision for what to do or to revise. The researcher took feedbackon teaching-learning process from the result of the

observation, the problem that existed and the causes of the problem. As the result it did not reach the goal that was determined, this study was continued to the second style.

2. Cycle II

In the first cycle, there were found some aspect that should be improved after the reflection of the first cycle bad been done. Based on the analysis, the researcher decide the better way to make the strategy more effective in the learning process. Then, the teacher asked the students' opinion about the learning process and the strategy that had been used in the first cycle. In this cycle, the researcher revised the plans appropriate the student's needs, did it in action, observed its process and reflected its results as a consideration for the next cycle.

Planning

After analyzing all the observation sheets, students' test and diary notes of the first cycle, it concluded that the second cycle need to be applied in order to improve the students' achievement. The researcher made some revised plans according to the students' need such as :

a. Preparing the lessons plan for each meeting in cycle II

b. Preparing the material (hortatory exposition text as the instrument) for the teaching – learning process in cycle II

c. Preparing the media needed during the research

d. Preparing the instrument to record and analyze the data such asinterview sheet, observation sheet, and diary note in order to know the improvement of students' comprehension

e. Redesigning a teachinh- learning process by applying probing prompting

f. Motivating the students to participate, be active and responsible in writing activity by applying; prewriting, drafting, revising, editing and proofreading, publishing and presenting

g. Giving more explanation about hortatory exposition text and its language features and its generic structure

Action

Action in the second cycle based on the observation and data obtained from the first cycle. It was the implementation of revised plan it the first cycle. There were some aspects or parts of the procedure that are changed to improve students' writing hortatory exposition text. This cycle conducted in two meetings. First meeting

- Comment was given to the student about the result of their test in cycle I

- The students were motivated to be active and participated in each activity done during the lesson

- The students were given a hortatory exposition text

- The students were instructed to study about the text and asked them to analyze the generic structure, it social function and its language features

Second meeting

- The students were reminded about the previous topic

- The students were asked to have a short interview with the writer

Observation

Observation was held when the classroom action research was going on by The collaborator using observation sheet and using diary notes. The observer observed the whole process of action which involved teachers (including their teaching techniques and methods, their physical presence, voice rejection and quality, body language, management procedures and so on); students (including the way of the students work, cooperation, response, task, behavior, and so on); and the context of situation (including the classroom management, the visual aids and its usage, and so on).

Reflection

After collecting data the answer sheets of the students' test, observation sheet and field notes of the second cycle, the teacher and the collaborator evaluated the results of the students' test, observation sheet and field notes. This evaluation was held to know the suplus and the lack of the application of the revised plan done in the second cycle. In the phase 'reflection', the students' reading comprehension showed improvement.

F. Scoring The Test

In scoring the data of this research, the writer applied the five indicators of hortatory exposition paragraph evaluation. The five indicators were; content, organization, vocabulary, language use, and mechanics. For all components, students got score 100 point, in which the score for content was 30 point,

organization was 20 point, vocabulary was 20 point, language use was 25 point

and mechanism was 5 point.

Table 3.1 Scoring the Writing Test

Component level	Point	Criteria
1. Conten scoring the content is based on the students' ability to write their ideas and information in the form of logical sentences	Very good to excellent 27-30	Clear main idea, through the development of main idea, detailed and substantive, all material is relevant to main idea
	Average to good 26-26	Limited development of the main idea, mostly relevant to assigned topic, but lack of the detailed and support
	Port to fair 17-21	Limited knowledge of subject, little substance, inadequate development topic
	Very poor 13-16	Doe not show knowledge of subject, not substantive or not enough to evaluate
2. Organization Organization refers to the students' ability to write ideas and information such a good logical order	Very good to excellent 18-20	Well organized with introduction, body and conclusion for an essay, appropriate opened, body and conclusion for a letter, logical sequencing, well paragraph with topic sentence, expressing only one main idea

to topic and supporting sentences were clearly stated	Average to good 14-17	Paragraph, but not always logically or coppy, loosely organized but main idea stands out
	Port to	Idea confusing and disconnected, lack logical
	Fair 10-13	Sequencing or development, paragraph unclear or non-existent
	Very poor 7-9	No paragraphing or 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, antonym, prefix and suffic exactly	Very good to excellent 18-20	Shopisticated range, effective word or idiom choice and usage, appropriate register
	Average to good 14-17	Adequate range, occasional errors of word or idiom form, cjoice and usage
	Port to fair 10-13	Limited range, frequent errors of word or idiom form, choice and usage
	Very poor 7-9	Little knowledge of English vocabulary, idioms, not enough to evaluate
4. Language use Language use refers the students' ability in writing the sentence, simple, complex and compound, sentence	Very good to excellent 22-25	Effective complex instruction, few erroes of agreement, tense and number, articles, pronouns and preposition
	Average to good 18-21	Effective but simple contruction, minor problem in complex contruction, several errors of agrrement, tense, article,

correctly and logically. It alsp refers to the ability to use		preposition and pronoun but meaning seldom obscured
	Port to fair 11-17	Major peoblem in simple construction, frequent errors of negation, agreement, tensem number, word order, article, pronoun, preposition and fragment, meaning something obscured

Agreement in the sentence and some others words such as noun, verbs and time signal	very poor 5-10	Virtually no mastery sentence construction rules, dominated by errors, obscured meaning and not enough to evaluate
5. Mechanism Mechanism refers to the students' ability to use words appropriately and function correctly, such as punctuation and spelling. Paragraph and text can be read correctly	Very good to excellent 6	Demonstrate mastery off conventions, few errors of spelling, function, capitalization and paragraphing
	Average to good 4	Occasional errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	Port to fair 3	Frequent errors spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	Very poor 2	No mastery of conventions, dominated by error of spelling punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate

G. Technique of Data Analysis

The technique of data analysis of this study was applied by using qualitative and quantitative data. The qualitative data was analyze by using interview sheet, questionnaire sheet, and diary notes. The quantitative was analyzed from the score of the students that they got from the writing test. By applying both the data, it was expected that probing prompying in the improvement of students' achievement in writing hortatory exposition paragraph was achieved by using percentage.

In finding the mean of students score, the researcher used the following formula :

$$X = \frac{\sum x}{n} x100\%$$

X : the mean of the students $\sum x$: the total score   n : the number of the students

Next, to categorize the number master students, the writer continued it by applying the following formula :

$$P = \frac{R}{T} x100\%$$

P = the percentage of the students who get the point 75

R = the number of the students who get the points up 75

T = the total number of students who do the test

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. The Data

The data in this research were taken from quantitative and qualitative data. The quantitave data were obtained from student's writing test and the qualitative data were obtained from diary notes, interview, questionnaire sheet and observation sheet. There are two cycle involved in this research, in which the first cycle consisted of three meetings and the cycle consisted of two meetings and every cycle consisted of the four steps of action research, namely planning, action, observation and reflection.

1. Description of Data

Quantitative data were obtained from the students' test result carried out in two cycles. The composition text was hortatory exposition text. The result of the

students' score could be seen in the following table. The students' score got

improvement in every test. The improvement of the students' score in writing

hortatory exposition text by application of probing prompting technique can be

seen in table 4.1.

Qualitative data were taken from diary notes which indicated

students'respect and response in learning hortatory exposition text by using

probing prompting technique, interview, questionare sheet and observation sheet.

The diary notes can be seen in appendix D. There was interview conducted, the

interview sheet used to analyze the students difficultly in writing hortatory

exposition text. Interview sheet can be seen in appendix C. The observation sheet

indicated that most students were act 37 ing the teaching process through the

application of Probing Prompting Technique. Observation was done while the

classroom's activities were going on. Observation sheet can be seen in appendix

E.

Table 4.1 The result of the Students' score

No.	Names of Students	Test I	Test II	Test III
1	**Alifa**	54	74	80
2	**Alim**	60	78	85
3	**Boby**	55	67	72
4	**Dedek**	58	78	80
5	**Dessy**	56	74	82
6	**Devi**	65	85	87
7	**Dewi**	58	80	86
8	**Fikri**	65	72	86

9	**Fitri**	56	64	65
10	**Gusti**	60	78	85
11	**Juli**	72	76	80
12	**Khairul**	53	65	70
13	**Kiki**	50	70	85
14	**Liza**	58	78	78
15	**Marta**	50	62	67
16	**Mika**	55	77	80
17	**Nita**	72	80	80
18	**Nanda**	80	85	90
19	**Ongky**	70	78	80
20	**Frans**	60	72	70
21	**Fika**	64	76	80
22	**Putri**	70	80	80
23	**Rabiatul**	62	76	76
24	**Ridha**	52	66	82
25	**Ratna**	51	74	79
26	**Risky**	70	80	82
27	**Salsa**	60	70	78
28	**Tika**	52	74	79
29	**Vinda**	75	80	83
30	**Zefri**	55	64	78
	Total	**1.821**	**2.233**	**2.385**

	Mean	**60.7**	**74.4**	**79.5**

The increase of the studets' score in writing a hortatory exposition text can be seen from the mean of the students' score from the test I until test III. The mean in the test II (74,4) was higher than the mean in the test I (60.7). As most of the students did not pay attention well to the teacher's instruction and explanation during the teaching learning process, there wa only a low improvement on their score.

