

**THE USE OF PEER LESSON TECHNIQUE TO IMPROVE  
STUDENTS' ABILITY IN WRITING HORTATORY  
EXPOSITION PARAGRAPH**

**SKRIPSI**

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**By**

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## ABSTRACT

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This study concern on using peer lesson technique to improve students' ability in writing hortatory exposition paragraph. The subject of research of this study was tenth grade students' of SMK PAB-2 Helvetia. There were only one class, consisted of 40 students'. The techniques for collecting the data were conducted by administrating two cycles. Each cycles have four stage, they were: planning, action, observation, and reflection in which every cycle consisted of three meetings. The instrument for collecting data were quantitive (create an essay the hortatory exposition paragraph) and qualitative data (observation sheet and questionnaire sheet). Based on the score matching the word students' score keep improving in every test. In the first cycle test the mean score was 69,5 and in second cycle test the mean score was 89. The Improvement can also be seen from the percentage of students' writing skills in the competency test in the first cycle of 42.5% (17 students) of the number of students who reached KKM got 75 points. In the competency test in the second cycle of 95% (38 students) got 75 points. It means there was an improvement about 52,5%. The conclusion is that the use of peer lesson technique can increas students' learning outcomes and increasing students' activities in learning by using peer lesson technique can be said to be effective in improve students' writing ability. It means that learning activity through Peer Lesson Technique able to motivate the students' intellectual.

**Key Words:** Peer Lesson Technique, Writing Hortatory Exposition Paragraph.

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# CHAPTER I

## INTRODUCTION

### **A. The Background of The Study**

The use of peer lesson technique on the students' ability in writing hortatory exposition paragraph was useful for the students' tenth class at SMK PAB 2 Jl. Veteran Psr. IV Helvetia Kec. Labuhan Deli. According to (Mel Silberman, 2007: 173). Peer Lesson is a learning techniques that is part of active learning (active learning). Based on the above, the writer had some reason why the writer using Peer Lesson Technique in write thesis, such as (1) this technique puts the entire responsibility to teach the students as a class member. (2) This model was a good technique to effective the students' learning ability that can help the students to think inductively based on their idea and make the students' to not get bored. (3) The great technique to make the students' interesting to learning English. (4) PL technique could help learners to have transition period between old and new knowledge, one of the teaching writing technique that can solve problems. (5) Peer lesson as foster creativity, as it aims to increase the success of the learning process more emphasis on student-centered.

Writing is one of the most important basic skills in teaching English. It is a process to send a message from the writers to the readers. Though writing students can express the students' mind, opinion, statement and so on. It should be mastered by students to complete their skills in learning a language. According McCrimmon in St. Slamet Y. (2008) is an activity explore thoughts and feelings about a subject, choose the things that will be written, determining how to write it

so that the reader can understand it easily and clearly. St. Slamet Y. (2008) own point about writing is an activity that requires capabilities that are complex. Writing is a creative behavior, the behavior of creative writing as it requires an understanding or feel something: an experience, writing, events.

In educational unit level curriculum (Kurikulum Tingkat Satuan Pendidikan (KTSP), the objective of teaching writing is clearly stated. One of the objectives is students are expected to be competent in one of the objectives is students are expected to be competent in comprehending writing in various English texts. For senior High school students, they were expected to be able to comprehend the meaning of writing text: recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory, explanation, discussion, and review in daily life context. And then, There are so many techniques that popular to make the teaching in writing Hortatory Exposition more effective and interesting. One of them, by using the Peer Lesson Technique on the students' in teaching writing Hortatory Exposition is most to be helpful for the X grade of students at SMK PAB 2 Helvetia of academic years 2016/2017.

Based on the experience of researcher's in the observation program at SMK PAB 2 Helvetia, the researcher predict that students in the school can write and understand what they have write well. But, the reality the students' ability in writing still very low, because most of the students get the score under Minimal Competence Criteria (KKM) of English lesson for Senior High School. The Minimal Competence Criteria (KKM) applied for the one grade by school is 75. It was proved by an interview that the writer did with the English teacher. The

teacher said there was 50% of students who had low mean score (under 75). The data can be seen from the number of the students namely 40 peoples (The source of take from practice write the lesson 2016/2017).

There are found some student's problem in Hortatory Exposition Paragraph. Therefore, this research was necessarily to be done. There were some reasons of doing the research. First reason, based on the researcher experience in the observation program, the researcher found that many students thought that writing was very difficult. Because they had no imagination to write, they did not know what suppose be written and the lack vocabulary and tenses. In this case, the students had to study hard to master it and teacher should create a good atmosphere in class. Students confused in determining the structure of a generic paragraph, students confused what to say even, perhaps they do not know well about the arguments they had to write and express their ideas in writing or lacking in vocabulary. Teacher should help their students to overcome these problems by motivating them, especially in writing Hortatory Exposition Paragraph was one of writing genre that cannot be master easily by students and most of students were not interest in writing. Teacher also should use appropriate media so that the students will be interest in learning Hortatory Exposition Paragraph. So that students could understand It easily and it gave the positive effect to them to writing Hortatory Exposition Paragraph.

Secondly, every students had different feeling and thought towards a lesson especially English. The students thought the lesson was easy or difficult, boring or interesting, depend on how they learn it. And it also depend on how the teacher

deliver the material. When the student most of them found unfamiliar words and they usually could not imagine the words that they want to write. To solve this problem, the teacher should choose and apply the media or technique which is appropriate to the classroom atmosphere. Using media would make the teaching learning process was very bored, students' felt uninteresting or even made the students more confused about material, because the teacher used media in teaching and learning process. By use Peer Lesson Technique in teaching and learning process would increase students' motivation, attention and interest in learning English in writing Hortatory Exposition Paragraph.

The third, to increase the students' insight about the steps to write the form of Hortatory Exposition Paragraph make students easy with Peer Lesson. Essay like paragraph, was controlled by one central idea. in the essay sentence containing the central idea was called the thesis statement. So, students can make a Hortatory Exposition with a way essay to Hortatory Exposition. One of the language skills that focused in this study is writing skill. Writing activity is very important in education because it can train students to think, express ideas and solve problems, writing also can support the success of one's life. Through what was produced through his writing. Instead, people left behind in the global competition if he cannot express ideas in writing. In the modern area, the ability write a qualified person has can be used as a source livelihood, were quite promising. So that the researcher very curios to know about effect of using Peer Lesson Technique.

The fourth, writing was process of putting thought or ideas in words into a progression of words which combine into sentence in the form of paragraph. It is not easy for the students' to write well in English. Most of them not interest in writing. There are many types of learning techniques that can be used by teachers in deliver learning in the classroom. However, not all of these techniques can be used to teach certain materials such as writing hortatory exposition paragraph. Peer Lesson technique is one kind of technique, this situation occurs because the peer lesson technique suitable. This technique can be used as an alternative learning to write thesis, argument, and recommendation in school. Excellence peer lesson technique can improve students' creativity in stringing words with its own language and to train students to focus on writing Hortatory Exposition Paragraph.

