

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

**IMPROVING STUDENTS' ABILITY IN WRITING HORTATORY
EXPOSITION TEXT BY USING PROCESS GENRE BASED
APPROACH ASSISTED BIG BOOK MEDIA**

SKRIPSI

*Submitted In Partial Fulfillment Of The Requirments
for The Degree Of Sarjana Pendidikan (S.Pd)
English Education Program*

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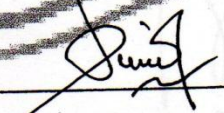
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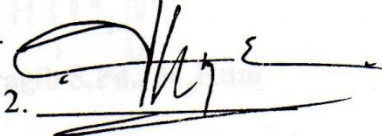
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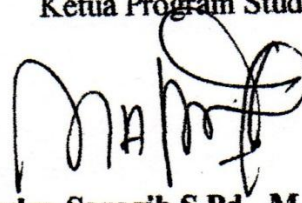

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ABSTRACT

Ujung, Mikrayani. NPM 1302050181. Improving Students' Ability In Writing Hortatory Exposition Text By Using Process Genre Based Approach Assisted Big Book Media. Skripsi. English Education Program Faculty Of Teachers' Training And Education. University Of North Sumatera. Medan. 2017.

This study attempts to improve students' ability in writing hortatory exposition text by using process genre based approach assisted big book media. The objectives of the study are to find out how the application of using process genre based approach assisted big book media in writing of hortatory exposition text. The subject of this research was XI-IPA(1) of SMA Muhammadiyah 2 Medan, that consisted of 33 students. The class was taught by using process genre based approach assisted big book media. The instruments of this research there are two types, qualitative and quantitative. The qualitative data were collected by using observation sheet and questionnaire sheet. The quantitative data were collected by giving them writing test and calculating the mean of students. The result of research shows that the mean of pre-test (48,33), first cycle (60,90) and second cycle (96,67). Based on the observation sheets, it shows that the students were more active and enthusiastic during the teaching-learning process in second cycle then cycle I and Pre-test. And from the questionnaire sheet shows that there were 32 (96,7%) students who agree with the implementation of process genre based approach assisted big book media was effective.

Key words : Improving students' ability, horatatory exposition text, process genre based approach, big book media.

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CHAPTER I

INTRODUCTION

A. The background of the Study

Writing is an important part of life, whether in the workplace or school, as a hobby or in personal communication. This skill helps the writer express feelings and thoughts to other people in a relatively permanent form. Writing is the primary basis upon which works, learning and intellectuality will be judged such as in college, in the work place, and in the community. So through writing, people can explain or describe many things. There are many ways to express writing and one of them is through a text. One of the text that must be taught in the XI grade students is exposition text (hortatory). In writing hortatory exposition text students should pay attention to some aspect like language use, content, and vocabulary. Same like Jacobs et al. (1981) in Haswell (2007) stated that the components of writing test consist of content, organization, vocabulary, language use, and mechanics. That is why it is very important for the students to improve their ability in writing especially in writing hortatory exposition text.

The researching choose the topic of writing especially in text hortatory exposition text by considering that based on the experience when Teaching at SMA Muhammadiyah 2 Tanjung Sari Medan of academic years 2016/ 2017, the students have several problems in writing paragraph. The problems are they do not have any approach as an inspiration for their writing. Then they still difficult to write sentences or text especially hortatory expotion text,bacouse they still confused to determine part of the text .After some weeks the researcherfind for

some problems, the researcher think the ways to express writing and one of them is through approaches. In this research, the researcher will be choose process genre based approach. According to the data of previous researcher Voon Foo, (2007), revealed that the students who received Process Genre Approach oriented writing were able to communicate their ideas in writing more effectively to the reader and develop relevant ideas more to support the purpose of their writing task, compared to the students who received another method. From the analysis of the students' self report in questionnaires revealed that instruction in process genre strategy promoted the students' awareness of conceptual writing strategies and willingness to apply practical writing strategy to compose. To make the approach work well especially in writing hortatory exposition text, it is need big book as media. Big-Book is a book which has a big size as well as the font. Big-Book can be seen easily from all part of the class. Besides, it has also colorful series pictures inside to help students became more understand about the content of the story or the part of text even stimulate students' imagination. Some expert found that Big-Book creates secure and relaxed atmosphere in the classroom and attracts students' attention in teaching and learning process.

Based on explanation previously the use of process genre based approach assisted big book media is expected to be one of effective approaches in teaching that can significantly improve students' achievement in writing hortatory exposition text.

B. The identification of the Study

The problem of the study was identified as follows :

1. The application of using process-genre based approach assisted big book media.
2. The students' ability in writing hortatory exposition text by using process genre approach assisted Big Book as media.
3. The students difficulties in writing hortatory text.

C. The scope and Limitation

In this research, the researcher applied the process genre approach assisted Big Book as media. The scope in this research was writing skill and limited on writing hortatory exposition text, in SMA Muhammadiyah 2 Tanjung Sari, Medan.

D. The formulation of the Problem

The problem of this research was formulated as follows:

1. How the application of using process genre based approach assisted big book media in writing hortatory exposition text?
2. Is there any improving of students' ability by using process genre based approach in writing hortatory exposition text

E. The objective of the Study

The objective of this research was:

1. To find out how does the process genre based approach assisted big book media improve the students' ability in writing hortatory exposition text.
2. How are students learning activities by applying process genre based approach assisted big book media.

F. The significance of the Study

This research is expected to be useful for :

a. Theoretically

The study was useful and interesting way in teaching writing hortatory exposition text through process genre based approach.

b. Practically

1. The Teachers.

After knowing effectiveness in teaching writing hortatory exposition text through process genre based approach assisted big book media, the teacher can implementation this approaches when they teaching writing hortatory exposition text.

2. The Students.

As information increasing their imagination about creating a good hortatory exposition text.

3. The Readers.

To be the source of information for the other researchers who are interested, with the same focus of this research

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In the theoretical framework, some of important terms used in the study have to be clear in order to avoid misunderstanding. So, the readers and the writer must have same perception on the concept of this study.

1. Writing

According to Nation (2009:112) stated that writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading. This preparation can make it possible for words that have been used receptively to come into productive use. Includes that writing is a persons' ability to communicate information and ideas to someone, public, government. Also writing is not only an activity of arranging word into form of sentence, but also when people write, they should organize some interesting stuffs, which are experiences or ideas in written form.

Another definition Brown (2003:218) stated that writing is primarily a convention for recording speech and for reinforcing grammatical and lexical features of language. Now we understand the uniqueness of writing skill with its own features and conventions. We also fully understand the difficulty of learning to write "well"any language, even in our own native language. Writing learning for this type of description text was the students' able to convey information about the most interesting things from people they know by writing a grammatically correct in terms of pouring content.

So in conclusion writing is the part of communication to share the information as indirect. By writing, someone will get more information from another period or another field.

2. Criteria of Good Writing

According to Melisa Donovan (2013) stated that there are eight criteria of good writing, they are :

1. **Clarity and focus:** In good writing, everything makes sense and readers don't get lost or have to reread passages to figure out what's going on. Focused writing sticks with the plot or core idea without running off on too many tangents.
2. **Organization:** A well organized piece of writing is not only clear, it's presented in a way that is logical and aesthetically pleasing. You can tell non-linear stories or place your thesis at the end of an essay and get away with it as long as your scenes or ideas are well ordered.
3. **Ideas and themes:** Is the topic of your paper relevant? Does your story come complete with themes? Can the reader visualize your poem? For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.
4. **Voice:** This is what sets you apart from all other writers. It's your unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.