In the test III, the mean of the students' was (79.5) . it showed that the mean of the test III was higher than the mean of the test II (74.4) . because in the test III the students' were active and they paid attention well to the teacher's instruction. The students were reluctant to ask question about what they did not understand well. From the entire test admionistered and the teaching process conducted, the students score kept improving from meeting to meeting.

The students' score in those three text were different. In the test I, the lowest score was 50 and the gighest score was 80. In the test II lowest score was

64 and the highest score 85. And in the test III the lowest score is 65 and the highest score is 90. The comparison of the students' score can be seen in the following table :

Table 4.2 The comparison of the student's writing test score

Types of score	Test I	Test II	Test III
The lowest score	50	64	65
The highest score	80	85	90
X	60.7	74.4	79.5
N	30	30	30

Where

X : the mean of the students score

N : the number of the students score.

Student's score mean in the test III was the highest, it could be concluded that the students' writing score improved from 60,7 (test I) to 79.5 (test III).

The percentage of master students who got point up to 75 showed the improvement of the students writing score from the test I to test III (the students

were said mastering the lesson if they got score up to 75) the persentage can be seen in the following table

Test	Students who got up 75	Percentage
Test I	2	3,33%
Test II	16	53,33%
Test III	23	76,66%

The percentage of the students' achievement was calculated by applying this following formula :

$$P = \frac{R}{T} x100$$

P = the percentage of the students who get the point 75

R = the number of the students who get the points up 75

T = the total number of students who do the test

The result showed the improvement of the students' score from test I to test III. In the test I there were two students who got score up to 75 with the percentage 3,33 %. In the test II there were 16 students who got score up to 75 with the percentage 53, 33%, so the improvement of score from test I to test III was 50%. And in the test III there were 23 students who got up score up 75 with the percentage 76,66%, so the impronement of score fropm the test II to test III was 23,33%.

From the data, it was found that there were 3 students who got the improvement about 31-40 points and their score improved in every test. There were 11 students who got the improvement about 11-20 points and there were 7 students who got the improvement about 1-10 points. It can be drawn that all of the students got improvement on their score. Some students got high improvement and some got low improvement.

Table 4.4 The range of score improvement

Range of score improvement	Students's initial names	Total
31-40	Rida, Kiki	2
21-30	Alifa, Alim, Dede, Desi, Devi, Dewi, Fikri, Gusti, Mika, Ratna, Tika, Jepri	12
11-20	Bobby, Khairul, Liza, Marta, Frans, Fika, Radiatul, Risky, Salsa	9
1-10	Fitri, Juli, Nita, Nanda, Ongki, Putri, Vinda	7

2. The Analysis of Quality Data

The qualitative data were obtained from diary notes, interview sheet, and observation sheet.

Diary Notes

From the diary notes, if was found that at the beginning of the meating the students were still not interested to write hortatory exposition text. Most of

them were not able to write a text. But after the writer applied probing prompting technique, the student became enthusiastic to learn and to try write a hartotary exposition text. They worked both in their group and individuality. They were also able to write based on generic   structure and the language features of the text. Therefore, in every text administered after applying   probing prompting technique , they could answer the question and do writing instructed by the writer well. The students ' score kept improving from the test Ito test III.

Interview Sheet

The interview was conductec in two session. The first session was in the first meating   of cycle I and the second session was in the last meating of cycle II. In the first session, the student ware interviewed about their comment on writingand their understanding about writing   a hartotary exposition text, they were also asked about theydifficulties in writing. They were interviewed whether they knew about probing prompting technique and they said yhat they did not know about that technique because their teacher never told and taugt them about it. In the second session, the student were interviewed to get their comment on the implementation of probing prompting technique. From the interview, it was concluded that the student felt that probing prompting technique was a suitable and enjoyable technique in improving their writing achievement.

Observation Sheet

At every meating the teacher as the observer filled in the observation sheet. The result at the andof the first cycle showed: many student were still

confused and difficult to follow the teaching and learning process because it was still the first time for them to study by using probing prompting technique the writer did not emphasize the aims of the teaching learning the process clearly so the student' focus were not directed the writer did not give instruction about what would be done by the student clearly so the student were confused when doing their task some of the student made noise during the teaching learning process that disturbed the learning process many student were not able to share in their group and did not participate in the group discussion needed the writer's intervention some groups were still unable to complete the group discussion result based on probing prompting technique.

But in cycle II the observer found that the teaching learning process, which was conducted by applying probing prompting technique ran well. The atmosphere of the teaching learning process was comfort and enjoyable. Probing prompting teachnique created a good environment in teaching and learning hartotaryexposition text in which the student became active and participated in the class. They gave their good attention to the writer's explanation and instruction. They also asked question about what they did not understand well while the writer was explaining the material. Thay gave good responses to the

activities in the classroom although some of them were still lazy and sometimes made noise in the classroom

B. Research findings and discussion

The data were taken from wuantitave and qualitative data from all meetings. The test I result showed that the students ability in writing hortatory

exposition text was still low. The first cycle of the reseacrh was done and they were taught by application of probing prompting technique. Then the test was done and their score was calculated. The score got improvement but it was not so satisfying after that the second cycle was conducted to get the high improvement

Table 4.5 The improvement of students' Writing comprehension

	Orientation test	Post test cycle I	Post test Cycle II
	Meeting 1	Meeting 4	Meeting 6
Total Score	1821	2233	2385
Mean	60.7	74.4	79.5
R	2	16	25
%R	3,33%	53.33%	76,66%

R   : number of students who got the score up to 75 points

%R   : percentage of number of students who got score up to 75 points

Table revealed in the test II the mean of the students' score was 74,4 and there were only 16 students who got score up to 75 points. The table showed the students' achievement in writing hortatory exposition text was still need to be improved. In order to get higher improvement in the number of students who got score up to 75 points in the second cycle, there were 25 students getting score up

to 75 points with the percentage 76,66% and the students' mean score was 79,5. These number showed that the application of probing prompting technique could improve students' achievement in writing hortatory exposition text. So the application of this technique was effective.

This research also concerned to the qualitative data to support the research finding beside the qualitative data (student's test result). The qualitative data was value from diary notes, interview sheet, and observation sheet. Diary notes and observation sheer result helped the writer know that the students' became more active and cooperative in teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After applying Adapted Probling Prompting Technique in this research, it is known that the ways to improve students' achievement in writing hortatory exposition text are using some media and planned activities to support teaching and learning process, replacing lecturing method by making students understand about the procedures of hortatory exposition text by explaning and asking them question randomly relate to the topic learned, replacing Teacher Centred Learning Method by giving the students chance to study in groups to stimulate them to convey their idea or opinion about a problem.

The explanation above proves that Adapted Probing Prompting Technique os the best way to improve students' achievement in writing hortatory exposition text because the students are motivated to study and to write a hortatory exposition text well. It is showed by the increases of

the mean of students' score in every test administrated durting the research.

B. Suggestion

In relation to the conclusions, suggestions are offered as the following

(1) The English teachers are advised to apply Adapted Probing Prompting Technique in teaching writing especially hortatory exposition text because by applying Adapted Probing Prompting Technique, the teacher is able to make the students comprehend better in writing hortatory exposition text by ⁴⁸ ting, drafting, revising, editing and proofreading, and presenting the writing text both in group and individually.

(2) Other university students are suggested to use Probing Prompting Technique in conducting further research as it is effective in improving students' writing achievement.

(3) The students are suggested to apply the Adapted Probing Prompting Technique in learning English especilly in writing hortatory text so that the students can write the text better and improve their score.

REFERENCES

Burns, Robert, B.1994. *Introduction to Research Method*. Melbourne; Longman.

Carrol, J. A and E.E Wilson et.al. 2001. *Writing and Grammar. Communication in Action-Diamond Level (12)*. New Jersey; Prantice Hall.

Deporter, B   and Hierarcki, M. 2002. *Quantum Learning*. Bandung; Penerbit Kaifa

Gangal, J.K. 2008. *Competitive English for Proffesional Course*, New Delhi: S. Chand & Company.