Finally, the teacher might be able to present the lesson with more interesting and relevant. The topic might be selected according to the knowledge of the students. It means the teacher should focus attention on the use of Peer Lesson Technique to the student in writing, so they will write the Hortatory Exposition more easily. It motivated and interest them in learning English, it could be an enjoyable way of finding an idea through the imagination. The students' would not feel bored in learning. It could help the students establish the link between words and meaning. It also could be as an alternative technique in teaching writing Hortatory Exposition Paragraph, the students could grasp how way the writing easily without a give its topic. Based on the problem and the statement above, So the writer tended to choose the title in this research **“The Use**

## **of Peer Lesson Techniques to Improve Student's Ability in Writing Hortatory Exposition Paragraph".**

### **B. The Identification of the Problem**

Based on the problem described previously, then the problems can be identified as follows:

1. The students ability in writing hortatory exposition paragraph was very low.
2. The students were lack in vocabulary, structure and grammar
3. The students were difficult in writing hortatory exposition paragraph

### **C. The Scope and Limitation**

The scope of this research was on writing by using peer lesson technique and it was limited on hortatory exposition paragraph on the X grade students of SMK PAB 2 Helvetia academic year 2016/2017

### **D. The Formulation of the Problem**

The problem of this study research is formulated such as:

1. Is there any significant the use of Peer Lesson Techniques on the students' ability in writing hortatory exposition paragraph?

### **E. The Objective of the study**

The objective of the study was:



1. To find out the significant to use of Peer Lesson Techniques on the students' ability in writing hortatory exposition paragraph?

## **F. The Significance of the Study**

The result of the study was expected either the theories or practice to be useful for:

### **a. Theoretical**

The expected of this research is to enrich the learning of writing especially in writing Hortatory Exposition Paragraph and as references for those who concerns with teaching English to help variety of technique in teaching process, especially technique in teaching writing.

### **b. Practically**

1. The students, the result could make them easier to understanding and can be used to improve their ability in writing Hortatory Exposition paragraph.
2. English teacher, it can be used as a reference to enrich their knowledge in teaching writing, especially in teaching Hortatory Exposition Paragraph
3. Head master, it can be used to improve and increase awareness of teacher and the headmaster performance to improve professionalism.
4. Reader's at UMSU library, to enrich reader's knowledge about teaching technique and writing Hortatory Exposition
5. The writer, can be used as basic information and knowledge for writers who are interested in doing research and in teaching writing.

## **CHAPTER II**

### **THE REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Framework**

In conducting a research, theories are needed to explain some concepts in the research concern. The concept which is used must be clarified in order to have the same perspective of implementation in the field. In other word, the following is considered important to be discussed for clarifying the concepts used or being discussed, so that reader will get point clearly.

#### **1. Writing Competence**

##### **1.1 The Meaning of Writing**

The writing productive skill is called writing. It the skill if writer to communication information to a reader or group a reader. Their skill is also realized by their ability to apply the rules of the language she / he is writing to transfer information she/he is transferring, and the rhetoric's where there is conducting in communication event too. According Phillips (2000: 5) "Writing is much more than the simple mechanics of getting the word down; it also appropriate words, sentence linking, and text construction; and for older children, having ideas about content, and the ability to be self critical and to edit their own work".

According Morrow (2009: 9) "An effective writing teacher organizes such activities as shared writing, journal writing, independent writing, reader response writing, collaborative writing, writing fiction and nonfiction, guided writing,

performance of writing activities, content-area writing and writing workshop. According NCTE (2006:11) “Writers can benefit from teachers who simply support and give them time to write”. Thus the support of a teacher in the form of continuous training is needed. Because of the teaching of reading can also improve writing skills, the teaching of reading and writing should be done simultaneously.

Writing is much more than the simple mechanics of getting the word down; it also involves being creative, spelling, grammar, punctuation, choice, of appropriate words, sentence linking, and text construction; and for older children, having ideas about content, and the ability to be self critical and to edit their own work. Thus, writing can reveal and develop not only the grammar and vocabulary of the language used to collect, but also ideas, thoughts and feelings about a meaning organized in a logical way.

In the process of teaching learning, people need ability. A student initial ability is necessary prerequisite students weeks to follow the teaching learning process that will be followed next. The students initial ability can be used as a point of departure to equip students to improve new skills. This is why writing is regarded as the most difficult language skill to learn for a language learner. In this study, writing can be defined as a means of communication for expressing ideas, feelings, and thought in written form through the writing process and period of time by considering the written convention.

## **1.2 The Writing process**

According to Harmer (2004) the writing process has four elements: “planning, drafting, editing (reflecting and revising) and final draft. This process is not linear but rotating (recursive) that the author makes the planning, revising repeatedly before getting to the final draft. A teacher can help students write more effectively by having them observe and examine the creative process. Every writer follows his or her own writing process. Often the process is a routine that comes naturally and is not a step-by-step guide to which writers refer. Being conscious of your own writing process is especially helpful when you find yourself struggling with a particularly tricky piece. Here are five steps towards creating or identifying your personal writing process, they are states:

### **1. Planning**

Planning (also called forethought) is the process of thinking about and organizing the activities required to achieve a desired goal. It involves the creation and maintenance of a plan, such as psychological aspects that require conceptual skills. There are even a couple of tests to measure someone’s capability of planning well. As such, planning is a fundamental property of intelligent behavior. Here that will help students think about the develop a topic and get word on paper: (1) Find Your Idea: Ideas are all around you. You might draw inspiration from a routine, an everyday situation or a childhood memory. Alternatively, keep a notebook specifically devoted to catching your ideas as they come to you. Your own imagination is the only limit to finding your source of inspiration. (2) Build On Your Idea: Two of the

most popular techniques of fleshing out your idea are Peer Lesson and Free writing (means writing every idea that comes into your head).

## **2. Drafting**

Now you have your plan and you're ready to start drafting. Drawing is essential for communicating ideas in industry and engineering. To make the drawings easier to understand, people use familiar symbols, perspectives, units of measurement, notation systems, visual styles, and page layout. Together, such conventions constitute a visual language and help to ensure that the drawing is unambiguous and relatively easy to understand. Remember, this is your first rough draft. Forget about word count and grammar. Don't worry if you stray off topic in places; even the greatest writers produce multiple drafts before they produce their finished manuscript. Think of this stage as a free writing exercise, just with more direction. Identify the best time and location to write and eliminate potential distractions. Make writing a regular part of your day.

## **3. Editing (reflecting and revising)**

After revising the paper for content and style, edit - check and correct - error in grammar, punctuation and spelling. The eliminating sentence skill mistake will improve an average paper and help ensure a strong grade on a good paper. Revision is a much stage in the writing process as prewriting, outlining and doing the fir draft. Revising means rewriting a paper, building on what has already been done, in order make it stronger.

### **1.3 The Assessment of Writing**

Writing assessment is useful primarily as a means of improving teaching and learning. The primary purpose of any assessment should govern its design, its implementation, and the generation and dissemination of its results.

- A. Best assessment practice is informed by pedagogical and curricular goals, which are in turn formatively affected by the assessment. Teachers designing assessments should ground the assessment in the classroom, program or departmental context. The goals or outcomes assessed should lead to assessment data which is fed back to those involved with the regular activities assessed so that assessment results may be used to make changes in practice.
- B. Best assessment practice is undertaken in response to local goals, not external pressures. Even when external forces require assessment, the local community must assert control of the assessment process, including selection of the assessment instrument and criteria.
- C. Best assessment practice provides regular professional development opportunities. Colleges, universities, and secondary schools should make use of assessments as opportunities for professional development and for the exchange of information about student abilities and institutional expectations.

### **1.4 Writing Genre**

Biber as quoted from Lee (2001) “Genre categories are determined on the basis of external criteria relating to the speaker’s purpose and the topic; they are assigned on the basis of use rather than on the basis of form. According to Harmer, genre type of text we write, general world knowledge is the knowledge

we about everything to do with what we write. This knowledge can be based on the theory of science, research opinions that are commonly understood society (general knowledge). There are twelve types of genres in writing, they are recount, news item, procedure, hortatory exposition, etc. Every genre has a number of characteristics and it has specific purpose which make it is different other genre.