5. Language (word choice): We writers can never underestimate or fail to appreciate our most valuable tools: words. Good writing includes precise and accurate word choices and well crafted sentences.
6. Grammar and style: Many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there's a good reason). Style is also important in ensuring that a piece of writing is clear and consistent. Make sure you keep a grammar book and style guide handy.
7. Credibility or believability: Nothing says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it's impossible), and in nonfiction, accurate research can make or break a writer.
8. Thought-provoking or emotionally inspiring: Perhaps the most important quality of good writing is how the reader responds to it. Does she come away with a fresh perspective and new ideas? Does he close the cover with tears in his eyes or a sense of victory? How readers react to your work will fully determine your success as a writer.

3. Scoring Component of Writing

The components of writing test consist of content, organization, vocabulary, language use, and mechanics. According to Jacobs et al. (1981) in Haswell (2007), there are some composition for scoring writing they are:

1. 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 topic sentence relevant to assigned topic.
22 – 26	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 pertinent or not enough to evaluate.

2. 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 of 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 form or not enough to evaluate.

3. 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 form mastery, appropriate register.
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15-14	Good to Average : Adequate range, occasional errors of words/ idiom form, choice, usage but meaning not obscured.
13-10	Fair to Poor : limited range, frequent, errors of words/ idiom form, choice, usage, meaning confused or obscured.
9-7	Very Poor : Essentially translation, little knowledge of English vocabulary, idiom, word form, not enough to evaluate.

4. 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 sentence 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.

5. Mechanics

The criteria of scoring mechanics are given below :

Level	Description
5	Excellent to Very Good : Demonstrates 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 text using chronological order will be classified in quantitative system.

The scales are as follow :

The Scales

SKILL	
Qualitative Form	Quantitative
Excellent to very good	90-100
Good to average	70-89
Fair to poor	30-69
Very poor	0-29

4. Writing Hortatory Exposition Text

There are so many types of text in writing, they are : Descriptive text, narrative text, procedure, recount, report text, exposition text(analytical and hortatory) and the others. There are two kinds of exposition text, they are: analytical and hortatory exposition text. However they are look same but both of them are different especially in porpuse. According to Siahaan & Shinoda (2008: 101), hortatory exposition text is a text functioning to persuade readers that they should do something for the benefit of others. In hortatory exposition text, the students learn how to share opinions, ideas or arguments in form of writing or speaking. The students are required to have the sufficient knowledge to support their ideas about the given topic. This condition encourages the students to be able to develop or elaborate their arguments in order to strength their explanation. It also motivates them to think more critically about the issues that arise in their daily life. The students also need to learn the hortatory exposition text since this type of text is popular among science,academic community and educated people. Because this text is considered very beneficial to be taught for Senior High

School. The teacher should have an appropriate approach for teaching writing hortatory exposition text.

5. Characteristic of Good Writing Hortatory Exposition Text

There are some characteristic of good writing hortatory exposition text, they are :

1. The text have generic structures: there are three components of generic structure according to Ferdianti (2005:123), Firstly thesis is announcement of issue concern. Secondly, arguments are reasons for concern, leading to recommendation. Finally, recommendation is statements of what ought or ought not to happen.
2. The text have language features: language feature of hortatory exposition text are (Garot and Wihnell 1994: 210): the first, hortatory exposition text focus on generic human and non-human participants, expect for speaker or writer referring to self. Second, it use of mental processes: to state what writer thinks or feels about issue, material processes: to state what happens, relational process: to state what is or should be for. And the last, it is use of simple present tense.
3. The text function is persuade the readers.

6. Process- Genre Based Approach

Structure and by grammatical form that reflect the communicative purpose of the genre. By investigating different genres, students perceive the differences in structure and form and apply what they learn to their own writing.

According to Yan (2005:20), the genre-based approach to writing consists of three phases: (1) the target genre is modeled for the students, (2) a text is jointly constructed by the teacher and students, and (3) a text is independently constructed by each student. The Process Genre Approach acknowledges that writing takes place in a social situation and reflects a particular purpose, and that learning can happen consciously through imitation and analysis, which facilitates explicit instruction. The genre-based approach has been criticized because it undervalues the process needed to produce a text and sees learners as largely passive (Badger and White, 2000). However, supporters respond that the genre-based approach succeeds at showing students how different discourses required different structures. In addition, introduction of authentic texts enhances students' involvement and brings relevance to the writing process.

Process Genre Approach allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of prewriting, drafting, revising, and editing.

6.1. The Advantages of Process Genre Based Approach

Hayland (2004) stated that the advantages of a genre based writing instruction can be summarized as follows: 1. Explicit. Makes clear what is to be learned to facilitate the acquisition of writing skills. 2. Systematic. Provides a coherent framework for focusing on both language and contexts. 3. Needs-based. Ensures that course objectives and content are derived from students' needs. 4. Supportive. Gives teacher a central role in scaffolding student learning and creativity. 5. Empowering. Provides access to the patterns and possibilities of variation in valued texts. 6. Critical. Provides the resources

for students to understand and challenge valued discourses. 7. Consciousness raising. Increases teacher awareness of texts and confidently advise students on their writing.

6.2. Disadvantages of Process Genra Based Approach

The disadvantages of this approach are, we can see from a theoretical perspective, the objection is to the overemphasis on the formal features of genres and the consequent downplaying of the socially situated nature of writing, with its dynamic selection and deployment of a range of generic features to meet the demands of the particular rhetorical context. And from a pedagogical perspective, the objection is somewhat similar: Although in presenting the rationale for their approach, the advocates of genre-based pedagogy argue that text construction is embedded in, and responsive to, social context, in classroom practice the study and use of specific genres tends to be approached predominantly from a linguistic point of view; instead of genuine interest and communicative purpose being the basis for working with a particular genre, the genre is assigned by the teacher and students are instructed in the relevant linguistic features and then required to use them in the construction of their own written texts. Despite genres' beneficial roles in helping learners to produce written work with confidence, there are two concerns about the genre approach. One is that it underestimates the skills required to produce content, and the other concern is that it neglects learners' self-sufficiency (Byram, 2004). The genre approach not only places too much emphasis on conventions and genre features but also is less helpful for students in discovering the texts' true messages due to the targeted aspects of

the specified genre. Likewise, if teachers spend class time explaining how language is used for a range of purposes and with a variety of readers, learners are likely to be largely passive. Finally, Bawarshi (2000) pointed out that, at its best, it helps learners to identify and interpret literary texts, while at its worst; it interferes with the learners' creativity. This concern means that students may end up writing genres as meaningless reproductions.

6.3. The Procedure of the Process Genre-Approach

The teaching procedure of process genre approach is divided into six steps (Belbase 2010: 2) they are:

1. Preparation, The teacher begins preparing the students to write by defining a situation that will require a written text by placing it within a specific genre, such as Hortatory exposition text to amuse or entertain the reader. This activates the schemata and allows students to anticipate the structural features of this genre.
2. Modeling and Reinforcing

In this step, the teacher introduces a model of genre and lets students consider the social purpose of the text, including which the audience will be, for example, the purpose of descriptive text is to describe something. Next, the teacher discusses how the text is structured and how its organization develops to accomplish its purpose. The students may do some comparisons with other texts to reinforce what they have learned about particular genre.

3. Planning

In this step, many meaningful activities activate the students' schemata about the topic, including brainstorming, discussing, and reading associated material. The aim is to help the students develop an interest in the topic by relating it to their experience.

4. Joint Constructing

During this step, the teacher and student work together to begin writing a text. While doing so, the teacher uses the writing processes of brainstorming, drafting, and revising. The students contribute information and ideas, and the teacher writes the generated text on the blackboard. The final draft provides a model for students to refer to when they work on their individual compositions.

5. Independent Constructing

At this point, students have examined model texts and have jointly constructed a text in genre. They then undertake the task of composing their own texts on a related topic. Class time can be set aside for students to compose independently so that the teacher is available to help clarify, or consult about the process.