Jacobsen, David A, Paul Eggen, and Donal Kauhack. 2009. *Methods for teaching; Promoting Student Learning in K-12 Classrooms.* New Jersey: Person Education, Inc

Hopkins, David. 1993. *A teacher's guide to classroom research. 2nd* Ed. Philadelphia; open University Press

Oshima, A and Ann Hogue, 1999. *Writing Academic English*. United States of America: Addison Wesley Longman

Reinking, Hart. A and Osten, R. 1993. *Strategies for Sucessful Writing; A Rhetoric Reader and Handbook*, New Jersey; Prentice Hall

Sharples, M.1999. *How We Write; Writing as Creative Design*. London: Routledge

Trimmer, J.F. 1983. *The New Writing with A Purpose*. New York: Ball State University

Tuchman, Kathy. 2005. *Curriculum Design for Writing Instruction*. California: Corwin Press

Wallace, J.M. 1998. *Action Research for Language Teacher*. Cambridge: Cambridge University Press

Maclsaac, D. 1995. *"An Introduction to action research",* available in http://www.phy.nau.edu/~danmac/actionrsch.html(22/03/1998).

Appendix A

<div align="center">

LESSON PLAN

(TEST I)

</div>

Subject   **: English**

School   **: SMA N 1 SALAPIAN Langkat**

Class   **: XI**

Topic   **: Writing**

Sub Topic   **: Hortatory Exposition Text**

Time   **: 2 x 40 menit**

Meeting   **: 1st**

I.   **Standard competence**

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

II.   **Basic Competence**

Expressing meaning and rhetoric structure in essay by using written language accurately and appropriately in hortatoey exposition text.

III.   **Indicators**

- Mentioning the defitiniton of writing and hortatory exposition text
- Mentioning the characteristic of hortatory exposition text
- Distinguishing hortatory exposition text from other genres of writing

IV.   Teaching objectives
- Students are able to mention the definition of hortatoey exposition text
- Students are able to distinguish hortatory exposition text from other genre writing
- Students are able to construct ideas to write a hortatory exposition text

V.   Teaching materials
- English text book
- Example of hortatory exposition text
- Worksheet

VI.   Teaching method
- Lecturing and individual work

VII.   Sources
- Sources   : English text book and dictionaries
- Media   : whiteboard, chalks

VIII.   Teaching-learning Process

1.   Opening (5 minutes)
- Greeting the students
- Introducing herself and her purpose to conduct the research
- Checking the attendance list
- Apperception : asking the students ' have you ever studied about writing ?'

2.   Main Activites (65 minutes)
- Asking the students about how to write hortatory exposition text and the problem they found
- Giving the students a brief explanation of hortatory exposition text
- Giving the test I to the students about "flood"
- Taking diary notes

3.   Closing (10 minutes)
- Asking the students difficulties in writing hortatory exposition text
- Reminding the students to bring dictionaries
- Closing the lesson

IX.   Evaluation

- Technique : lecturing and question-answer
- Instrument form : written test
- Sample of instrument: " write hortatory exposition text about " flood "

LESSON PLAN
(CYCLE I)

Subject   **: English**
School   **: SMA N 1 SALAPIAN Langkat**
Class   **: XI**
Topic   **: Writing**
Sub Topic   **: Hortatory Exposition Text**
Time   **: 2 x 40 menit**
Meeting   **: 2nd , 3rd , 4th**

X.   Standard competence

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

XI.   Basic Competence

Expressing meaning and rhetoric structure in essay by using written language accurately and appropriately in hortatoey exposition text.

XII. Indicators

- Mentioning the defitiniton of writing and hortatory exposition text
- Mentioning the characteristic of hortatory exposition text
- Distinguishing hortatory exposition text from other genres of writing

XIII. Teaching objectives

- Students are able to mention the definition of hortatoey exposition text

- Students are able to distinguish hortatory exposition text from other genre writing
- Students are able to construct ideas to write a hortatory exposition text

XIV.   Teaching materials

- English text book
- Example of hortatory exposition text
- Worksheet

XV.   Teaching method

- Lecturing and individual work

XVI.   Sources

- Sources   : English text book and dictionaries
- Media   : whiteboard, chalks

XVII.   Teaching-learning Process

The second meeting

1.   Opening (5 minutes)

- Greetings the students and asking their condition
- Checking the attendance list

2.   Main activities (65 minutes)

- Teacher explain what writing is
- Teacher explain the generic structure and language features of hortatory exposition text
- The students are given an example of hortatory exposition test
- The students are given an explanation of application pf probing prompting technique
- Students are devided into groups based on their score in the test I
- Students are devided into groups based on their score in the test

3.   Closing (10 minutes)

- Reminding the students to bring their dictionary
- Reminding the students to repeat the lesson at home

- Saying goodbye to the students

The third meeting

1. **Opening (5 minutes)**
- Greetings the students and asking their condition
- Checking the attendance list

2. **Main activities (65 minutes)**
- Students are asked to sit in their teams and explain them that everybody must understand the topic and everybody is responsible to make sure the other members understand the topic material
- Students are asked randomly to explain their idea about the text given shortly
- Students are given the worksheet to be discussed and done in the teams. Every team work and every member must give contribution and involved on the discussion

3. **Closing (10 minutes)**
- Asking students difficulties in writing hortatory exposition text
- Closing the lesson

The fourth meeting

1. **Opening (5 minutes)**
- Greetings the students and asking their condition
- Checking the attendance list

2. **Main activities (65 minutes)**
- Teacher review the previous briefly
- Teacher asks students to write a hortatory exposition text as the test of cycle I (Test II)
- Teacher collects the writing test

3. **Closing (10 minutes)**
- Asking students difficulties in writing hortatory exposition text

- Closing the lesson

XVIII. **Evaluation**

- Technique : lecturing and question-answer , discussion group individual works

- Instrument form : written test

- From: essay test

- Sample of instrument: write hortatory exposition text about " health "

LESSON PLAN
(CYCLE II)

Subject   **: English**
School   **: SMA N 1 SALAPIAN Langkat**
Class   **: XI**
Topic   **: Writing**
Sub Topic   **: Hortatory Exposition Text**
Time   **: 2 x 40 menit**
Meeting   **: 5th, 6th**

I.   **Standard competence**

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

II.   **Basic Competence**

Expressing meaning and rhetoric structure in essay by using written language accurately and appropriately in hortatoey exposition text.

III.   **Indicators**

- Mentioning the defitiniton of writing and hortatory exposition text

- Identifying the generic structure and language features of hortatory exposition text

- Explaining the characteristic of the ggod sentence in hortatory exposition text
- Writing a good hortatory exposition text by followingits language features and its generic structure

IV. Teaching objectives

- Students are able to mention the definition of hortatoey exposition text
- Students are able to distinguish hortatory exposition text from other genre writing
- Students are able to construct ideas to write a hortatory exposition text

V. Teaching materials

- English text book
- Example of hortatory exposition text
- Worksheet

VI. Teaching method

- Lecturing, discussion groups and individual work by using probing prompting technique

VII. Sources

- Sources   : English text book and dictionaries
- Media   : whiteboard, chalks , papers

VIII. Teaching-learning Process

The fifth meeting

1. Opening (5 minutes)

- Greeting the students asking their condition
- Checking the attendance list

2. **Main Activites (65 minutes)**

- Teacher explain the generic structure and language features of hortatory exposition text

- The students are given an example of hortatory exposition text
- The students are asked to give their idea to write a hortatory expotion text

3. **Closing (10 minutes)**
   - Giving conclusion about the subject learned
   - Reminding the students to repeat the lesson at home
   - Reminding the student that the next meeting will be the test III
   - Saying goodbye to the students

The sixth meeting

1. **Opening (5 minutes)**
- Greeting the students asking their condition
- Checking the attendance list

2. **Main Activites (65 minutes)**
- Giving students explanation briefly about the topic based at the previous meeting
- Giving the test III for the students

3. **Closing (10 minutes)**
- Doing short interview with the students and the teacher
- Saying thanks and goodbye to the teacher and the student

APPENDIX B

TEST I

No	The names of the students	SCORING THE TEST					
		Content	Organization	vocabulary	Language use	Mechanism	Total
1	**Alifa**	16	13	10	13	2	54
2	**Alim**	18	15	14	10	3	60
3	**Boby**	16	13	10	13	3	55
4	**Dedek**	17	11	14	11	3	58
5	**Dessy**	14	13	12	12	3	56
6	**Devi**	20	15	14	12	3	65
7	**Dewi**	15	12	10	15	3	58
8	**Fikri**	18	16	15	12	3	65
9	**Fitri**	15	12	13	11	3	56
10	**Gusti**	19	15	14	16	3	60
11	**Juli**	25	15	13	16	3	72
12	**Khairul**	17	12	10	12	2	53