## 2. Hortatory Exposition Paragraph

### 2.1 Description of the Hortatory Exposition

Text in English can be distinguished by its genre, genre of text in English, among other things, that the descriptive text, procedure text, narrative text, Hortatory Exposition, recount text, report text, news item text and etc. Hortatory exposition is a type of spoken or written text which is intended to persuade the listeners or readers that something should or should be done. Hortatory exposition is kind of the English text arguing about something with readers' expectations influenced to do things a certain way. Exposition Hortatory communicative purpose is to influence or persuade the reader or listener that something that becomes the focus of the talks should or not supposed to happen so that the reader influenced to do or not do something such. Language features of Hortatory exposition is Focus on generic human and non-human participants except for writer referring to self, use of relational processes (to state what is or should be) ; material processes (to state what happens) ; mental processes (to state what writer thinks or feels about issue), reasoning through causal conjunction or nominalization, and use of simple present tense ( active or passive voice )

## 2.2 Types of Hortatory Exposition

Hortatory Exposition is the text that includes the idea of the author about a problem that exists all around us. In addition, the purpose of Hortatory Exposition is to persuade, influence, and encourage the reader in order to understand that the cases discussed it should, or should not, be a problem. The type and composition of the general hortatory exposition is as follows:

### 1. Thesis

Thesis is a paragraph that serves to explain a thing which occurred. introduces the problem or what theme aka lifted. Thesis / general statement contains an opening statement on the topic of discussion. For example we will discuss about the dangers of smoking, thesis statement that we can use for example:

"Smoking can cause heart attacks, cancer and impotence".

### 2. Arguments

Arguments, "Opinions" contains various further discussion of the thesis statement in detail. It would be better if this argument is not only contains the personal opinion of the author, but also can contain expert opinion. Referring to the example of smoking thesis statement above, we could make the supporting arguments in more detail. In this section the authors began to deliver some of the arguments or reasons concerning issues or themes taken.

for example:



Argument 1: (Heart Attack): I thought the heart attack suffered by the director of PT. Sinar Jaya, sir " Inder ", due to the intensity of the smoke more than drinking water. (Continue to develop more in this paragraph)

Argument 2: (Cancer): It has been widely demonstrated that smoking is almost a major cause of cancer. (Continue to develop this paragraph)

### 3. Recommendation

Recommendation is contains recommendations, here the author or speaker begins to convince the reader to his viewpoint. Recommendation / suggestion unbiased advice writer on the topic of discussion. Recommendation this is what should or should not be done in the hortatory text. This recommendation is differentiating from analytical exposition. Recommendation; this is what should or should not be done in the hortatory text. This recommendation is differentiating from analytical exposition.

Recommendation refers more to the recommended advice from the author of the Exposition. And then, how you usually recommend something to others? Normally we would use the words below to give advice to others. they can be:

- *You should....., we must....., you should be....., and etc.* and others when we recommend Something is allowed ; and
- *You shouldn't....., you mustn't....., we ought not to....., etc.* when we recommend that are not allowed or not advisable.

## **2.3 Language Feature of Hortatory Exposition**

1. Focusing on the writer
2. Using abstract noun; policy, advantage, etc

3. Using action verb
4. Using thinking verb
5. Using modal adverb; certainly, surely, etc
6. Using temporal connective; firstly, secondly, etc
7. Using evaluative words; important, valuable, trustworthy, etc
8. Using passive voice
9. Using simple present tense

#### 2.4. Generic Structure of Hortatory Exposition

**Table 2.1**  
**The following generic structure hortatory exposition**

Text Elements	Contents
Introductory paragraph	General Statement ( Introducing Topic ) Thesis Statement (Announcement of issue of concern)
Body Paragraph (s)	Topic Sentence (consisting of opinion and controlling ideas) Arguments (reasons for concern). The number of topic sentence may vary, but each must be supported by elaboration in each paragraph.
Concluding Paragraph	Conclusion or reiteration Recommendation: statement of what ought or ought not to happen.

#### 2.5 The Form of Hortatory Exposition Paragraph

##### Example 1: Higher Education for Woman

In this modern era, there are still some parents who are reluctant about sending their daughter to college. Such narrow attitude shown to woman higher education is largely due to the traditional role of woman in society. A woman is

expected just to be a wife and a mother most parents believe that if their daughter gets married and chooses to be a housewife, then the higher education will be a waste. However an educated woman does not only make a better wife abut also contribute better thing to the large society.

Nowadays more women are successfully combining their career and marriage. Educated women are richer both emotionally and financially. They are able to find an outlet for monotonous drudgery of their housekeeping. They bring more satisfaction and contentment to their lives.

Depriving girl of higher education is crash discrimination. Time has changed. Modern society need the talents of its people regardless of gender. Today women work alongside men. In fact, in the last few decades women have made outstanding contributions to society.

Woman should be given the freedom to be educated whether they get married or go to work after finishing their education because it is only through education that a woman will find herself useful and discover what she wants in life. A woman who work is not an insult to her husband. Conversely, her husband should feel proud of her achievement since marriage is actually an equal partnership. Therefore, parents should not think that girls should receive less education just because they will get marriage one day.

How can we see the generic structure of the hortatory example above?

Thesis: the importance of Education for Woman which is stated in the first paragraph

Argumentative: Higher Education for Woman successfully combining their career in the second and third paragraph.

Recommendation: Woman should be given the freedom in the last paragraph

**Example 2: Hortatory Paragraph in the form of a letter:**

Dear Editor,

We are writing to complain about ads on TV. There are so many ads, especially during our favorite programs. We think they should be stopped for a number of reasons. First, ads are nuisance. They go on for a long time and there are so many. Sometimes there seems to be more ads than programs. Second, ads are bad influence on people. They try to encourage people to buy unhealthy food like beer, soft drink, candy and chips. And they make people want things they do not really need and can not.

Finally, the people who make ads have too much say in what programs people watch. That is because they want to put all their ads on popular programs that a lot of people watch. Some programs which are not so popular get stopped because they do not attract enough ads, even though those programs may be someone's favorite. For those reasons, we think TV station should stop showing ads. They interrupt programs. They are bad influences on people, and they are sometimes put a stop to people's favorite shows. We are sick of ads, and now we mostly watch other channels.

David

Thesis: The first paragraph

Arguments (reason): in paragraphs 2, 3, and 4.

Recommendation (suggestion): Paragraph 5.

### **3. Peer Lesson Technique**

#### **2.6 Definition of Peer Lesson Technique**

Peer Lesson Technique is one of the learning model of Peer Teaching. This technique puts the entire responsibility to teach the students as a class member. Strength or peer Lesson including advantages of this strategy are learning active learning. Students are active in the learning process. Some experts believe that the subject is really in control only when a learner is able to teach students. Teaching peers provides an opportunity for learners to learn something well at the same time, when he became a resource for others. Learners are trained to dare to appear in front of the class to present what he learned. Zaini (2008: 62) also says: "Peer Strategy Lessons are well used to excite the willingness of learners to teach the material to his friend". In this case, the peer strategy lessons more focused on active learning that support the teaching of the subject matter between fellow students to other students in the classroom.

According to (Mel Silberman, 2007: 173). Peer Lesson is a learning techniques that is part of active learning (active learning). This means Peer Lesson strategy is a techniques to support teaching fellow students in the classroom. The researcher interested to do research upon this techniques in order to know whether Peer Lesson Techniques was effective in help students to write

Hortatory Exposition Paragraph. Peer Lesson technique is a technique that develop peer teaching (a lesson invites students to learn actively). When students learn actively, meaning those who dominate the learning activity) in a class that puts all the responsibility to teach the learner as member class. Harmer (2004:21) states as follows: As stated earlier, the skill of writing effectively is only a optional skill and can be substituted with other alternatives. At this point, the biggest argument can be found within the business industry. The researcher found several problems that many students felt than they were not skilled in writing. Most of them did not know about grammar, vocabularies, tenses, structure, etc. Moreover, many teachers did not concern about the student writing achievement. This made the writing skill of students did not increase well. One of techniques that could solve the problem is peer lesson technique.