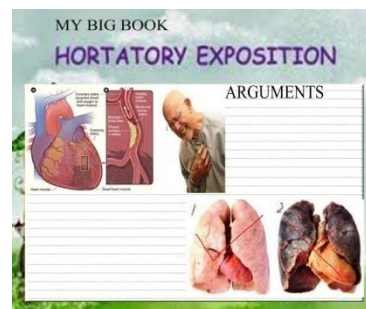
6. Revising

Students eventually will have a draft that will undergo final revision and editing. Students may check, discuss, and evaluate their work with fellow students, as the teacher again guides and facilitates. The teacher may make an effort to publish the students' work, which will impart a sense of achievement and motivate the students to become better writers.

7. Big Book Media

Big-Book is a book which has a big size as well as the font (Suyanto, 2007:104). Due to the size which is different from ordinary books, Big-Book can be seen easily from all part of the class. Besides, it has also colorful series pictures inside to help students became more understand about the content of the story or even stimulate students' imagination. Lynch (2008) found that Big-Book creates secure and relaxed atmosphere in the classroom and attracts students' attention in teaching and learning process. However big book usually using at elementary grade but big book also will be more interest if using in senior high school. In generally, Big book is a book which consist of text, or picture. So, teacher can make this media by theirselves. There some steps to meke big book media, the first, prepare some of paper which have the big size such as, A3,A4, or A5. Second, prepare some markers which full color, and picture that suitable with the topic. And the third determine the topic and write on the top of paper. Forth put the picture in each page, that suitable with topic. And the last design big book that you like.

There are four paper example of big book media in one topic below. These example create by the researcher.





Picture 2.1
Big Book Media

8. Procedure of Applying Process Genre Approach Assisted Big Book Media

There are some steps in procedure of teaching writing hortatory exposition text by using process genre approach assisted big book media, they are:

1. In Preparation
 - a) Teacher give brainstorming about the topic that will be discuss.
 - b) Teacher prepare the media like big book that suitable with the topic.
 - c) Each paper in big book have the different topic.
2. In Modeling/ Reinforcing
 - a) Teacher explain definition, the porpuse, generic structure and language used of hortatory exposition text.
 - b) Teacher explain about hortatory exposition text with example as the model for students.
3. In the Planning
 - a) Teacher devide students to be some group.

- b) Teacher give the big book as media in writing, to each group of students which the paper have the example of hortatory exposition text.
 - c) Teacher give time to discuss and ask the question.
4. Joint constraction
- a) Teacher give time to student to analyze the text. Such as, the generic structure, language use and the other.
 - b) Teacher put the example on the blackboard with part of generic structure.
 - c) Teacher help the difficulties of students.
5. Independent constracting
- a) After work in the group, teacher give one piece of paper (big book) to each student which each paper have the different topic.
 - b) Teacher give time to student to write hortatory exposition text by themselves.
 - c) Teacher help the difficulties of student in write.
6. Revising
- a) Teacher get all of the text (paper) from the student.
 - b) Teacher give the evaluation
 - c) Teacher put the paper into one of book.
 - d) Every students can read their writing after evaluated which their writing have been a big book.

B. Previous Relevant Studies

The researcher will describe some thesis which are relevant to this research to make the research arrangement easier and to avoid repeating the same study. There are two previous researches that are used by the researcher, they are:

A Journal by Rizkiah Fifin Naili, as a student in English Department of Tarbiyah faculty, State university of malang, 2014. On the title improving students ability in writing hortatory exposition text by using process genre approach. The similarities are this research used classroom Action Research in its research approach, also focused on writing skill. It is explained that using process genre approach as an approaches in teaching hortatory exposition text is very helpful in producing the words because the students can write by their own idea. The result of this research shows that the students improve their writing organization of hortatory exposition text. Actually in the first cycle, the researcher found the number of students who get score are only 15.8% (3 from 9 students).. In the second cycle the number of students who get the score increase to be 100% (22 students) in the preminilary study. Means that, there are improving of students ability in writing.

Second journal by Ika Fitriani and Bambang Yudi Cahyono, students State University of Malang, 2014) on the title the effectiveness of implementing big-book and narrative-scaffold on the students' achievement in writing narrative texts. The similarity is that this research focused on writing skill. The result of this research is the achievement of students taught by Big book media for writing a narrative text is better than those taught with a conventional method. So that the researcher concludes that the use of big book as media gives contribution to

improve their skills in writing a text however in the research focus on writing narrative but the researcher thing this media can also using in writing hortatory exposition text.

The researcher here has the title of Improving Student Ability in Writing hortatory exposition text by Using process genre based approach assisted big book media (A Classroom Action Research with Students of Grade XI-IPA2 at SMA M 2 Medan in the Academic Year of 2016/2017). This research has same skill with the two journal above. The researcher wants to improve students ability in writing hortatory exposition text by using process genre based approach assisted big book as media involved their ability in content, organization, vocabulary, grammar, and mechanic. So, the researcher hopes that this researcher can fill in the gap in teaching writing hortatory exposition text.

C. Conceptual Framework

Writing is the expression of language in the form; it can be in the paper, in the stone, wall, and another form. The skill of writing as demand in every aspect of life such as company and also as decision in standard based curriculum in the school, the student should be able to write on genre based. As the fact shows part of student in the eleven grade of senior high school can not compuse the sentence in hortatory exposition paragraph. The using of approach assisted media in teaching learning as one of alternative way to get student attractiveness and help student to understand the material of study given,media also influence the situation teaching learning in the class in order not to make student get bored even make them feel enthusiasm and fun. So, with using approach assisted media

in teaching can make easier teacher to teach and improve student ability in writing. In process writing, the teacher moves away from being someone who sets students a writing topic and receive the finished product which the product write in the big book media for correction without any intervention in the writing hortatory exposition text.

CHAPTER III
METHOD OF RESEARCH

A. Location and Time

1. Location

The research will be conducted at SMA Muhammadiyah 2, Tanjung Sari at Jalan Setiabudi Medan. The reason for choosing this school because based on teaching experience of the researcher. The students have problem in their writing skill especially in writing hortatory exposition text.

2. Time

Time of this research will be taken 4 month with some activities like below :

Table 3.1
Time of the Research

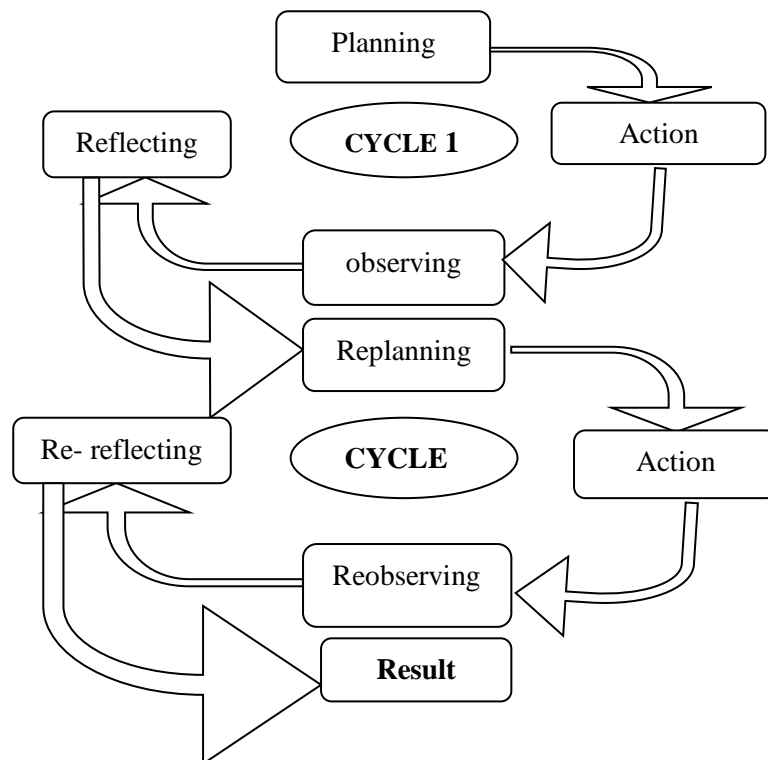
No	Activities	Month				
		Jan	Feb	Mar	Apr	May
1	Revising Research Proposal					
2	Conducting Experiment					
3	Consultation the Report of Research					
4	General Review					
5	Revising					
6	Green Table					

B. Subject of Research

The subject of this research are the eleven grade students of SMA Muhammadiyah 2 Tanjung sari, Medan which consisted of 115 students. The researcher choose XI-2 which consisted 32 students.