13	Kiki	13	11	12	12	2	50
14	Liza	15	12	10	15	3	58
15	Marta	15	10	12	11	2	50
16	Mika	16	13	10	13	3	55
17	Nita	22	14	15	18	3	72
18	Nanda	24	16	16	21	3	80
19	Ongky	24	14	15	28	3	70
20	Frans	18	15	10	14	3	60
21	Fika	18	16	14	12	3	64
22	Putri	24	14	14	18	3	70
23	Rabiatul	20	12	15	17	3	62
24	Ridha	16	12	10	12	2	52
25	Ratna	14	14	10	12	2	51
26	Risky	20	16	16	16	3	70
27	Salsa	18	15	10	14	3	60
28	Tika	15	13	12	10	2	52
29	Vinda	25	17	15	18	3	75
30	Zefri	18	13	10	11	3	55
							$\sum x = $ **1.821**
							x = 60,7

TEST II

No	The names of the students	SCORING THE TEST					
		Content	Organization	vocabulary	Language use	Mechanism	Total
1	**Alifa**	23	15	14	19	3	74
2	**Alim**	23	16	16	19	4	78
3	**Boby**	21	13	11	19	3	67
4	**Dedek**	23	16	17	20	3	78
5	**Dessy**	21	14	15	21	3	74
6	**Devi**	27	18	16	20	4	85
7	**Dewi**	24	16	16	20	4	80
8	**Fikri**	20	15	14	30	3	72
9	**Fitri**	19	13	13	16	3	64
10	**Gusti**	23	16	16	19	4	78
11	**Juli**	24	16	14	19	3	76
12	**Khairul**	19	13	11	19	3	65
13	**Kiki**	20	13	14	20	3	70

14	**Liza**	23	15	15	22	3	78
15	**Marta**	18	12	13	16	3	62
16	**Mika**	23	17	15	30	4	77
17	**Nita**	23	18	15	20	4	80
18	**Nanda**	27	18	16	20	4	85
19	**Ongky**	23	15	15	21	4	78
20	**Frans**	21	14	14	30	3	72
21	**Fika**	25	14	15	19	3	76
22	**Putri**	24	16	16	20	4	80
23	**Rabiatul**	23	16	15	19	3	76
24	**Ridha**	20	13	11	19	3	66
25	**Ratna**	21	14	15	21	3	74
26	**Risky**	24	16	16	20	3	80
27	**Salsa**	20	13	14	18	3	70
28	**Tika**	23	15	14	19	3	74
29	**Vinda**	25	15	16	19	4	80
30	**Zefri**	20	12	11	18	3	64

$$\sum x = \mathbf{2.233}$$

$$x = \mathbf{74.4}$$

TEST III

No	The names of the students	SCORING THE TEST					
		Content	Organization	vocabulary	Language use	Mechanism	Total
1	**Alifa**	24	16	16	20	4	80
2	**Alim**	25	19	16	21	4	85
3	**Boby**	20	16	17	20	4	72
4	**Dedek**	23	16	17	20	4	80
5	**Dessy**	23	17	16	22	4	82
6	**Devi**	25	18	16	13	4	87
7	**Dewi**	25	18	16	13	3	86
8	**Fikri**	23	17	18	14	3	86
9	**Fitri**	18	13	14	18	3	65
10	**Gusti**	25	16	16	13	4	85
11	**Juli**	24	16	17	20	3	80
12	**Khairul**	21	14	15	17	3	70
13	**Kiki**	25	18	16	22	4	85

14	Liza	22	17	17	19	4	78
15	Marta	20	13	14	18	3	67
16	Mika	25	16	15	21	3	80
17	Nita	24	15	17	20	4	80
18	Nanda	25	20	19	22	4	90
19	Ongky	23	17	16	20	4	80
20	Frans	20	15	15	17	3	70
21	Fika	24	16	16	20	4	80
22	Putri	25	16	15	22	4	80
23	Rabiatul	21	14	17	20	4	76
24	Ridha	23	17	16	22	4	82
25	Ratna	23	16	17	19	4	79
26	Risky	25	17	16	22	4	82
27	Salsa	22	16	18	18	4	78
28	Tika	23	17	15	20	3	79
29	Vinda	25	17	17	20	3	83
30	Zefri	21	17	17	20	3	78
							$\sum x = $ **2.385**
							x = **79.5**

APPENDIX C

INTERVIEW SHEET

First session

Interview with the teacher before doin research in class

The writer   : what about the students' in ability mam ?

Teacher   : Their ability is Low. They can not speak English in good structure

or grammar. They still lack of vocabularies, the students also

haven't understand English yet.

The writer   : I'd found same difficultly when I was senior high school. Do you

think that they are able to produce a writing ? especially hortatory

writing ?

Teacher   : I'm not really sure, that will be too difficult for them. Even they

are not able to build a good sentence in English. Most of them will

not be able to do. Just a few that can do it. Besides that, they

haven't studied hortatory exposition yet. That topic will be studied in the end of this semester. So I'm not sure they can do that well.

The writer : so how do you teach them writing usually, mam ?

Teacher : usually I introduce them the kinds of writing, then I let them answer question based on the text. I just explain them the definition and the tense belongs to the kinds of writing. They learn about writing without producing a writing

The writer : ohhh, in this research I will have the students to do writing. The aim of my research is to enable them to writing well. I want to see the improvement after using probing prompting technique

Teacher : can you explain me a little about technique ?

The writer : probing prompting is a teaching that include teacher and students in a questioning session. While teacher teaching, the teacher will ask students that prompt them to explore their understanding. Teacher will probe students knowledge by giving questions about the topic learned. So, when questioning session occurred, students build their knowledge and make them master the lesson well.

Teacher :that's good. I would like to study about the technique too, also I need any references about the kinds of writing

The writer : ok. I would like to say thanks mam for this short interview

Teacher : welcome

Second session

Interview with the teacher after doin research

The writer   : what do you think about applying probing prompting technique in studying English mam ?

Teacher   : I think that's a good way to study English. During the process of the study, the students were easy to understand the lesson. They were active to answer the question, directly they can comprehend and explore their understanding of the topic. That's good. I will try to apply it too.

The writer   : did you find any difficultly in applying that technique to student's mam ?

Teacher   : I saw it was easy to apply, but the students often were not able to answer the question well. I think that's the weakness

The writer   : exactly mam, but it will be solved if probing prompting technique can be practiced regularly. It will be easy if we habit the students to answer question

Teacher   : I think so.

The writer   : ok thanks mam for this short interview

Teacher   : You're welcome

APPENDIX D

DIARY NOTES

First meeting

That was the first meeting the writer did research. The writer introduced her self and she told the students what her aim for coming there. She asked students a little bit about hortatory exposition. There was a response. They told that they hadn't heard it yet.

The writer briefly told the students what a hortatory exposition text is. Students paid attention, but the writer was sure that they hadn't understood well. That was no matter, it was still the first time.

Then, the writer gave them a test. The test was consisted of five items of multiple choice. It was given to know their understanding about hortatory exposition text. Then, there was an item of essay test. In this part, the test instructed the students to write a hortatory exposition text. It was done to know their ability in producing a hortatory expositin text.

The writer collected the test answer. Then she did a short interview with the students. At 08.40 am she said goodbye to students.

Second meeting

That day the writer started the claas by grreting the students and the teacher. The writer took the students' attendance list. Four students were about, the writer gave each student a piece of paper. It was a hortatory exposition text that was used as a media. The writer explained the students the kinds of writing ny using probing prompting technique. It was too passive. There was no response.

The writer continued the lesson by explaining hortatory exposition text. She explained its definition, its generic structure and its language features. The students understood. When identifying a hortatory exposition text, the students gave their opinion. The frozen class was quite melted. Most of question given were answerd. The most active students were devi and vinda. Eventhough a half of students were passive, the writer thought that probing prompting technique had progressed students' interest in studying. It was an enjoyable class. At 08.40 the writer ended the class after devided the students into five groups.

Third meeting

That day after taking the attendance list, the writer asked the students to sit is their group. Then she gave them a worksheet in a piece of paper. The students had to discuss the worksheet based on the instruction given. After discussing the answer, the students were asked to present their worksheet. Every group could give their question and suggestion to the group that was presenting the worksheet. The class became an active class. They asked and answered each other. After all

groups presented, the writer tried to clarify the questions that weren't answered well. Then she ended the class by saying good bye.