### **2.7 The Process of Peer Lesson Technique**

Step-by-step implementation of the strategy is as follows Peer Lessons done through the stages as follows:

1. For students in small groups become as much segment of the material to be delivered
2. Each small group was given the task to study the subject matter, then teach it to other groups
3. Ask each group to prepare a strategy to deliver material to friends - classmates. Suggest they do not use methods such as lectures or reading reports

Make some suggestions such as:

1. Using visual aids
2. Setting up the necessary teaching aids
3. Using examples that are relevant
4. Involving friends in the learning process, for example through discussion and games
5. Provide an opportunity for others to ask

Give students sufficient time for preparation, both inside and outside the classroom. Each group presents the material according to the task that has been given. After all the groups perform their duties, give conclusions and clarification in case anyone needs to be clarified from the students' understanding.

## **2.8 The Advantages and the Disadvantages of Using Peer Lesson Technique**

### **A. The Advantages of Using of Peer Lesson Technique**

1. The brain works actively

With Peer Lesson technique students are invited learn actively both inside and outside the classroom, they are given the opportunity to choose the strategy of what they want and they also have a responsibility to master the lessons to be presented or taught it to her friend.

2. Maximum learning process

With Peer Lessons Technique learners can learn actively, inside and outside the classroom, and they have a responsibility to discuss and teach the subject matter to another friend, so encourage them to study harder either independently or in groups. Thus the learning outcomes will be maximized.

3. Not easy to forget the subject matter

When learners passive or merely receive from teachers, there is a tendency to quickly forget what is given. And in this Lessons Peer engineering students are invited as well to be active in the learning process both inside and outside the classroom. Thus it would be fruitless learning smoothly.

4. The learning process fun

Lessons Peer technique is a learning technique that invites students to learn actively. With this active learning students are invited to participate in all of the learning process, not only mentally but also physically involved. In this way normally learners will feel the atmosphere pleasant.

### **B. The Disadvantages of Using Peer Lesson Technique**

A learning strategy is not always perfect, thoroughly appropriate when applied to a subject in the learning process. There are several disadvantages including peer Lesson:

1. Each member in the group are not all active
2. The time provided in one meeting is insufficient
3. If not supervised by teachers is possible in the present noisy students
4. This strategy is suitable for high education.

### **2.9 Evaluating Application Peer Lesson Technique**

Assessment of learning activities by implementing the strategy of peer lesson can be done in three phases, as follows:



### Before Implementation

There are several steps that must be evaluated by the teacher before the lesson peer learning strategy, these things are:

1. Conduct a review of the matter and the goals to be achieved in learning by using the peer lesson;
2. Explain a few things related to aspects of the assessment to the students;
3. Consider the types of learners in learning;
4. Explaining feedback on what should be made by the student
5. Explaining some aspects of the assessment of the peers to be filled by other students

### **2.10 Teaching Hortatory Exposition Using Peer- Lesson Technique**

The step of applying this technique are as the following:

1. The teacher prepared a Argument in accordance to the subject
2. In the hortatory Exposition with using the simple present tense, using temporal connectives; firstly, secondly, thirdly, etc and there is an action verb, an action verb.
3. The students are asked to comment about the thesis, argument, and recommendation in turns, it is about ideas that might come out when they see the Hortatory Exposition Paragraph.
4. The teacher asked the students to write about what they are thinking about the thesis, argument and recommendation in form of Hortatory Exposition paragraph.

5. The teacher has prepared the exact answer about the thesis, argument and recommendation as the standard of evaluation.

### **Teaching Hortatory Exposition Paragraph using Peer Lesson Technique**

Peer Lesson Technique is the techniques which usually use by teacher in the class, the step of applying explanation technique are as the following:

- a. Planning, Firstly, the teacher explain about the aim of the study and giving apperception about the material of Hortatory Exposition Paragraph, in helping the students' comprehend the material.
- b. Applying and explaining the material of Hortatory Exposition Paragraph in the class, by giving the definition of Hortatory Exposition Paragraph and give them an example of Hortatory Exposition
- c. After give them explanation, then the teacher should general all the material that had been explained before. And gathering the same conclusions between the students' understanding and teachers' explanation.
- d. In this step, the teacher apply the understanding about Hortatory Exposition Paragraph in a real situation by giving an assignment, so the students' will remember about all material.

### **B. Conceptual Framework**

Now days, many students study English because they believe that I will benefit them in feature. When they are assigned to write a Hortatory Exposition Paragraph in the classroom, most of them do not give much attention and enthusiasm. They face many difficulties in expressing their ideas. Therefore, this

study is conducted to find out the use of Peer Lesson Technique to improve students' in writing Hortatory Paragraph on the year students of 2016/2017 academic year, at SMK PAB 2 Helvetia

### **C. Hypothesis**

Based on the theory, the researcher formulated of hypothesis which still needed to be investigated as follow "There is significance to use of Peer Lesson Technique on the students' ability in writing". This hypothesis was gotten the result after research has done.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location and Time**

This research was conducted at the tenth class of SMK PAB-2 Helvetia at Veteran Pasar IV Kec. Medan Labuhan of the academic year 2016/2017. The reason for choosing in this school because when the researcher observation at the school, the researcher found some problems of the students in writing. The students are difficult to share and express their ideas to others and they cannot perform writing English well. The research location was chosen by the researcher because the research is about the use of Peer Lesson Technique to Improve Students' in Writing Hortatory Exposition Paragraph the tenth grade, because the student had problem in write Hortatory Exposition Paragraph

#### **B. Subject of research**

The subject of the research was the tenth grade students at SMK PAB-2 Helvetia of 2016/2017. These researchers only took one class as a research subject, namely X comprised in aggregate is 40 students have a reason that is weakest in writing Hortatory Exposition paragraph.

#### **C. The Operational Variable of Research**

The variable was the used to peer lesson technique in writing Hortatory Exposition Paragraph to improve and increase activity and creativity of the students' in the learning process.

#### **D. Research Design**

According to Julian Hermida from Gwyn Mettetal (2001) “Classroom action research is a method of finding out what works best in your own classroom so that you can improve student learning.” There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. Classroom Action Research is more systematic than personal reflection but it is more informal and personal than formal educational research. The goal of Classroom Action Research is to improve your own teaching in your own classroom, department, or school. While there is no requirement that the findings be generalized to other situations the results can add to knowledge base. Classroom Action Research goes beyond personal reflection to use informal research practices such as a brief literature review, group comparisons, and data collection and analysis. Validity is achieved through the triangulation of data. The focus is on the practical significance of findings, rather than statistical or theoretical significance.

Based on the statement above, it could be stated that CAR aimed to improve students’ learning outcomes of teaching learning process. It was an approach to improve teaching practice. Moreover, it concerned four steps namely : planning, action, observation, and reflection. It simpler CAR was named “ learning by doing” a group of people identified problem, did something to resolve it, saw how successful their efforts, and if it was not satisfied the researcher would

try back. Therefore, CAR was needed to use cycle. Every cycle consisted of four steps , namely planning, action, observation, and reflection.