C. Research Design

This research method will be conducted with classroom Action research because this kind of research can achieve student competence. There are two cycle in this research. Where the cycle will be done in eight meeting. Each cycle consists of planning, action, observation, and reflection like described below :



Picture 3. 1

The Cycle of Classroom Action Research ,Arikunto (2006: 16)

From the diagram above, cycle one only to see the students' skill in writing without the approach and will be done in three meetings. Whereas the Second Cycle the teacher or researcher will be teach more intensive with approach assisted big book as media. The procedure can be seen in the following figure which taken from Arikunto (2006) :

1. Determining the Thematic Concern-Reconnaissance

The researcher conducted the reconnaissance step to find out information concerning students' writing skills. In reference to the interview with the collaborator and the students, the major problems that the students have were spelling, punctuation, using appropriate tense, and the content for their writings. Besides, the English teacher also gave short time for students to practice writing because writing takes a long time to finish. Therefore, he was very enthusiastic when the researcher wanted to conduct an action research related to the students' writing ability. The researcher thought that a new technique in teaching writing was needed by the students and the teacher. The technique in teaching writing used by the researcher and the collaborator was through a portfolio assessment. Portfolio assessment can show evidence of high-level accomplishment of the students' writing.

2. Planning

After the researcher and the collaborator identified the problems, they made some planning to decide the actions that were feasible to be implemented in the field. In planning the actions, the researcher work together with the English teacher of SMA Muhammadiyah 2 Tanjung Sari, Medan. Prepare the approaches to solve the problems they face. The researcher also

prepare the Big Book as media to help the approach that will be implemented in the teaching and learning process.

3. Action and Observation

After the planning was agreed on, the actions will be implemented in the class, in 2 cycles. The researcher and the collaborator observed and took notes of anything that happened in the class. The implementation of the actions based on the observations, notes, and records of the students' responses during the actions.

4. Reflection

After the researcher conducted Cycle 1 and Cycle 2 completely, the researcher and the collaborator did reflections. The researcher and the collaborator will discuss about circumstances concerning the actions. It was done to find out whether the actions were successful or not.

D. The Instrument for Collecting the Data

The instruments of this research are presented below.

1. Observation sheet

Observation sheets will be used to record whether the plans to improve the students writing ability were done or not. The observation sheets provided by the researcher as the teacher (collaborator) who became to the observer. The collaborator put a tick to statements of the teaching and learning process during the implementation of the action.

2. Interview guidelines

Interview guidelines contained some issues such as the questions around teaching writing before action, the implementation of portfolio assessment, the problems found during the implementation, and the students' and collaborator's perspective towards portfolio assessment.

3. Test

Test in this research is students' writing text (hortatory exposition text) that will be used big book media to get information. The students were required to do two tasks to see whether or not there would be improvement on students' writing skills.

E. The Technique for Analyzing Data

This research will be used qualitative and quantitative to analyze the data.

1. The qualitative data

Qualitative data will be search from the observation or interview guidelines it will be used to describe the situation during the teaching and learning process. There are three steps to analyze the data they are :

a. Data Reduction

In data reduction the researcher will be selected, focused, simplified, abstracted, and transformed the data which were in the form of field notes and the interview transcripts.

b. Data Display

The researcher then, sorted, sharpened, focused, and organized the data to get the final conclusion in data display.

c. Conclusion drawing/ verification

After that, the researcher organized the data in order to come to the conclusion drawing and action. Finally, the researcher drew conclusion from the data display to know the progress of the implementation and verified it.

2. The quantitative data

The quantitative data will be collected and analyzed from test writing hortatory exposition text of the students. The formula to analyze the data are below :

to know the mean of the students' score in each meeting, the following formula will be apply:

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

Where: \bar{x} = the mean of the student

$\sum x$ = the total score

N = the number of the students

to categorize the number of the students who were competent to write a hortatory exposition text, the following formula will be applied :

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

Where: P = the percentage of the students

R = the number of those who get the point

T = the total number of the students

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. RESEARCH FINDING

1. Identification of the Field Problems

In this step, the researcher conducted some activities to identify the field problems that occurred. First, the researcher did observations concerning the English teaching and learning process at grade XI-IPA(1) class of SMA Muhammadiyah 2 Medan. Second, the researcher did interviews with the English teacher about how the classroom situation.

The research was started by gathering initial information from the English teacher and students grade XI-IPA (1). It was done by interviewing the English teacher, observing the teaching and learning process, and conducting a pre-test. There are some field problems which occurred during the teaching and learning process, which are : The students frequently lost their focus, the students were bored during the teaching and learning process, the students made a lot of noise during the teaching and learning process, the students had low mastery of English grammar, the students had limited vocabulary mastery, the students found difficulties in exploring and developing ideas, the students showed low participation, the teacher lacked classroom management, the teacher was dominant in the classroom, the technique of teaching was not varied in teaching learning writing, the teacher tended to focus more on teaching grammar and reading, the materials were lack of visual aids.

After identifying the field problems based on the level of urgency and feasibility, the discussion shifted to analyzing the possible main causes of the problems. This step needed to be carried out to have a clear view of the causes from which appropriate actions towards the problems could be generated. The researcher and the teacher conducted some discussions that resulted with the same idea of the causes of the problems. The main causes were:

- a. uninteresting and ineffective strategies and method in the teaching and learning process of writing
- b. lack use of facilities and media for learning writing
- c. inappropriate classroom management

2. The Implementation of the Action

1. The Report of Cycle 1

a. Planning

Considering the problems identified above, some efforts were planned to solve the problems. The efforts were focused on improving the students' writing skills without any approach. Based on the results of the discussion with the teacher on Friday, February 11th 2017, the action plans of the first cycle that would be implemented are presented below. The implemented actions focused on improving the students' writing ability without using process genre based approach assisted big book media but only explained about the hortatory exposition with power point or slide show. Based on the results of discussion with the English teacher, the teacher acted as the classroom teacher during the

implementation. Meanwhile, the action plans which were performed in the first cycle. And before the first cycle the teacher gave the pre-test for students to know how the ability of the students in writing text. This some planing that should be preparing in the cycle I :

1) Designing the Slide show (Power point material)

After some efforts on formulating the field problems, the teacher and the resercher as the collaborator continued the discussion on the plans for Cycle I. The researcher and the English teacher – determined the standard of competency and basic competence for the first semester of Grade XI. Then, design the slide show material for the cycle by considering the standard of competency and basic competence, as well as the school syllabus. The standard of competency was 12 (Expressing the meaning of short functional texts and essays in the form of narrative, spoof, and hortatory exposition in daily context) and the basic competence was 12.2 (Expressing meaning and rhetorical steps in essays using accurate, fluent and acceptable written language in daily context in the form of narrative, spoof, and hortatory exposition). These were used as the basic consideration of designing the the material. After some discussion, finally agreed to focus on hortatory exposition text as the learning with the topic “Drugs”.