Fourth meeting

That day the writer started the class by greeting the students and teacher. Then, she chocked the attendance list. The writer reminded the students about the topic learned before giving the test II. She asked the students about the generic structure and language features of hortatory exposition text. Students were actively answered. After that she asked the students to write a hortatory exposition text individually, that was 60 minutes the time for test II.

When the time was up, the writer then collected students' writing test. She asked the students about their difficultly in making a text. Almost students said that they were confused in finding the right words to express their idea. They could not translate the words looking up the dictionaries. The writer then eded the class by saying goodbye.

Fifth meeting

After taking reflection for the first cycle, the writer concluded that the research was still need to be continued for the second cycle eventhough students had got improvement in writing hortatory exposition text. It was done because almost 50 % students could not get score up 75

On that meeting the writer did teaching and learning process by applying probing prompting technique again. The writer explained about hortatory exposition text by giving questions to students. Every question that was given to

students answered well. They had understood andhad ability to identify the text itself. Then the writer continued the lesson by writing a hortatory exposition text in the white biard by asking student's idea.

Six meeting

After greeting students and the teacher, and checking students' attendance list, the writer reviewed the previous topic. Then she asked the student to write a hortatory exposition text in a piece of paper individually. The students did the test III well. They sometimes asked the writer about the meening of some words in English

After collecting students' writing test the writer took a short interview to students and the teacher about the application of probing prompting technique. Then she ended the last class by saying thanks and goodbye.

APPENDIX E

OBSERVATION SHEET

Focus	Topic	Cycle I		Cycle II	
		Yes	No	Yes	No
The writer as the teacher	• The teacher comes in time • The teacher greet the students • The teacher check the students' attendance • The teacher does brainstorming • The teacher attracts students attention • The teacher explains teaching objectives • The teacher prepares the teaching material carefully • The teacher explain the lesson plan about hortatory exposition writing clearly • The teacher motivates students to show their best in writing hortatory exposition text • The teacher mixes the students from high writing level and low writing level in team • The teacher explain what the students should do in teams with their friends in writing hortatory exposition text • The teacher gives all the students chance to				

	ask about hortatory exposition writing • The teacher uses appropriate language based on the students ability • The teacher uses the suitable material with the students' ability • The teacher respons to the students questions • The teacher pays attention and involves herself to all teams in the class • The teacher gives feedback to the students • The teacher manager the time effectly and efficiently • The teacher can control the students				
The students	• The students pay attention to the teacher's explanation • The students ask question to the teacher if there is something unclear • The students answer the questions of the teacher about hortatory exposition exposition writing • The students give good responds to the topic given • The students write their hortatory				

	exposition writing actively and seriously				
	• The students discuss about their writing actively				
	• The students feel interested in teaching learning process				
	• The students participate in groups discussion actively and try to make all the members understand hortatory exposition writing				
	• All the students do their writing				
	• The students are able to control their voices				
	• The students are activeto give opinions in their teams				
	• Ther are some students that are still confused and do not know what to do				
	• All the students come to follow the best				
	• All the students submit their homework				
contexs	• The classroom is safed from crowded				
	• The classroom is comfortable (clean and calm)				
	• The classroom has teaching aids (marker, whiteboard, duster, etc)				

APPENDIX F

WORKSHEET

Group Discussion

1. What the meaning of wrinting ?

   a. A proces of formulating and organizing the ideas and finding the right words to presesent them in a piece of paper.

   b. Yhe success of getting something through skill hardwork.

   c. What someone has actually got form a piece of paper.

   d. A collection of sentencesthat deal with one subject

   e. Type of paragraph which describes something to eb\nable the the reader to feel what the writer feel.

2. An exposition text is a text that is used to …

   a. Tell a personal or fictional experience or tell a story

   b. Persuade the reader to follow what the writer thinks

   c. Influence the reader opinion, 76entence and their way of thinking to the writer wants

   d. Give information and explain the readera about a topic

   e. Describes something to enable the reader opinion, attitude and their way of thinking to feel what the writer feel

3. Exposition text is divided into 2. They are ….

   a. Argumentative and descriptive

   b. Argumentative and analytical

   c. Analytical and hortatory

   d. Hortatory and descriptive

   e. Narrative and persuasive

4. Exposition text usually used ….

    a. Past tense

    b. Present tense

    c. Simple future

    d. Present future 77entences77

    e. Past perfect tense

5. Sentence that contain the main point of a topic is called topic sentences, while the explanations that support the main point of a topic is called …

    a. Main idea

    b. Concluding 77entences

    c. Controlling idea

    d. Closing sentences

    e. Supporting sentences

II. Read the text and do the instruction below !

<p align="center">Character Education For Teenagers</p>

Teenagers is a period experienced by children during junior high. This is a period when transition begins, starting from the age of 10 to 21. At this time period the teenager is looking for their identity. That's why they should get character education in order to become a generation that is honest, creative, caring, polite, and have self-esteem.

Teenager is a difficult time because it takes more self-control than during the childhood. In this period teenagers need adults to lead them to positive behavior, so they would not be easy affected to negative actions. If the control is good then the teenager can be a child who make their parents proud.

This character education can create successful teenagers. In character education teenagers also been taught religious values that can build better personality of the teenagers, so they will grown up as sensitive people in the social environment. In addition, they are also been taught the value of tolerance, love peace and other value of humanity in order to form teenagers who love their surrounding.

Thus, positive values in character education can lead to create excellent teenagers. They can also compete well at national and international levels. Positive value in character education can also make teenagers activities directed and will have good personality.

1. Identify the generic structure of the text !

2. Identify the language features of the text !

ATTENDENT LIST OF SMA SWASTA SWAKARYA SALAPIAN

No.	Name	Meet I	Meet II	Meet III	Meet IV	Meet V	Meet VI
1	Alifa Soraya						
2	Rahmat Alim						
3	Boby Syahputra						
4	Dedek Kurniawan						
5	Desi Adelia						
6	Devi Wulandari						
7	Yunita Dewi						
8	Muhammad fikri						
9	Pitri br Tarigan						
10	Gusti Randa						
11	Juliana br STP						
12	Khairul Amri						
13	Kiki Rezeky						
14	Liza maznisyah lubis						
15	Marta Diana						
16	Mikhaila br P.A						
17	Nita Gustina						
18	Nanda						
19	Ongky Alexander						
20	Fransisko Ginting						
21	Fika Sari						

22	Putri Handayani						
23	Rabiatul						
24	Rida Utama						
25	Ratna Sari br. Ginting						
26	Risky Susanti						
27	Salsalina br bangun						
28	Tika Siregar						
29	Vinda Tarigan						
30	Zefri Singarimbun.						

nama: Gur kanda
kelas: XIIPA 2

EDUCATION

There are many arguments in favor of a boarding school Education. Never the less, the boarding school is not always the best education institution for everyone.

At an early age interacting and communicating with people is very important for a child's personal life and can be especially helpful for his/her future. In a boarding school, shy children can take advantage of interaction through communal activities. The boarding school also offers a great variety of activities such as arts, sports, and music that allow children to demonstrate and develop specialized skills in their free time.

Furthermore, the structured way of life and strict rules at the boarding school may help students to get used to a well ordered way of life. The manners and social skills will help them to become more responsible and confident, and to develop their talents in leadership. Professionally trained teachers and educators in the boarding school can offer excellent education without the parents' constant supervision.

In spite of these good points, it is not advisable to send a child to a boarding school if he/she is a dependent learner. A boarding school usually demands that students learn independently.

In addition, the boarding school should not be seen as a mearsure to solve inappropriate behavior or unsatisfactory study performance. Instead of improving. Problematic childern may close off their relationship with their peers and Teachere

In conclusion although a boarding school may provide good education to many children, it is not recommended for those who are strongly attached to their families. They may become frustrated and socially isolated.

C : 22
O : 16
V : 16
L : 19
M : 4 +
_____
78

(78)

EDUCATION

Nama : Nasda Sbr
Kelas : XI IPa²

Teenagers is a period experienced by children during Junior high, This is a period when transition begins, Starting from the age of 10 to 21. At this time perod the teenager is looking for their identity. That's why they should get character education in order to became a generation that is hoast, creative caring. polite and have self - esteem.

Teenagers is a difficult time because it takes more self - control than during the chidhood in this period teenagres need adults to lead them to positive behavicir, so they wold not be easy affected to negative actions. if the control is good then the teenager can be a child who make there parents proud.