### **E. Instrument of Test**

In this research, the instruments of the research which use in this research were collecting the data the following instruments used as follows:

#### 1. Test

Aiken ( Syahrurum & Salim : 2007 ) says that test is an instrument or tool to measure current behavior, or performance of person. Test is an instrument or tool to measure current behavior, or performance of a person. The students were given the assignment of making the discourse associated with Hortatory Exposition. To get the data, the researcher gave some tests. In writing testing the researcher made test which were suitable to measure students writing ability. The researcher tested the students by giving them exercise either in individual test or group test based on the topic given. The time given was 30 minutes.

#### 2. Diary Note

According to Millis (2003 : 71) Diary note is personal notes about observations, comments, interpretations and explanation. Diary note not only told the diary tasks but also revealed a feeling of what is was like to participate in classroom action research.

#### 3. Document

Document is anything written that contains information serving as proof. Salim and Syahrums (2007 : 146) say that all the data are collected and interpreted by researcher and supported by some media such as camera and photo which related to the research.

#### **F. The Technique of Collecting the Data**

The techniques for collecting data was two cycles. There are identification at the first meeting in order to get the background situation of the teaching learning in this class and the real information of the students' condition in Writing Hortatory Exposition Paragraph. That was continued with planning, action, observation and reflection.

##### **1. The First Cycle**

In the first cycle, the research observed the situation of the conventional learning process in the class. The procedure of action research in the first cycle was shown as follows:

##### **1.1 Planning**

Planning is the arrangement for doing something. In planning, it was considered everything that was related to the actions that was done and it was also prepare everything that was needed in teaching learning process, they are:

1. Preparing the test
2. Preparing the lesson plan,

3. Preparing and making the media which was needed in doing the scenario of teaching learning process
4. Preparing the test to this cycle
5. Preparing the instrument for collecting data, such as observation sheet, questionnaire sheet, and diary notes that was used to know students' reaction and class condition as a whole, and also the development that existed,
6. Determining the collaborator who helped the researcher to do the researchers,
7. Planning and designing the model on writing Hortatory Exposition Paragraph by using of Peer Lesson Technique

## **1.2 Action**

An action is the process of doing. Action phase is the implementation of planning. The steps were done by the researcher based on the curriculum, and the result was hoped to improve students' ability especially in writing Hortatory Exposition Paragraph. The researcher was flexible and welcomed to the situation changing in the school. Thus, the action was dynamic, needed immediately decision for what would be and completed simple evaluation. Here are the activities:

**Table 3.1**  
**Actions in Cycle 1**



Teacher's Activities	Student's Activities
<ol style="list-style-type: none"> <li>1. Conducting the test</li> <li>2. Teacher asked the students the material</li> <li>3. Teacher explained the definition of Hortatory Exposition Paragraph</li> <li>4. Teacher gave the example of thesis, argument, and recommendation of Hortatory Exposition based on the paragraph</li> <li>5. Teacher asked the students to read the example of Hortatory Exposition</li> <li>6. Teacher gave a test in the form of essays related to writing Hortatory Exposition Paragraph.</li> <li>7. Teacher asked the students to collect the answer</li> </ol>	<p>The students' did the test</p> <p>The student answered the teacher's question</p> <p>The students listen to the teacher's explanation</p> <p>The students gave attention to the teacher</p> <p>The students read the paragraph and made the Hortatory Exposition Paragraph</p> <p>The students did the test</p> <p>The students collected their answer</p>

### 1.3 Observation

Observation was done during the classroom actions. In this phase, the collaborator observed all the situation or condition that happen during the process of teaching and learning, the attitudes of the students while doing the work, the contribution of all students whether they are action or not, and their attitude in writing Hortatory Exposition Paragraph. There are many things which are done to observe, as follows:

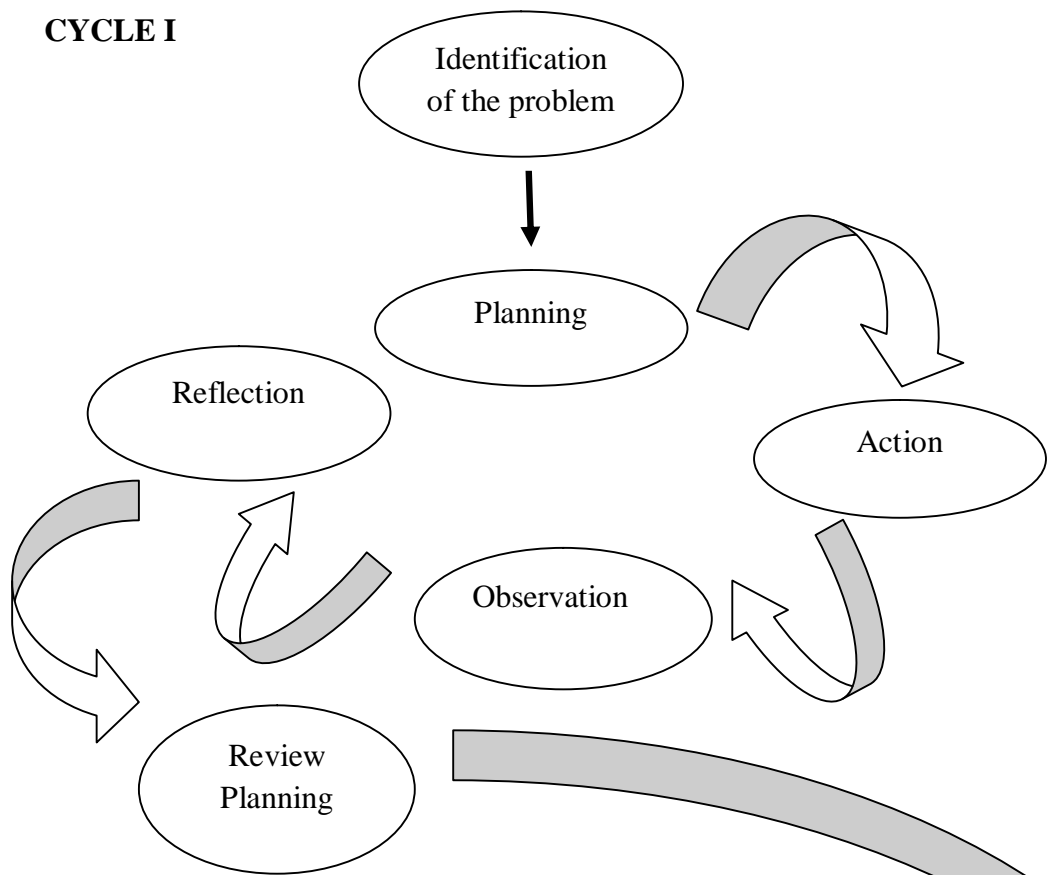
There are many things which are done to observe, as follows:

1. The situation during the learning process, students are more active; good to hear the explanation or leave a question for teaching and learning process
2. Ability Hortatory students in writing paragraph.