After deciding what to teach in the classroom. Then, discussed how the materials were taught. The teacher and the researcher agreed to emplor the manual method or only explained the material with slide show. It was because to know deeply the improving students’ ability in writing hortatory exposition text within

2) Making Lesson Plans

As the slide show material had been ready, the researcher and the teacher designed the instruction by making a lesson plan. The lesson plan consisted of information about the series of class activities, time allocation, classroom management, aims and principle of the task and activities designed, as well as competencies that students needed to achieve. The lesson planned served as a teacher guideline of the teaching and learning process. It helped the teacher, administer the class smoothly and systematically so it could improve the students' writing skill and the teaching and learning process.

3) The Concept of Action Plans

In addition to the plans in the form of slide show material and lesson plan, the researcher and the teacher also design a plan of action to solve the problems that had been identified. The plan was aimed at improving students' writing skill and designed for some expectations including:

1. Students were actively involved in classroom activities.
2. Students paid attention during the learning process.
3. Students were cooperative and the class was conducive.
4. Students could use appropriate word order or pattern.
5. Students improved their vocabulary mastery.
6. Students could use cohesive device in writing.

7. Students could use appropriate word order.
8. Students could write with control over grammar.
9. Students could apply the conventions of the text type in their writing.

Based on the discussion with the collaborators, it was agreed that the class implemented the genre-based approach. In addition, there were also some strategies included in the implementation of the approach to help the students improving their writing skill. Those were providing the students with a handout on new materials as a brief guideline, displaying the materials through the LCD projector and applying rules of conduct. The plan of the implementation of the genre-based approach in the teaching and learning process was outlined below.

b. Actions in Cycle I

The actions in the first cycle were carried out in two days of class meeting on 15th february and 16th february 2017. The data during Cycle I were collected through observations and interviews. In this cycle, the teacher shared duties with the resercher as collaborators in conducting the teaching and learning process of speaking. While the teacher implemented the actions, the resercher observed the teaching and learning process at the back of the class The detail description is presented below.

1. The First Meeting of Cycle I

The first meeting in cycle I was done on weknesday, february 15th 2017. The allocation time was 90 minutes. The lesson was started with a greeting, and a question about who was absent that day. After checking their presence, the

students were asked about several questions to check their readiness, starting with “Did you study lastnight?”, “What did you study?”, “Have you ever write your argument? Maybe, your argument about corruption , or a drugs?” The students tried to answer them in English and explained shortly the argument they had write before.After that, the students were asked about the homework that was given in the day they took the pre test scores. Some students made noises and the teacher asked them to pay attention to her. Then, they were asked whether they brought their dictionary with them or not. Half of the students did not bring theirs.Then, the students were informed about what they would do that day. They were asked about what verb is. Some of them answered correctly but the rest kept silent. There were also some of them who gave incorrect answers. Then, the teacher gave brief explanation about it. The teacher gave some examples about verb base, to be and also modal to make them know the differences between the three of them. She explained it by high lighting the words in the text through an LCD. She also told them about how to check whether a word is a verb or not using a dictionary. After listening to the brief explanation, the students were givena task to find some words and the meanings of those words in the text. Most of them were still confused about theinstruction given by the teacher. Therefore, she explained again slowly and letthe students ask questions if they were still confused about something. Actually,that happened because they were not really focused on the lesson. There weresome of them who were having conversation and not listening to the teacher.They were given time to do the task. However, while doing the task, they asked many questions like whether particular words are verbs or not. In this stage,they were still guided by the researcher and also the collaborator since they

still needed it. The female students were the ones that finished the task faster. Some of the male students were not really enthusiastic in doing the task. Then, they were told that after they finished the first task, they would be watching an interesting movie. They were excited and try to finish the task faster. The teacher came closer to some of them and tried to help them if they faced any difficulty. After that, they were informed that the remaining time to do the task was only 15 minutes. All the female students were done doing the task. The male students were having discussion in group or with their friend beside them. There were also some of them who asked for help from the female students. The teacher let them do that as long as they understood the materials. When the time was only seven minutes left, there was a male student who asked whether “when” was a verb or not. He was told to open the dictionary to know the answer. He opened the dictionary and found the answer. The time was over, the students were asked to pay attention to the teacher because they were going to discuss the task. The teacher read the first sentence of the text and asked them the meaning of the sentence. They tried to tell the meaning of it. Then she reminded them that “was”, “were”, etc are verbs. The teacher continued to ask what the meaning of the next sentences one by one. The teacher also asked continuously the verbs they found in each sentence they read. The teacher also discussed the meaning of the words by relating them with the contexts in history. After done discussing all the verbs in the text, she later asked the students what type of verb was used in the text they had read. Some of them knew the answer. Then she asked again about what kind of text or argument it was, they answered that it was hortatory exposition text. The researcher explained about the generic structure of hortatory exposition text. Then

she led the students to discuss which parts were the thesis, arguments and recommendation. She also asked several questions about the text to check their understanding about the text. After that, the teacher gave the instruction to identify of generic structure hortatory exposition text with showed the text by infocus. The time was over. In the end of the lesson, they were asked if they had questions. The lesson was concluded and they were asked to study at home.

2) The Second Meeting of Cycle I

The second meeting was conducted on 16th february 2017. In this meeting, the activity was continued by showing the material with slide shows as an input of the writing process. The allocation time was 90 minutes. The class was started with greeting and checking the presence. The students were asked several questions such as “Did you study last night?”, “Do you remember what we have discussed in the previous meeting?”. The students tried answer the questions as much as they could with insufficient grammar mastery. Then, the students were informed what they would do that day. There were many students who still remembered the material that was taught in the previous meeting. The teacher informed them that they would learn about “*how to write hortatory exposition text*” again. However, last time they had learn about hortatory but the day they still learn hortatory exposition with write down the text or they had to do something. After the teacher explain about hortatory exposition text, gave some example and explain about how to write the text also, the teacher gave some instruction to students to write hortatory exposition text. The students were allowed to do that in pairs. Some students asked her to repeat the instruction because they were still confused. She then explained it using simple language that

would be easier for them to understand. The students were asked whether they understood the instruction or not. After they all answered that they understood it, the teacher gave the limited time to work, it's about 20 minutes. They focused to write the text and they look discuss it with their friend using dictionary. That day, only a few of them did not bring their dictionaries. The teacher walked around the class to check if they found difficulties. Then the students were informed that the time to do the task was over and they were asked to stop doing the task because they were going to discuss the answers. The teacher correction the students' work as a test-2, but before it the teacher gave the time to evaluated their work and also gave the time for students to ask some question about the subject.

c. Observation and Evaluation

In this phase, the resercher observed the teaching learning process through field notes; it might be about class situation, students' response, and teacher's performance in presented the material. Related to the students' response, some of students did not pay attention on teacher explanation, therefore they just talk with their friend when teacher gave a task. Then, they gave up and lazy if they didn't find some words what they are going to write. The teacher had taught in line with the lesson plan had been made, but she didn't give clear explanation of the material. Next, she didn't explain the material with louder voice, it could be seen the situation of the classroom was noisy. (see appendix for detail result) In the second action of the first cycle, the students seemed more focus. Then, the teacher could intensive guide to students in explained the hortatory exposition text. After teaching learning process finished, in this observing phase was also carried out the

test 1 exactly on the second action of the first cycle to measure students' writing ability of hortatory exposition text that had been studied. Based on the result of the test 1, the data showed that the mean score was 60,90. There were 12 students who passed the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) 70 (seventy). Meanwhile the other 21 students did not pass that criterion. But it was better from the pre-test, which the score was 48,33, there were 5 students who passed the Minimum Mastery Criterion - Kriteria ketuntasan minimal (KKM) 70 (seventy).

c. Reflection

In this phase, the writer and the teacher discussed about the conclusion of implementing the action. Then, they tried to modify the action in order students' writing ability and in order 63,64% of students in the class couldn't pass the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) because in the result of test 1 showed only 36.36% of students who passed the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM). Meanwhile, field notes showed that the teaching learning activities has done well although there were some problems that should be solved. From the reflecting phase, there must be more efforts to improve students' writing ability. It needed to be improved again in the next cycle.