This character edutation can create successful teenagers.

in character education teenagres also been taught religious vales valves than can build better persunality of the teenagers, so they will grown up as sensitive people in the social enviroñment in addition.


```
C :  27
O :  18
V :  16
L :  20
M :   4    +
     ___
      85
```

Child who make their parents pround

This caracter education can create successful teenagres in caracter education teenagers also been tought religious values that can build better personauty of the teenagers. So they will grawn up as sensitive people in the social en viranment. In addition, they are also been taught the value of tolerance, love peace and other value of humanity in order to from teenagres who lore their surrounding.

·Thus, positive values in character education can lead to create excellent teenagers. they can also compete well at national and international levels. Positive value in caracter education can also moke teenagers activities directed and will have good personauty.

EDUCATION

nama : Rizy Susanti
Kelas : XI Ipa²

National Exam or UN is a big issue in indonesia. It is supposed to measure the ability of the students, but it is now a night mare, not just for the students, but also for the parents and teachers. in fact UN has give to much pressure to the students, it mus be changed.

When the time for the national exam come we can see on the face of the students the fear and the stress. Education should educate people not to put them on too much pressure.

It is also a fact that there are so many students that try to cheat on the exam. On the news we were told about students that bring hand phone with answer in it. Or about the watchers that let the students to ask answer to their friends. And after the exam, we find that some students whom are not pass the grade will be too depressed.

Those facts above are enough to show us that UN is bring more bad than the good.

We must change the system, we still need UN as an evaluation of the studying process. But it should not be the only one to decide the result. Teachers and school also should be the part to decide whether a student pass the grade or not.

C : 24
O : 16
V : 16
L : 20
M : 3 +
_____
80

Television

Nama: R.U. Utama
Kelas: XI IPA 2
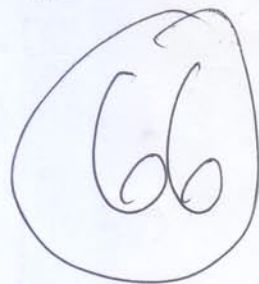
Gossip show is television shows are talking about news is hot in public but negative news.

In my perfection gossip show is impressions unfavorable to watch especially for children, because it does not educate and only discuss disgrace to someone who should not be known by the public. gossip show can also be detrimental to a particular party, because it could defame someone.

the same thing happened at the infotainment event, which has become the needs of the majority of Indonesian people, especially among housewives and girls. the construction of entertainment viewers is built on the stereotyping nature of wo. men. what we need to underline again is that the event is so dominating. starting early in the morning some television stations have already presented warm issues about the artists. it is still dawn, if diligently follow, the event will still continue until the afternoon runs out maghrib

Gossip can also have an impact. this is a Bad impact watching a Gossip event, triggering Ghibah even Defamation, make us feel bab, cultivating the Heart of the Heart, following the lifestyle make us soulke showy, wasting time, etc

Gossip show should be replaced with higher quality events such as a talent show or other educational events.

C : 20
O : 13
V : 11
L : 19
M : 3
_____ +
66

66

nama : R.A... A...
kelas : XI Ipa²

TELEVISION

TELEPISION IS TODAY A PRT OF DAILY LIEE IT IS NOT ONLY aSlILIrce of entertaiment but also news and information. television is also a valuable tool for science, education and industry.

what makes television even more interesting isthat action which is accompanied by sound, so we can see as well as hear what is actually happen on the other region just through television.

today we can stay at home and enjoy entertainment that once could be seen only in cinema, theaters and sport arenas, television enables to meet important people.

it can bring important guests and important scene to receivers who are located any where.

television has a great influence on our idea about what is right and what is guest and important scene to receivers who are located any where.

television has a great influence on our idea about what is right and what is wrong. it influences the way which we should behave.

television has close related to our life in general, some times the value and life style we get from television are in conflict with those that we get at home and school.

critics point out that crime and TV show often appeal to taste for violence, while many games and quizzes appeal to greedy. It is important to suggest that television should be used for socially constructive
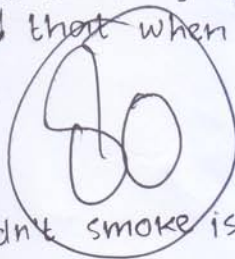
SMOKING

Nama: ... ... andayani
Kelas: XI IPA 2

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 has. 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 sports. Also, smoking produces lethal diseases like cancer and reduces the length and quality of your life. Maybe you don't notice all the physical effects of smoking immediately, but you surely will be sorry one day.

ARGUMENT 2: The second reason why you shouldn't smoke is because of all the money that you spend on it. Maybe you start smoking only when someone offers you a cigarette, but there will be a day when you will feel the need of a cigarette. By this time, you will pay whatever to smoke, and each time you will smoke more, so you will spend more money. All the money you would spend on cigars could have be spent in something better, don't you think?

C: 24
O: 16
V: 16
L: 20
M: 4
____
80

ARGUMENT 3: The last reason why you shouldn't smoke is out of respect for the people around you. When you smoke, you not only harm yourself, but you also harm all the people around you. So you mustn't be selfish; you should at least avoid smoking in front of people who don't smoke. Also, many people don't like the cigarette's smell, so they won't enjoy your company. Would you like that?

RECOMMENDATION: I have said just some reasons of why you shouldn't smoke, so I hope that now those of you who smoke are able to think a little and try to make a smart decision. In addition to all the reasons I've said, I would like you to think about how much you love yourself and then . Whether you want to continue harming yourself. Think also about all the people who love you, like your family who doesn't want to see you suffering or sick. If you decide to continue smoking, what a pity. But if you decide to stop smoking, congratulations! Remember that "If you can dream it, you can do it.

SMOKING

nama : Yuphia Dewi
kelas : XI IPA 2
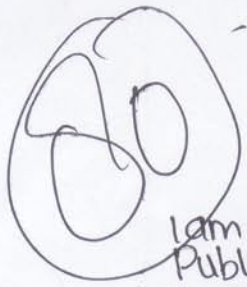
I am writing to complain about smoking in Public places. there are so many people that are smoking in Public places. As far as I'm concerned smoking in Public places should not be allowed for some reasons.

C : 24
O : 16
V : 16
L : 20
M : 4 +
   ___
   80

First of all, smoking is not healthy for people who are inhaling that smoke. In fact, people who are inhaling cigarette's smoke can be affected by various diseases, like lung cancer throat cancer, heart.

Second, smoking in Public places is unpolite. Smoking in Public places can make some people feel annoyed and confused about that smoke. In other words, smoking in Public places can make people feel angry. when people feel angry, it can make a fuss between the angry people and the people who are smoking. So it can make other people feel disturbed.

Finally, smoking in Public places can be imitated by young children. Young children is an impostor. Every behavior that are doing by an adult, it will be imitated by young children. So, if young children smoking, it can make our next generation will b broken.

For those reasons, As far as I'm concerned, smoking in Public places should not be allowed. Smoking in unhealthy. Smoking in Public places is unPolite.

SMOKING

Name: FIT B̶∎∎∎∎G
Kelas: XI IPA-2

64

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

C : 19
O : 13
V : 13
L : 16
M : 3
———
64

.Apparently that makes them the burn smokers. Now that da semoke fairly regularly. They can not avoid smoking and the enjoy too. They have smoker friends. Everyday they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.

Suddenly, for certain reasan, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung and pancreatic cancer. even it was reparted that around 400.000 Americans died each year, it was are every 80 seconds from tobacco-related illnesses.

Then they decide it is stupid to norm server, they what to quit smoking. unfortunately, they find that quitting. Smoking is so diffcult why can't I stop smoking? I really want to stop It "Is hard to cigarette is one of the most effclent drug delivery devices. ever devised. As result, when people thy to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxienty. Irritability, hedache, depresslan, and restlessness.

· Well, still what to thy smoke? think the facts before trying! If you are not smoker, you should never and never try to smoke.

Smoking

my fiends, many of students now as a smoker. so . somoking habit must be prevent them from storting the habit.

carbon monoxide is a harmful gas you inhale when you somke. once in your lungs, it's trans ferred to your blood strem. carbon monoxide decreases the amount of oxygen that is carried in the red blood cells. It also increases the amon t of cholesterol that is deposited into the inner linning of the arteries which, over time, can cause the arteries to harden. This leads to heart disease, artery disese and possibly heart attack.

nicotine is a dangerous and highly addictive chem mical. it can cause an incre in blood pressure, heart rate, flow of blood to the hardening of the arterial walls, which in turn, may lead to a heart attack.

Smokers arean't the only ones affected by tobacco smg ke is a serious health hazard for nonsmokers, especia lly children. nonsmokers who have high blood pressure or high blood cholesterol have an even greater risk of developing heart diseases when they re exposed to secon d hand somoke.

for me, to prevent this problems is an anti smoking clubs and parent-teacher association were the targeted participants. we can prepared a special module centering on quit smoking techniques, health hazards of smaking and how to say no to it. The participants will then use this knowledge to tackie tobacco-related scenarios in school and at home. It was importent to cautin non-smokerson smoking hazards to prevent them from starding the habit.