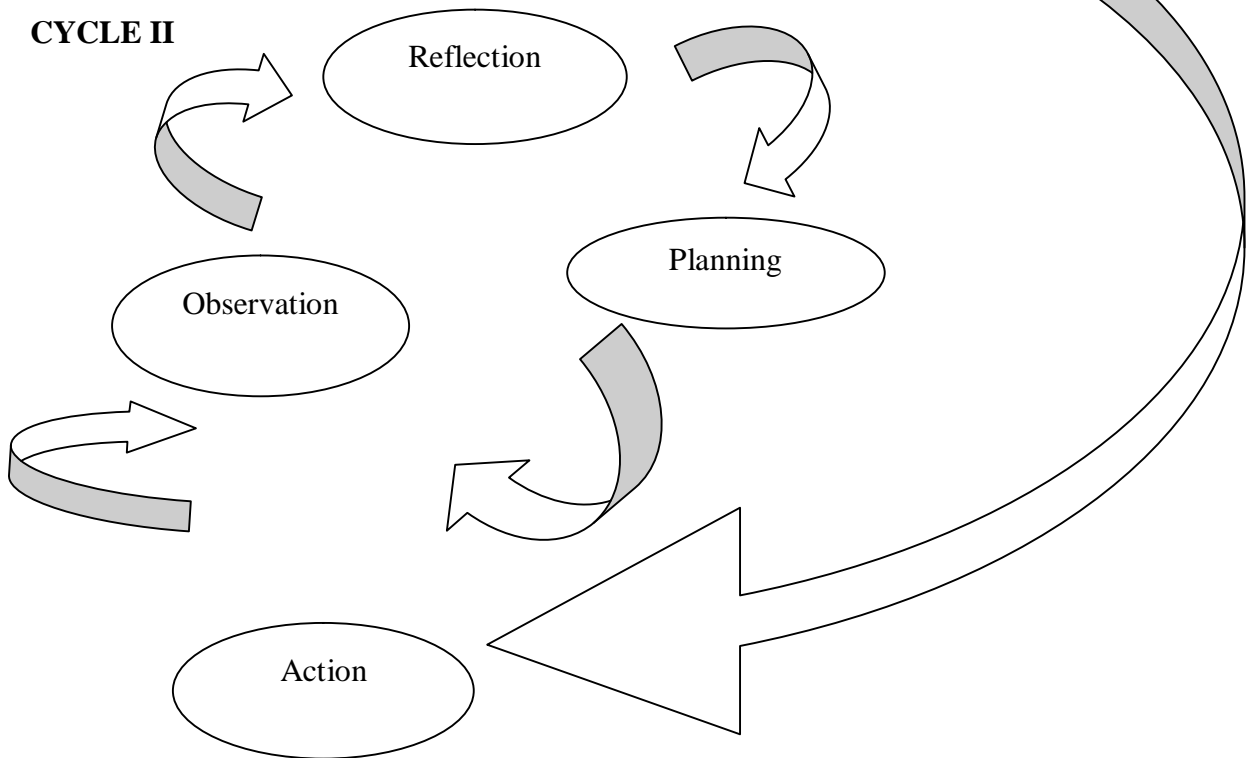
## **1.4 Reflection**

Reflection, or thinking about our experiences, is the key to learning. Reflection allows us to analyze our experiences, make changes based on our mistakes, keep doing what is successful, and build upon or modify past knowledge based on new knowledge. Reflection also allows us to make connections between courses or between school, work and home. By doing this, we begin to see how all parts of our lives are connected and to understand that we are a part of life. To help you get more from your experience at Gate Way, we would like to invite you to reflect on each course taken this semester, assess what you have learned and explain what connections you see or can make between classes and between school, work and home.

**CYCLE I**



**CYCLE II**



## **2. The Second Cycle**

Based on the reflection from the first cycle, researcher did the second cycle. The aspect in the first cycle which showed the weakness should be improved. The second cycle was conducted based on the problem found in the first cycle. In the second cycle the teaching and learning process here more focus on task.

### **2.1 Planning**

Based on the reflection that would be done in the first cycle, the researcher arranged the planning:

1. Preparing the lesson plan
2. Preparing the media related to the material given to the student
3. Try to open the students' mind in order to make them to be creative in thinking about the material
4. Preparing the observation sheet
5. Preparing the questionnaire sheet
6. Writing the diary notes
7. Preparing the test in this cycle

### **2.2 Actions**

Action is the second cycle were conducted after the researcher got the score of the test in the first cycle. The students did not get the master score. So, the researcher conducted the action in the second cycle.

**Table 3.2**  
**Actions In Cycle 2**

<b>Teacher's Activities</b>	<b>Student's Activities</b>
1. Teacher asked the students' understanding about the Hortatory Exposition Paragraph which has been explained by the teacher	The students answered the teacher's question
2. Teacher gave the summary of the Hortatory Exposition Paragraph	The students listened to the summary
3. Teacher gave the example of Hortatory Exposition Paragraph based on the text	The students gave the attention to the teacher
4. Teacher asked the students to read the text and make the Hortatory Exposition Paragraph based on the text	The students read the text and made the Hortatory Exposition
5. Teacher asked the students to do the test in the form of essays	The students did the test
6. Teacher asked the students to collect the answer	The students collected their answer

### **2.3 Observation**

This researcher together with collaborator observed the use of Peer Lesson Technique in writing Hortatory Exposition Paragraph of the students'. Besides, the students' attitude during the learning process was also observed.

### **2.4 Reflection**

After collecting the result of students' test, observation sheet, questionnaire sheet, and diary note, the problem would be analyzed. In this cycle, the researcher reflected and improved the data.

## G. The Technique For Analyzing Data

The research was applied quantitative and qualitative data. In this research, descriptive quantitative technique applies to analyze the data and the steps are:

1. Scoring the students' writing of the two groups. There are five indicators in scoring the writing test (Hughes)

### a. Content

The score of content depends on the students' ability to write ideas, information in the form of logical sentence. The criteria of scoring as follows:

27-30	Excellent to very good: knowledge able substantive through development of tople sentence relevant to assigned topic.
22-66	Good to average: Some knowledge able of subject adequate range limited development of topic sentence mostly relevant to topic, but lack detail.
17-21	Fair to poor: limited knowledge of subject little substance inadequate development of topic.
13-16	Very poor: does not show knowledge of subject – not substantive not experiment or not enough to evaluate.

### b. Organization

The organization refers to the students' ability to write the ideas, information in logical order. The topic and supporting sentences are clearly attached. The criteria of giving the some use as follow:

18-20	Very good: exact word, effective word choice and usage, worked from mastery appropriate register.
14-17	Good to average: adequate range, occasional error or word, choice but meaning confused or obscured
10-13	Fair to poor: limited range, frequent error of words, choice usage, meaning confused or obscured.
7-9	Very poor: essentially a translation knowledge of vocabulary, word from or not enough to evaluate

c. Vocabulary

Vocabulary refers to the students' ability in using word idiom to express idea logically. The criteria are:

20-18	Excellent to very good: sophisticated range, effective word/ idiom choice and usage, word from mastery, appropriate register.
15-14	Good to Average: adequate range, occasional errors of words/idiom form, choice, usage but meaning not accursed.
13-10	Fair to Poor: limited range, frequent, errors of words/idiom form, choice, usage but meaning not accursed
9-7	Very Poor: essentially translation, little knowledge of English vocabulary, idiom, word from, not enough to evaluate.

d. Language use

Language use refers to the capability of writing down the sentences either simple, complex or compound sentences correctly and logically. It also refers to the ability to use the agreement in the sentences and some other words such as noun, adjectives and time signals. The criteria are:

25- 22	Excellent to Very Good: effective complex construction, few errors of agreement, tense, word / order function, articles, pronouns, preposition.
21-18	Good to Average: some in effective complex construction frequent errors the use of sentences element
17-11	Fair to Poor: major problems in simple/ complex construction frequents of errors of negotiations, agreement, tense, etc.
10-5	Very Poor: usually no material of sentence construction rules dominated by errors, not enough to evaluate.

e. Mechanics

The criteria of scoring mechanics are given below:

5	Excellent to Very Good: demonstrate mastery of conventions, few error spelling, punctuation, capitalization, writing sentences.
4	Good to Average: occasional errors of spelling, punctuation, capitalization, writing sentences, but meaning not obscured.
3	Fair to Poor : frequent errors of spelling, punctuation, capitalization writing sentences, poor hand writing, meaning confused or obscured
2	Very Poor: no mastery conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible or not enough to evaluate.