The students' mean scores in the content aspect of writing reached 18.3 out of 30. It was categorized as *good to average*. They had some knowledge of subject and adequate range but limited development of thesis. The content was mostly relevant to topic but still lacked supporting details. The students in general

had difficulties in generating and expressing their ideas in English as it took them quite long time. In the organization aspect, students in average managed to accomplish 17 out of 30. This range of score was categorized as *average*. They already had stand out main ideas. However, they still had limited support and logical and incomplete sequencing. In terms of vocabulary, the results of students' writing in general showed that they had adequate range of vocabulary as they scored 15.8 out of 20. Some of them still made errors in word choice. The students reached 15 out of 20 in the grammar and mechanics. It was categorized as *good to average*. Students' writing products had simple construction but it was quite effective. They showed several errors in choosing the verbs, word order/function, article, and pronouns.

2. The Report of Cycle II

a. Planning

According to the reflection conducted in the first cycle, the researcher and the collaborator found that some problems still existed and needed to be solved in Cycle II. The problems were presented in the following table.

Table 4.1. The Existing Problems in Cycle I

No	Problems
1	Some students write the text mixing with bahasa
2	The students in general had difficulties in generating and expressing their ideas in English
3	There were also some students who were not aware of writing capital letters appropriately

- 4 They showed several errors in choosing the verbs, word order/function, article, and pronouns

In the planning of the implementation of Cycle II, the teacher and the researcher as collaborator planned to carry out the cycle in three meetings. They planned to have the students more focused on the writing process and made an effort to improve the students' writing ability through the use of process genre based approach assisted big book media. They planned to using process genre based approach assisted big book media, providing generic structure exercises and hortatory exposition text. The descriptions of some improved actions are presented as follows.

1) Using process genre based approach

As mentioned in the identification of the problem, the students tended not to focus and paid less attention to the lesson. They stated that it was because the lesson was not really interesting. So the teacher and the researcher as collaborator discussed about what is the material and the method to made the students interest. After some discussion, the teacher and the researcher finally agreed to focus on hortatory exposition text as the learning with some topic like "healthy live, corruption, and smoking". And after deciding what to teach in the classroom, the teacher and the researcher discussed how the materials were taught. The teacher and the researcher agreed to employ the genre-based approach in the teaching and learning process. It was because the main concern of the research was improving the students' writing skill through the genre-based approach. The approach consisted of five stages of learning; building knowledge of the field, modelling and deconstructing of the text, joint construction of the text, independent

construction of the text, and linking to related texts. Which all of this stages were do in three meeting in cycle two.

2) Using process genre based approach assisted big book media

By using big book media, they could understand the stories better because they contained picture and content their writing that would make the students have no time to focus on the screen. Most of the the picture on the big book media were taken from internet. The selection of the picture was based on the consideration between the researcher as the collaborators, and the English teacher. Combination between the approach and big book media used in the five and six meeting.

3) Providing hortatory exposition text

As the students did not have adequate knowledge of hortatory exposition texts, the researcher would provide more hortatory exposition reading texts and give them the appropriate model of a hortatory exposition text before they were involved in the writing process. This was hoped to build the students' knowledge and ideas to write the hortatory exposition texts. Furthermore, the students would increase their vocabulary mastery through reading the texts.

4) Giving Feedbacks

The teacher would be the one to give the feedbacks to the students. The teacher gave the feedbacks to make students aware of their mistakes. Later on, the students were required to give feedbacks to the other student in pairs. By giving feedbacks, they were expected to know and understand the materials well as they had to correct other people mistakes. That would make them work harder in order to be able to do that.

5) Lesson Plan

Before teaching learning process the researcher and the teacher prepared lesson plan like in cycle I to make the process teaching learning work well. So, There two lesson plan in this research, it was lesson plan in cycle one that were discussion before, and another in cycle two. which in cycle one there two meetings and cycle two conducted in three meetings.

b. Actions in Cycle II

1) First Meeting in cycle two

The first meeting of Cycle II was conducted on Wednesday 22 February 2017. The allocation time was 90 minutes. The lesson was started with a greeting, and a question about who was absent and continued with the teacher asking the students' readiness. She asked as usual questions such as "Did you study last night? What did you study?" Then the teacher were asked about their opinions on writing hortatory exposition text. Most of them showed positive responses about that. The data during the Cycle II especially in the first meeting of cycle two were collected through classroom observations and interviews. The details of the process is presented below.

1) Building Knowledge of the Field

After played games, the researcher distributed a handout of the materials and continued the class with conducting discussions. The first was discussing some pictures about the topic of the meeting drugs. As the researcher displayed

the pictures through the LCD projector, he invited the students to the discussion by delivering questions to the class. The students were interested that they began to fill the class with their voice. The pictures were given to introduce the topic so they could have some ideas when they were reading the input text. After the pictures, the class moved to the input text, a hortatory exposition titled 'Drugs'. Before the students read the text, the researcher asked them to study the vocabulary list before the text. The words in the list had been given the meaning so it was quicker for them to comprehend the words. Then, the students read the text. During the reading time, some students made use of the vocabulary page as they found some words unfamiliar for them. The illustration of students using the page containing the vocabulary list was reflected below. The researcher moved around the class while making sure that all students read the text. The class was quiet and the students focused on the text. After some minutes, the researcher asked a boy student to read the first paragraph of the text and a girl student to read the second paragraph. Then, the researcher checked the students' comprehension of the two paragraphs by delivering questions.

The students seemed to understand the content of the text parts that had just been read as they could give relatively good responses to the researcher's questions. The class was also active that the whole class took parts in the discussion.

The teacher, then, asked other students to finish rest of the text and discussed it with them. At the end of the text, the teacher gave the students chance if they had any questions about the text. As no student had a question, the teacher asked them to do the task following the task, a multiple choice task. The task only

consisted of six questions about what they had just discussed together so the teacher only gave two minutes for them to do it. Then, teacher went around to see the students who seriously did the task. the teacher also offered helps to students if there were difficulties. Around two minutes later, the teacher asked a volunteer to read the answer. The students' were excited in the activity that some of them volunteered themselves so the teacher arranged them to read the answer of all numbers in turn. After the answer of each number was read, the researcher asked other students if any of them had another answer. Till the last number, the students had the same answers.

After the task, the class continued with other discussions. The teacher asked for the students' opinion about the content of the text. Then, the teacher also asked some questions that inquired the student's opinion about the text type. The students were active in this step.

2) Modeling and Deconstructing of the Text

After some efforts, the teacher managed to make the class quiet. Then, the class discussed the generic structure of the text by slide show. The teacher recalled the students' memory about the text by delivering questions randomly to the students. Then, he also asked the students about the use of connectives and the modal verb in a hortatory exposition while taking a look at the input text. After that, the teacher gave short explanations again about the structure and language feature.

The next activity was studying the simple present tense, the focus of the stage. As it was found in Cycle I finding, the students were still weak in sentence

construction. Therefore, the activities in this stage focused on the simple present tense. Firstly, the researcher asked the students to study a pictured illustration of the simple present tense and to read an explanation on the use of the tense. The students were focused before they began looking around and looked confused. Realizing the situation, the teacher gave the students more explanation about it.