EDUCATION

Nama : Ni Putu Putri
Kelas : XI IPA

Extracurricular activities are non-subject education activities and counseling services to assist the development of learners according to their needs, potentials, talents, and interests through activities that are specifically organized by educators and/or educational personnel who are capable and authorized in the school. Extracurricular is highly recommended to be followed by each students because it has a lot of benefits.

72

The benefits of extracurricular activities are numerous. Students can get useful knowledge. In any selected extra-curricular activities, there are certainly basic knowledge. For example, English club extracurricular where students can learn the grammar properly and correctly. Another example is forming school bands, it can explore students talent in music so their talents are not buried.

Through extracurricular students can cultivate a sportive spirit in various competitions (eg; basketball or football) whether it is held internally in school outside the school. Extra curricular can also teach the students the meaning of organization, ~~students~~ eventhough on a small scale. In that organization, students can learn to be leaders, administrators, or even learn to make an interesting event in an extracurricular exhibition and many more positive things that students can gain by following extracurricular activities.

In order to develop students' interests and talents, they can choose any extra curricular which suits their ability. However, do not forget to manage the time between academic activities and extracurricular activities.

C : 20
O : 15
V : 14
L : 30
M : 3   +
—————
72

Dokumentasi

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   : Utari Wirda Ningsih
NPM   : 1402050213
Program Studi   : Pendidikan Bahasa Inggris
Kredit Kumulatif   : 129 SKS   IPK= 3,31

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
24 11-2017	Improving Students' Achievement in Writing Hortatory Exposition Text by Using Probing Prompting Technique at SMA N 1 Salapian Langkat Academic Year 2017/2018	
	The Effect of Applying Think Talk Write in Writing Strategy on Students' Achievement in Writing Descriptive Text	
	The Effect of Elicitation Technique on Students' Speaking Achievement	

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

Medan, 24 November 2017
Hormat Pemohon,

Utari Wirda Ningsih

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

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Utari Wirda Ningsih

NPM : 1402050213

Program Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Improving Students' Achievement in Writing Hortatory Exposition Text by Using Probing Prompting Technique at SMA N 1 Salapian Langkat Academic Year 2017/2018	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan

kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Dewi Juniarta, SS, M.S

Medan, 24 November 2017
Hormat Pemohon,

Utari Wirda Ningsih

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   : Utari Wirda Ningsih
NPM   : 1402050213
Prog. Studi   : Pendidikan Bahasa Inggris

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

Improving Students' Achievement in Writing Hortatory Exposition Text by Using Probing
Prompting Technique at SMA Negeri 1 Salapian Langkat Academic Year 2017/2018

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Dewi Juni Artha, SS, M.S   Acc 3/12-2017

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, 05 Desember 2017
Hormat Pemohon,

Utari Wirda Ningsih

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

===

Nomor   : 639 /II.3-AU /UMSU-02/F/2017
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
               Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

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 :

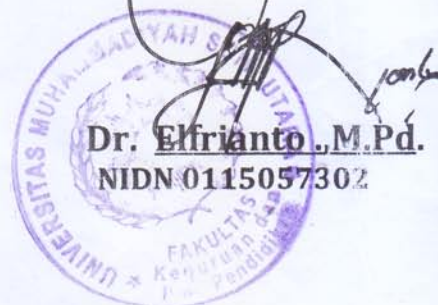|		
Nama Mahasiswa	:	Utari Wirda Ningsih
NPM	:	1402050213
Program Studi	:	Pend. Bahasa Inggris
Judul Skripsi	:	Improving Students' Achievement in Writing Hortatory Exposition Text by Using Probing Prompting Technique at SMA Negeri I Salapian Langkat Academic Year 2017/2018
Pembimbing	:	Dewi Juniarta.,S.S.,M.S

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 sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **06 Desember 2018**

Medan, <u>16 Rab. Awwal 1439 H</u>
05 Desember   2017 M

Wassalam
Dekan

Dr. Elfrianto .,M.Pd.
NIDN 0115057302

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

SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Utari Wirda Ningsih
N.P.M	:	1402050213
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Improving Students' Achievement in Writing Hortatory Exposition Text by Using Probing Prompting Technique at SMA Swasta Swakarya Langkat Academic Year 2017/2018

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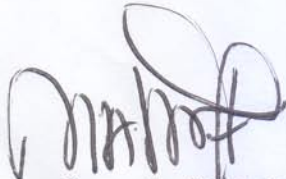
Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Oktober 2018
Hormat saya
Yang membuat pernyataan,

METERAI
TEMPEL
68726AFF371799490
6000
ENAM RIBU RUPIAH

Utari Wirda Ningsih

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap : Utari Wirda Ningsih

N.P.M : 1402050213

Program Studi : Pendidikan Bahasa Inggris

Judul Proposal : Improving Students' Achievement in Writing Hortatory Exposition Text by Using Probing Prompting Technique at SMA Swasta Swakarya Langkat Academic Year 2017/2018

Pada hari Kamis tanggal 02 bulan Agustus tahun 2018 sudah layak menjadi proposal skripsi.

Medan, Oktober 2018

Disetujui oleh:

Dosen Pembahas

Erlindawati, S.Pd, M.Pd

Dosen Pembimbing

Dewi Juniartha, SS, MS

Diketahui oleh
Ketua Program Studi,

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

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 Fax. (061) 6625474 - 6631003
Website: http://fkip.umsu.ac.id   E-mail: fkip@umsu.ac.id

Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor	: 4001 /II.3/UMSU-02/F/2018	Medan, 24 Muharram 1440 H	
Lamp	: ---	04 Oktober	2018 M
H a l	: Mohon Izin Riset		

Kepada Yth, Bapak/Ibu Kepala
SMA Swasta Swakarya Langkat
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	:	Utari Wirda Ningsih
N P M	:	1402050213
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	Improving Students' Achievement in Writing Hortatory Exposition Text by Using Probing Prompting Tecnigue at SMA Swasta Swakarya Langkat Academic Year 2018/2019.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

a.n. Dekan
Wakil Dekan I

Dra. Hj. Syamsuyurnita, M.Pd

** Pertinggal **

SURAT KETERANGAN SEKOLAH
NO. 022/ SMA / S.6 / X / 2018

Yang bertanda tangan dibawah ini :

|		
Nama	:	**SYAHFRIZAL TARIGAN, M.Pd**
Jabatan	:	Kepala SMA Swasta Swakarya Salapian
Unit Kerja	:	SMA Swasta Swakarya Salapian

Dengan ini menerangkan :

Nama	:	**UTARI WIRDA NINGSIH**
N P M	:	1402050213
Jenjang	:	S.1
Prodi	:	Pendidikan Bahasa Inggris
Tempat Penelitian	:	SMA Swasta Swakarya Salapian

Telah melaksanakan Penelitian terhitung dari mulai tanggal 27 Agustus sampai dengan 29 September 2018 dengan judul :

Improving Student's Achievement in Writing Hortatory Exposition Text by Using Probing Prompting Technique at SMA Swasta Swakarya Langkat Academic Year 2018/2019.

Demikian surat keterangan ini dibuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Tanjung Langkat, 11 Oktober 2018
Ka.SMA Swasta Swakarya Salapian
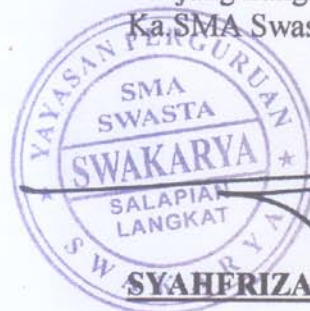
SYAHFRIZAL TARIGAN, M.Pd

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Utari Wirda Ningsih
N.P.M : 1402050213
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Improving Students' Achievement in Writing Hortatory Exposition Text by Using Probing Prompting Technique at Sma N 1 Salapian Langkat Academic Year 2017/2018

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
5 Des '17	Judul	
15 Des '17	Bab 1 ; perbaiki Indentifikation of the problem dan object of the study.	
8 - Jan '17	Bab 3. perbaiki Time and location of the research	
2 - Feb '17	Perbaiki penulisan References	
27. Feb '17	ACC	

Medan,   Desember 2017

Dosen Pembimbing

Diketahui oleh:
Ketua Prodi

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

(Dewi juni artha, SS, M.S)