Based on these indicators, then the students' ability in writing Hortatory Exposition Paragraph using chronological order was classified in quantitative system. The scales are as follows:

**Table 3.3**  
**Qualitative and Quantitative**

<b>SKILL</b>	
<b>Qualitative</b>	<b>Quantitative</b>
Excellent to very good	90-100
Good to Average	70-89
Fair to Poor	30-69
Very Poor	0-29

The quantitative data was finds by computed the score of the Hortatory Exposition Paragraph. According to Arikunto (2010: 59) that to know the development of the student' score of each, the mean of the student were computed to categorize the master students. It was used by using following formula:



$$\bar{X} = \frac{\sum X_i}{N} \times 100 \%$$

$\bar{X}$  = the mean of the student

$\sum X_i$  = the total score

N = the total number of students

To categorize the number of the master students the researcher used this formula:

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

Where:

P = the percentage of the students who got score 75

R = the number of the students who got score 75 to up

T = the total number of the students who did the best

## **CHAPTER IV**

### **DATA AND DATA ANALYSIS**

#### **A. Data Collection**

Cycle action activities carried out on the 11 February 2017 with taking data about students learning outcomes. The research took place in two cycles and planned to design the study, and researchers collaborate with classroom teachers. Researchers act as an observer and also acts as the implementing action learning. This study using some instrument data were taken from writing test, observation, diary note and interview. This research was conducted to SMK PAB 2 Helvetia. The test was taken from the mean of taken essay test which is students' result in writing hortatory exposition paragraph. The data were taken from the class tenth AP II which consisted of 40 students. The test was taken from the mean of taking writing test. The first cycle including pre-test was conducted in two meetings. The second cycle was conducted in three meetings, student given chance to improve their lack in writing, so there were four meetings together.

#### **1. Test**

Implementation of the cycle 1 and cycle 2 was done 2 x meetings, with 2 x 45 minute time allocation, and ending meetings are held test cycle. The improvement of students' writing hortatory exposition paragraph can be seen from the cycle 1 and cycle 2 as follows:

## I. The Quantitative Data

The quantitative data were taken from the results of several tests of competence during the study was conducted in four meetings. Scores of students show continuous improvement. Increasing students' scores and the calculation of hortatory exposition in writing skills using peer technique can be seen in table 4.2 below:

**Table 4.1**  
**Students' writing score from Orientation-test**  
**Writing Hortatory exposition test in Cycle One and Cycle Two**

No.	Names of Students	Cycle I	Cycle II
1	AS	75	90
2	AH	65	100
3	AA	70	85
4	AR	65	90
5	CR	80	90
6	DF	80	95
7	DDY	50	70
8	DA	70	80
9	DS	80	90
10	DN	70	85
11	EI	50	80
12	EMS	85	90
13	EN	65	95
14	HT	60	100
15	LA	75	100
16	IWL	50	95
17	IT	75	90
18	JF	85	90
19	KH	70	100
20	LN	70	85
21	MM	80	90
22	MAS	65	90
23	NB	60	100
24	ND	80	90
25	NZ	70	100
26	NS	65	90
27	NH	50	80

28	NT	75	95
29	NH	80	90
30	NKN	80	95
31	NW	65	80
32	RL	65	90
33	SD	80	90
34	SM	50	70
35	SDP	75	90
36	TWS	60	90
37	VC	70	80
38	FY	75	90
39	WP	75	80
40	WM	70	90
	<b>Total</b>	<b>2780</b>	<b>3560</b>
	<b>Mean</b>	<b>69.5</b>	<b>89</b>

From the data in the table 4.2, it can be seen that the mean of the students', score writing through hortatory exposition kept increasing. After collecting the data, the mean of the first competence test cycle I was still low 69.5 there was only 10 students' who got score  $\geq 75$ . And then it was done Cycle II. After doing the action in cycle I, the result of the second competence test at cycle II had increased from the first competence test 89. The fact showed that the students' score in writing was improved after the students' have taught through test of hortatory exposition paragraph.

## II. The Qualitative Data

The qualitative data were taken from the observation sheet and questionnaire sheet. The observation sheet was used to show that the most of the students' were active and enthusiastic in writing hortatory exposition by using peer lesson technique. The questionnaire sheet showed their good respond after teaching through using peer lesson technique in teaching

learning process. Finally, writing hortatory exposition paragraph with using peer lesson technique know the students' development in every meeting.

## **B. The Process of Data Analysis**

### **1. Analysis of Quantitative Data**

The improvement of students' writing score through peer lesson technique can be seen from the mean of the students' score in every hortatory exposition paragraph test through this formula. The researcher applied the following formula:

$$X = \frac{\sum X_i}{N} \times 100\%$$

Where:

X = the mean of students

$\sum X_i$  = the total score

N = the number of the students

In the first competence at Cycle I, the total score of the students was 2900 and the number of the students was 40, so the mean was

$$P_1 = \frac{2780}{40} \times 100\% = 69.5$$

In the second competence at Cycle II, the total score of the students was 3600 and the number of the students was 40, so the mean was:

$$P_2 = \frac{3560}{40} \times 100\% = 89$$

The mean of the students' score in the second competence test was the highest, so it could be said that the students' score writing through peer lesson increase from 69.5 to 89.

In this study, the indicator of successful achievement of students on writing was if 70% of students got  $\geq 70$  on their writing test. The number of master students' was calculated by applying the following formula:

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

Where:

P = The percentage of students who go get the point 70 up

R = The number of the students who get the point above 70 up

T = The total number of the students who taking the test.

The percentage of master students in each writing test can be seen follow:

$$1) \text{ In Cycle one, } P = \frac{10}{40} \times 100\% = 0.25$$

$$2) \text{ In Cycle two, } P = \frac{38}{40} \times 100\% = 0.95$$

**Table 4.2**  
**The percentage of Master Students on Writing**

<b>MEETING</b>	<b>STUDENTS who got score <math>\geq 75</math></b>	<b>Percentage</b>
Cycle I	10	25%
Cycle II	38	95%

In Cycle one, 25% (10 students) got point  $\geq 70$  whereas in cycle two, 95% (38 students) got point  $\geq 70$ . From the test one ( in cycle one) to test two (in cycle two), there was significant improvement of students' writing ability (from 25% to

95%). It can be concluded that Peer Lesson Technique could help students in improving their writing ability. The improvement of students' score kept growing from the first competence at Cycle I until Cycle II and it could be seen as follows:

**Table 4.3**  
**The Improvement of Students' Score**

No.	Names of Students	Cycle I	Cycle II	Improvement
1	AS	75	90	15
2	AH	65	100	35
3	AA	70	90	10
4	AR	65	90	25
5	CR	80	90	10
6	DF	80	90	10
7	DDY	50	70	20
8	DA	70	80	10
9	DS	80	95	10
10	DN	70	85	15
11	EI	50	80	30
12	EMS	85	100	15
13	EN	65	80	15
14	HT	60	100	40
15	LA	75	100	30
16	IWL	50	90	40
17	IT	75	90	15
18	JF	85	100	15
19	KH	70	80	20
20	LN	70	90	20
21	MM	80	90	10
22	MAS	65	100	35
23	NB	60	100	40
24	ND	80	90	10
25	NZ	70	100	30
26	NS	65	90	25
27	NH	50	80	30
28	NT	75	95	20
29	NH	80	90	10
30	NKN	80	95	15
31	NW	65	80	15
32	RL	65	90	25
33	SD	80	90	10
34	SM	50	70	20