After it was ensured that the students had some ideas on the tense, the researcher then asked them to do the tasks that followed the explanation. The first task was locating the subject and verb of sentences. The students were to underline the subject and verb of some sentences. They were excited in doing it since they found it easy to do. The students could do it quickly and very well. The next activity was completing sentences with correct simple present verb forms. The students could also do well in this task. It was known from the fact that all of them managed to put the correct verb forms in the sentences. Then, the activity was composing some simple present sentences. The teacher asked the students to write two sentences about their habit. The teacher moved around as the students were composing the sentences. Some students found difficulties in doing the task that they had not written any words after some times. So, the teacher came to their table and gave a short explanation about the simple present. After that, the teacher invited volunteers from the class to write their sentences on the board. No student gave response so the teacher finally chose one boy student to come up. After he finished writing, other students began to volunteer themselves.

Some representatives of the class had written their sentences on the board and the teacher discussed them together. Some students made mistakes in their

sentences. Then, the teacher gave the correct one and put additional explanation about the simple present tense.

2. The second meeting on the cycle II

Like that In the first meeting on the cycle II, the teacher commenced the class with a game as the students were busy with their own when the teacher and the researcher as collaborators had been in the classroom. The teacher proposed a simple game to the students, a spelling game. The researcher spelled some words and the students guessed the words. The students were excited to the game. They tried to guess the words repeatedly. Some students were good yet some others were not that they made mistakes often.

After that, the teacher reviewed the materials that the students had learned in the previous meeting. *“do you still remamber what is hortatory exposition text is? And what the generic structure of the text?”*, the teacher delivered some questions. The teacher also reminded the students to pay attention to the conventions of a hortatory exposition. And then, the teacher continue the next steps in process genre based approach.

1) Joint Construction of the Text

After some exposures to the language feature, the students began to construct a hortatory exposition. The students worked in groups of four. During this cycle of the method, the teacher’s role was to manage the students and encourage them to write. The teacher also provided helps for the students. Teacher began the stage by leading the students to brainstorm ideas for the text they were going to write. The teacher asked them to think of problems they knew about

drugs. The students were engaged to the activity that they actively gave their ideas on the topic. There were many problems related to Drugs that were suggested by the students. As the class were going to write about a particular problem, the researcher led them to decide which problem to include in the text. After some opinions from the students, the discussion finally came up with an issue saying that the Drugs was disturbing.

After leading the students for the topic decision, the researcher divided the students into five groups so each group had 7 members and two group only had six student. The teacher distributed the task to all groups. Each group wrote one paragraph of the text. The first group composed the general statement of the topic, the other three worked on the causes or reasons of the problem and the last group made the solution. Put in groups, the students looked engaged to the activity that they focused on their task. They began to work in the group writing their part. The teacher checked the students' work by moving around the class. Occasionally, the teacher stopped at a group and reminded them to pay attention on the language features of the text type. The activity ran well. After the students had finished, the teacher collected their works and typed them on the computer. The class discussed the work displayed on the screen together. The teacher sometimes gave feedbacks when he found some parts of the text which were inappropriate. The activity lasted until the time was up.

3. Third meeting on the cycle two

In this meeting, the teacher began the teaching learning process by playing games, like the meeting before. The games was about to increase the vocabulary

“ABC games”. The students should be focus with the alphabet because the teacher asked the word with the alphabet. This games made the students focus and paid attention. And the teacher continue two steps again of process genre based approach.

1) Independent Construction of the Text

They began making noise and did not listened to the researcher. The teacher tried to manage them by showing the code yet few of them paid attention while the others went on making noise. The teacher needed to come to the students’ desk to get them silent when they made noise. After that, the teacher asked the students to get ready for independent writing, preparing the framework of their writing. It is like big book media with some picture that showed the relavant issues. Then, they looked for the problem causes and its solution for the text framework. The teacher made sure that all students had their framework and big book by visiting them table-by-table. After they were ready with it, the teacher asked the students to start writing. Some students did the teacher’s instruction, however, some did not. They seemed to found it difficult to develop the framework in big book media but the picture in the big book could halped them. As what they did before when they were asked to write, they waited each other to write first while there were only few students who started writing. Some even preferred to chat and play with their mates. Realizing the time kept running while most of the students did not started, the teacher moved around the class to encourage them to get started. After few minutes, they began to write. During the process, the students frequently asked the teacher the English equivalences of Indonesian words they wanted to use in their writing. Although, at this stage, the

teacher actually should no longer provide helps, the teacher gave them the English words. And the last time the teacher collected the students' test.

2) Linking to Related Text

The researcher planned to lead the students to analyze and discuss two other text types and to compare them with the text type under focus, a hortatory exposition. However, it could not be done. The class was running out of time when the students were writing the text independently and this cycle of the method was skipped.

c. Observation and evaluation

In the second cycle, generally the class condition in learning process was better than the previous cycle. It could be seen from the result of field notes that the students who were able to focus and to pay attention on the teacher explanation and when they followed the writing lesson, they enjoyed doing exercises. Then, most of them were enthusiastic to choose their favorite the topic given by the teacher. Related to the teacher's performance, she looked masters the technique and the material she gives. She checked the students' work by walking to their table and giving comments. Then, her voice more loudly, it could be seen students could understand easily because the teacher's explanation was not so low. Automatically, it led a good feedback from students' response in conveying their ideas and students were helped by the teacher to comprehend the text. Next, students did not give up when they found unfamiliar words because they could look up in their dictionary as suggested their teacher. In the second

action of cycle two, the teacher was held on test 2 regarding students' writing ability of procedural hortatory exposition text (see appendix). Based on the result of the test 2, the mean score of the class in writing test gained 71,51 in which there were 32 students who passed the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) 70 (seventy). Meanwhile, only 1 students who got 65 point and couldn't passed the Minimum Mastery Criterion.

d. Reflection

The reflection of Classroom Action Research (CAR) was carried out after getting the result of field notes and test 2. The writer and the teacher felt satisfied in as much their efforts to improve the students' writing ability had been realized. The result of the test 2 showed that 96,9% of the students got the score above the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM). So it has met criterion of success that 75% of the students must get the score above the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM). Therefore, the writer and the teacher decided to stop the Classroom Action Research (CAR) because it had already succeeded. According to the result of the evaluation between the writer and the teacher, it could be assumed that the implementing of Classroom Action Research in improving students' writing ability in writing hortatory exposition text by using process genre based approach assisted big book media was appropriate with the planning that had been discussed by the researcher and the teacher previously. In this case, every action was planned as good as

possible so that the writing hortatory exposition text activities could be accomplished well

For the test 2, the results of students' writing scored 71.51 in average. This result showed that the students were in the better level than the previous tests as they scored only 60,90. The students' mean score of each writing aspect also showed significant improvement as compared to previous action. In term of content, the students managed to get 21.5 out of 30. This was considered as *good* to *average* level. They had adequate knowledge and supporting sentences although some of them still lacked of some details. However, the development of thesis was quite sufficient. The students also had better organization as they scored 16,30. That was categorized as *good* to *average* level. The ideas were stated and cohesive enough. The main ideas were stood out and logical. They also could provide logical sequencing and quite well organized if compared to their writings in the pre-test and post-test. In language use and mechanics aspect, they scored 19,4 and 3,58 out of 25 and 5. That was categorized as *good* level. Their writings had effective and simple construction and showed minor problems in complex construction. Most of them wrote in the right form of tenses although they sometimes made several errors, but it was less than before. There were still some of them who forgot to put full stop in the end of the sentence of to use capital letter in particular condition. In term of spelling, they showed fewer errors as well as the punctuation.

B. DISCUSSION

It was mentioned earlier that the implementation of the genre-based approach assisted big book media and its supplementary actions was successful in improving the students' writing skill within two cycles. That finding could be reflected from the observations of the teaching and learning process and the interviews with the teacher and from questionnaire sheet. In addition, it could also be seen from the scores of the students' writing performances. The students performed their writing skill three times; in the pre-test, in Cycle I, and in Cycle II. The students' works were assessed using the same writing assessment rubric. The score gained were the mean of accumulated total scores from the teacher and the researcher as collaborator.