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	:	Universitas Muhammadiyah Sumatera Utara
Fakultas	:	Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	:	Pendidikan Bahasa Inggris
Nama Lengkap	:	Utari Wirda Ningsih
N.P.M	:	1402050213
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Improving Students' Achievement in Writing Hortatory Exposition Text by Using Probing Prompting Technique at SMA Swasta Swakarya Salapian Langkat Academic Year 2017/2018

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
25 Sept 2018	- Isi belum lengkap - Appendixes belum disertakan	
5 Okt 2018	- Perhatikan penggunaan tenses - Cek cara penulisan daftar Isi	
12 Okt 2018	- ACC untuk sidang skripsi	

Medan,   Oktober 2018

Diketahui oleh:
Ketua Prodi

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

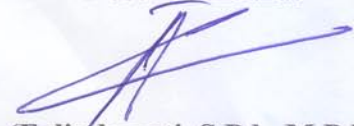Dosen Pembimbing

(Dewi Juni Artha, SS, MS)

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Kamis Tanggal 02 Bulan Agustus Tahun 2018 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :
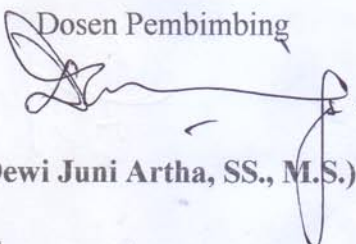
Nama Lengkap	: Utari Wirda Ningsih
N.P.M	: 1402050213
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Improving Students' Achievement in Writing Hortatory Exposition Text by Using Probing Prompting Technique at SMA Negeri 1 Salapian Langkat Academic Year 2017/2018

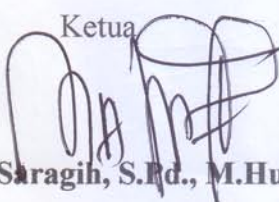| No	Masukan dan Saran
Judul	✓
Bab I	Revise
Bab II	Revise
Bab III	Revise
Lainnya	Revise the instrument of your research
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Erlindawati, S.Pd., M.Pd.)

Dosen Pembimbing

(Dewi Juni Artha, SS., M.S.)

Panitia Pelaksana
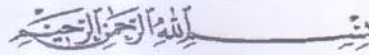
Ketua

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

Sekretaris

(Pirman Ginting, S.Pd., M.Hum.)

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

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

Nama Lengkap	:	Utari Wirda Ningsih
N.P.M	:	1402050213
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Improving Students' Achievement in Writing Hortatory Exposition Text by Using Probing Prompting Technique at SMA Swasta Swakarya Langkat Academic Year 2017/2018

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 02, Bulan Agustus, Tahun 2018

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

Medan, Oktober 2018

Ketua,

Mandra Saragih, S.Pd, M.Hum

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

Perihal : **Permohonan Perubahan Judul Skripsi**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap : Utari Wirda Ningsih
N.P.M : 1402050213
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

Improving Students' Achievement in Writing Hortatory Exposition Text by Using Probing Prompting Technique at SMA Negeri 1 Salapian Langkat Academic Year 2017/2018

Menjadi:

Improving Students' Achievement in Writing Hortatory Exposition Text by Using Probing Prompting Technique at SMA Swasta Swakarya Langkat Academic Year 2017/2018

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya.

Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, Oktober 2018

Ketua Program Studi
Pendidikan Bahasa Inggris

Hormat Pemohon

Mandra Saragih, S.Pd, M.Hum

Utari Wirda Ningsih

Diketahui Oleh :

Dosen Pembahas

Dosen Pembimbing

Erlindawati, S.Pd, M.Pd

Dewi Juniartha, SS, MS

SURAT KETERANGAN
Nomor: S879../KET/II.10-AU/UMSU-P/M/2018

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Pelaksana Tugas (Plt.) Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	Utari Wirda Ningsih
NPM	:	1402050213
Fakultas	:	Keguruan dan Ilmu Pendidikan
Jurusan/ P.Studi	:	Pendidikan Bahasa Inggris

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 2 Safar 1440 H
13 Oktober 2018 M
Plt. Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Fakultas Keguruan dan Ilmu Pendidikan

SURAT PERNYATAAN

Bismillahirrahmanirrahim

Yang bertanda tangan di bawah ini, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

Nama Lengkap	:	**UTARI WIRDA NINGSIH**
Tempat/Tgl. Lahir	:	Kuala, 16 September 1995
Agama	:	Islam
Status Perkawinan	:	Kawin/Belum Kawin/Duda/Janda
No. Pokok Mahasiswa	:	1402050213
Program Studi	:	Pendidikan Bahasa Inggris
Alamat Rumah	:	Jl. Alumunium Raya
Telp/HP	:	0822 7648 6502
Pekerjaan/Instansi	:	-
Alamat Kantor	:	-

Melalui surat permohonan tertanggal,   Oktober 2018 telah mengajukan permohonan menempuh ujian Skripsi. Untuk ujian skripsi yang akan saya tempuh, menyatakan dengan sesungguhnya, bahwa saya :

1. Dalam keadaan sehat jasmani maupun rohani
2. Siap secara optimal dan berada dalam kondisi baik untuk memberikan jawaban atas pertanyaan penguji.
3. Bersedia menerima keputusan Panitia Ujian Skripsi dengan ikhlas tanpa mengadakan gugatan apapun.
4. Menyadari bahwa keputusan Panitia Ujian ini bersifat mutlak dan tidak dapat diganggu gugat.

Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu. Semoga Allah SWT meridhoi saya. Amin.

Saya yang menyatakan,

UTARI WIRDA NINGSIH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Fakultas Keguruan dan Ilmu Pendidikan

PERMOHONAN UJIAN SKRIPSI

Kepada Yth :   Medan,   Oktober 2018

Bapak/Ibu Dekan*)
Di
Medan

Assalamu'alaikum Wr. Wb

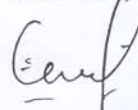Dengan hormat, saya yang bertanda tangan dibawah ini :

Nama : **UTARI WIRDA NINGSIH**
No. Pokok Mahasiswa : 1402050213
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jl. Alumunium Raya

Mengajukan permohonan mengikuti ujian skripsi. Bersama ini saya lampirkan persyaratan :

1. Transkrip nilai (membawa KHS asli Sem I s/d terakhir dan Nilai Semester Pendek (kalau ada SP). Apabila KHS asli hilang, maka KHS Foto Copy harus dileges di Biro FKIP UMSU
2. Foto copy STTB/Ijazah terakhir dilegalisir 3 rangkap (Boleh yang baru dan yang lama).
3. Pas foto ukuran 4 x 6 cm, 15 lembar
4. Bukti lunas SPP tahap berjalan (difoto copy rangkap 3)
5. Surat keterangan bebas perpustakaan
6. Surat permohonan sidang yang telah ditandatangani oleh pimpinan Fakultas.
7. Foto copy Kompri Muhammadiyah (difoto copy rangkap 3)
8. Skripsi yang telah ACC Ketua dan Sekretaris Program Studi serta sudah ditandatangani oleh Dekan Fakultas.

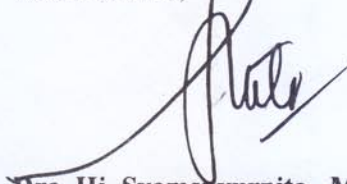Demikianlah permohonan saya untuk pengurusan selanjutnya. Terima kasih, wassalam.

                                              Pemohon,

                                     UTARI WIRDA NINGSIH

Medan,   Oktober 2018   Medan,   Oktober 2018
Disetujui oleh :   Wakil Dekan I,
A.n. Rektor
Wakil Rektor I,

Dr. MUHAMMAD ARIFIN, S.H., M.Hum.   **Dra. Hj. Syamsuyurnita, M.Pd.**

CURRICULUM VITAE

Name	: Utari Wirda Ningsih
Registered	: 1402050213
Place/ date of birth	: Kuala, 16 september 1995
Sex	: Female
Religion	: Moslem
Marital Status	: Single
Nationally	: Indonesia
Father's Name	: Nur Alamsyah
Mothers's Name	: Mala Hairani
Addres	: Jln. Aluminium Raya No.77 Tanjung Mulia Medan
Mobile Phone	: 082276486502
Gmail	: Novindatasembiring123@gmail.com

Education

1. TK Kasih Ibu Perk. Tanjung Keliling (2000-2001)

2. Elementary School at SD NEGERI 050629 Tanjung Langkat (2001-2007)

3. Junior High School at SMP NEGERI I SALAPIAN (2007-2010)

4. Senior High School at SMA NEGERI I KUALA (2010-2013)

Medan,   octobers 2018

Utari Wirda Ningsih
1402050213