35	SDP	75	90	20
36	TWS	60	90	25
37	VC	70	80	10
38	FY	75	90	15
39	WP	75	90	15
40	WM	70	80	10
	<b>Total</b>	<b>2780</b>	<b>3560</b>	<b>790</b>
	<b>Mean</b>	<b>69.5</b>	<b>89</b>	<b>19,75</b>

**Tabel 4.4**  
**The results of the evaluation of Cycle I Students Class X AP 2**  
**SMK PAB 2 Helvetia**

No	The results of cycle	Achievement
1	Average	69.5
2	The percentage of completion	42.5%
3	The percentage of incomplete	57.5%
4	The number of students complete	17
5	The number of students incomplete	23
6	KKM	75

The result of research indicated that there was an improve of students' writing ability through peer lesson technique. After collecting the data, the mean of the first competence test at cycle I was still low 69.5, there was only 3 students who got score up to 85 points. And then it was done cycle II. After doing the action in cycle I, the result of the second competence test at cycle II had increased for the first competence test 89, almost all students which were 38 students who got maximal point which was 70- 100, it did not mean that 15 students more got bad score, but their score improve from the first test to the second test in fact they could reach only 70 points. It implied that writing hortatory exposition with by using peer lesson technique were effective in improving students' ability writing through hortatory exposition paragraph.



To categorize the number master students, the research continued it by applying:

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

Where:

P = The percentage of students

R = The number of students who get point above

T = The total number of students who do the class

The percentage of master students in each vocabulary test can be seen as follow:

1. High,  $P = \frac{10}{40} \times 100 \% = 0,25$
2. Medium,  $P = \frac{15}{40} \times 100 \% = 0,375$
3. Low,  $P = \frac{10}{40} \times 100 \% = 0,25$
4. Very Low,  $P = \frac{5}{40} \times 100 \% = 0,125$

**Table 4.5**  
**Distribution Table in Students Mastering Level Cycle I**

No	Mastering Score	Category	Frequency	Percentage
1	90-100	Very High	-	-
2	80-89	High	10	25 %
3	65-79	Medium	15	37,5%
4	55-64	Low	10	25 %
5	0-54	Very Low	5	12,5 %

Based on the table it seems there are 5 students that get very low in mastering score about 12,5%, 2 students get low in mastering about 5%. 23

students get medium score about 57,5%, while 10 students get high score about 25%. From categories it need an action research in cycle II.

**Tabel 4.6**  
**The results of the evaluation of Cycle II Students Class X AP 2**  
**SMK PAB 2 HELVETIA**

No	The results of cycle	Achievement
1	Average	89
2	The percentage of completion	95 %
3	The percentage of incomplete	5 %
4	The number of students complete	38
5	The number of students incomplete	2
6	KKM	75

The percentage of master students in each writing test can be seen as follow:

1. Very High,  $P = \frac{29}{40} \times 100\% = 72.5\%$

2. High,  $P = \frac{9}{40} \times 100\% = 22.5\%$

3. Medium,  $P = \frac{2}{40} \times 100\% = 5\%$

**Table 4.7**  
**Distribution Table in Students Mastering Level Cycle II**

No	Mastering Score	Category	Frequency	Percentage
1	90-100	Very High	29	72.5%
2	80-89	High	9	22.5%
3	65-79	Medium	2	5%
4	55-64	Low	-	-
5	0-54	Very Low	-	-

Based on the table there are 2 students that get category about 5%, 9 students get high category about 22.5%, while 29 very high category about 72.5%.

From the data categories showed that the students vocabulary achievement had improve from Cycle I. It means that the goal determined had been reached

### **1. Students' Activity**

Observation had done in teaching learning process by two graduate students that complete with observation sheet. The research is:

- 1) Write an essay about the hortatory exposition paragraph
- 2) Find the types of hortatory exposition paragraph from an example

### **2. Analysis of Qualitative Data**

#### **a. Observation Sheet**

Observation sheet were taken from the observation showed that most of students' were active and enthusiastic when they were taught by using peer lesson technique. Even though some students still found difficulty in learning English but almost of them enjoy the class because of the interesting peer lesson technique and the complete data report can be seen in appendix. So, based on the observation sheet, it can be said that the situation of teaching-learning was comfort, lively and enjoyable. Hortatory exposition paragraph created a good environment in teaching-learning writing which student became active asking question to their friends or their teacher.

#### **b. Questionnaire sheet**

The questionnaire was done to the students from cycle I the last meeting of cycle II. In the first questionnaire to the students, they said they did not understand hortatory exposition paragraph well as they did not comprehend the

concept of hortatory exposition paragraph clearly and exact. They ever heard and were taught the writing but they did not succeed to catch the point as the technique of the previous teaching was not suitable or misleading also the students didn't ever learning about how to writing a hortatory exposition paragraph in class.

The questionnaire was used to note the students' ability whether the students had encouragement and motivation in writing hortatory exposition paragraph and it is importance way to develop of their ability in writing hortatory exposition paragraph. And finally, the teacher agreed that peer lesson was a technique to be applied to improve the student's ability hortatory exposition paragraph.

### **C. Research Findings**

Based on the research, it was proved that the data showed the mean of the students' score increased in every test. The result of two Cycles indicated that there was an improvement on students' writing ability by using peer lesson technique. After the collecting the data the mean of students' score 69.5 in Cycle I these scores then increased up to 89 in Cycle II. In Cycle I, it can be found the some students' had difficulties in understanding writing they were lack of writing and they did not really understand. Cycle I still had much weakness, that's why the writer decided to conduct cycle II. After giving action in cycle II, finally the students' understood what they should do in class. One or two misunderstanding of the material was still happened but it was much better than before.

#### **D. Discussion**

Peer Lesson Technique was applied to the students' writing ability. Peer Lesson Technique was one of the many ways that could make the students easier in learning English especially in the writing ability. This research had proved the effectiveness of applying peer lesson technique. It was shown in table of improvement of students' score of the orientation test to the first test and second test. It was because the teacher controlled the class better, directly admonished the students who were noisy. So, the class became quieter and also provided more interesting activity in Cycle II. Qualitative data that were taken from observation sheet and questionnaire sheet showed that students' interest and understanding hortatory exposition increased because they enjoyed with the process of learning.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusion**

Based on the result of the study there an improvement students' ability writing hortatory exposition paragraph by using peer lesson technique in SMK PAB-2 Helvetia, it conclude below:

1. Improving students' ability writing hortatory exposition paragraph, the writer found that the use of Peer Lesson technique can increasing students' learning outcomes could improve students' activities in teaching learning process especially in learning writing hortatory exposition can be said to be effective. It was reflected from the improvement of the students' writing performance along those four meeting. It was showed by their enthusiasm in the class from both cycles and also their responds while they were asked about the material. The writer concluded that the application of peer lesson technique improved students' writing ability. It was showed by the mean score of the students: Cycle I (69.5) and Cycle II (89). With the paper test about writing hortatory exposition the students' active in the class. The studied shared their knowledge to improve their self confidence in the presented their work.

#### **B. Suggestions**

Related to the conclusions above, some suggestions were pointed out as follows:

1. Peer Lesson Technique is significant to use in ten class Senior High School, for that reason the researcher would like to use this peer lesson technique especially in learning hortatory exposition. This method is also be applied by other students' at the same level to case to study hortatory exposition.
2. Teacher have to improve their technique in teaching writing as subject matter to make the students' understand how to make a good writing paragraph especially hortatory exposition paragraph. One of the technique that can teacher apply is writing test
3. Considering implementation of this research has been running for two cycles, the researchers of the teachers are expected to continue the research to get more increasing findings, instruments test used in this research was still far from the perfect and not satisfied at the level of validation. The following research and be conducted by implementing standard instrument.

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