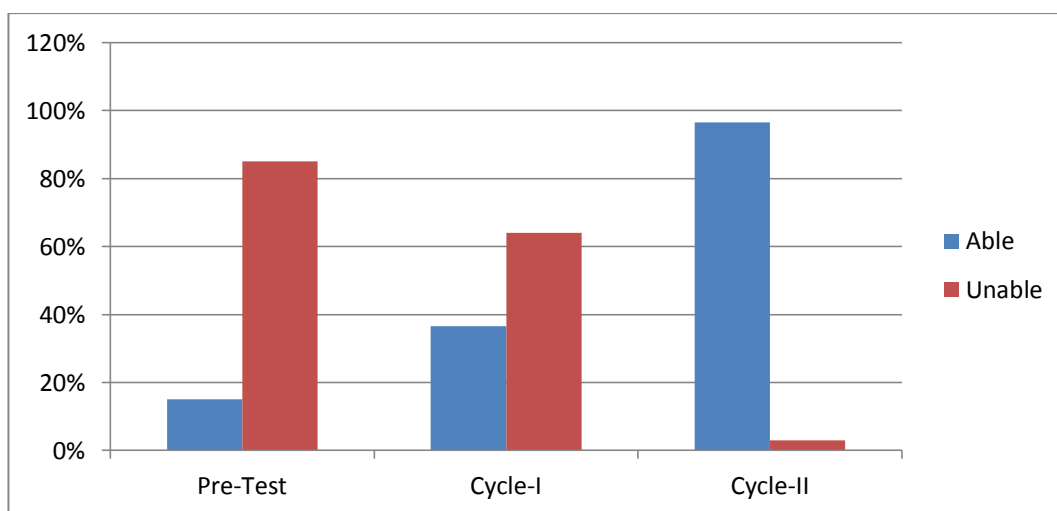
The mean scores of the students were 48,33 in the pre-conditional test, 60,90 in Cycle I, and 71,51 in Cycle II. The scores showed that there was an improvement in the students' writing skill. Many of them had higher scores in their performance in Cycle II. They made some improvements in variously different aspects; content, organization, vocabulary, language use, and mechanic. The students' scores can be seen in the table below :

Table 4.2
The score of students in pre-test, cycle I, and cycle II

No	Students' name	Initial	Pre-test	Cycle I	Cycle II
1	Adistha amelia	AA	70	75	85
2	Aisyah putri solin	APS	40	45	70

3	Aprida dwi yanti	ADY	50	70	75
4	Arif widianto	AW	40	50	70
5	Chairul imam	CI	45	70	75
6	Devi	D	70	80	90
7	Dinda salsabila	DS	40	50	70
8	Feisal amanda tarigan	FAT	40	70	75
9	Ibnati amira handi	IAH	70	80	85
10	Ikhwanul muslimin	IM	40	50	70
11	Intan nia	IN	35	50	75
12	Maysaroh	MS	40	70	80
13	Mayang dwi zailani	MDZ	45	45	70
14	Meilani dongoran	MD	40	55	75
15	Mia febriani	MF	40	55	70
16	Muhammad asyhari	MA	50	70	70
17	Muhammad daifullah	MDH	60	65	80
18	Nurhafizah arbi	NA	65	75	90
19	Rahmat hafiz	RH	50	65	75
20	Rayhan dimas adhitya	RD	55	70	80
21	Rizka fadillah	RF	45	65	80
22	Rizki dara arvi wanda	RDAW	70	80	90
23	Shafa nurul fadia	SNF	40	50	70

24	Silvia fadjriza dermawan	SFD	50	60	75
25	Siti vivi lestari	SVL	45	55	70
26	Sundari	S	50	65	75
27	Suryanti	SR	45	55	70
28	Tasya	T	40	60	75
29	Welly ida pratiwi	WIP	75	80	95
30	Widya lestari taufik	WLT	40	50	75
31	Yudha nugraha	YN	35	40	70
32	Zahara arba	ZA	40	50	70
33	Muhammad fadil fikri	MFF	35	40	70
TOTAL			1595	2010	2365
MEAN			48,33	60,90	76,21



Picture 4.1 Diagram of improvement of mean score, total of able students, total of unable students, percentage of able students and unable students. Result in pre-test, cycle I and cycle II.

The result showed the improvement of the mean score of the students score from the pre-test to the second cycle. The pre-test was 48,33. The first cycle was 60,90% and the second cycle was 71,51%. The total of able students from pre-test until second cycle was improved from 5 students, 12 to 32 students and the total of unable students from the 28 students, 21 to 1 students. The percentage of able students improved from 15,5%, 36,36%, to 97%. It could be concluded that improve students' ability on writing hortatory exposition text by using process genre based approach assisted big book media.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The implementation of process genre based approach assisted big book media in the first year of XI-IPA (1) class of SMA Muhammadiyah 2 Medan in academic year 2016/2017 can be concluded that process genre based approach assisted big book media can improve students' writing ability. It can be proved from the following fact. First, the improvement could be seen from the increase of students' writing score from 48,33% of the class percentages which pass the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in the preliminary study, and 60,90% of the class percentages which pass the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in the first cycle, to 96,67% of the class percentages which pass the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in the second cycle. Second, from the result of field notes and observation, it showed that the class condition during teaching learning process creates the positive atmosphere in the classroom, and also makes students creative in finding the ideas. Third, the result of questionnaire showed that students gave positive responses to the implementation of clustering process genre based approach assisted big book media in the teaching learning process of writing hortatory exposition text.

By implementing this research in two cycles, day by day for six meetings students get the improvement, they curiosity to get the better score, moreover it supported with the media which is related with the genre. Students looked very

enthusiasm, and really want to know the right way to write, even some of them still shy to ask, but they listened very attentively with the explanation. So, it can be concluded that the using of process genre based approach assisted big book media significantly improved students' ability in writing hortatory exposition text in class XI-IPA (1) SMA M 02 Medan.

B. Suggestion

The study showed that the using of process genre based approach assisted big book media could improve students' ability in writing text. So, these following suggestion are offered:

1. For the English teacher, it is a good alternative to make students interested in writing and teacher be able to control the students during learning process by using process genre based approach assisted big book media.
2. For students, it is suggested that process genre based approach assisted big book media can be used to study all the text especially to improve their skill in writing a text.

For the other researcher, it is suggested that process genre based approach assisted big book media should be researched move in other type of text, instances, narrative, descriptive, and improve the students' skills.

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APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CYCLE 1

Satuan Pendidikan	: SMA Muhammadiyah 2 Medan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI IPA-2
Alokasi Waktu	: 2 x Pertemuan
Skill	: Writing
Materi	: Hortatory Exposition Text

I. STANDAR KOMPETENSI

Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk *hortatory exposition* dan *analytical exposition* dalam konteks kehidupan sehari-hari.

II. KOMPETENSI DASAR

Mengungkapkan makna dalam teks monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *hortatory exposition* dan *analytical exposition*

III. Indikator

1. Kognitif:

a. Proses

1. Mengidentifikasi dengan tepat komponen Generic Structure and Grammar Features dari hortatory exposition texts.
2. Merespon dengan tepat wacana monolog yang berbentuk hortatory exposition dengan memahami teks model dan menjawab pertanyaan terkait dengan wacana.

b. Produk

1. Mengidentifikasi text hortatory exposition berdasarkan generic structure dan language features yang benar.
2. Membuat perbandingan antara text hortatory exposition dan analytical exposition.

2. Psikomotor:

- a. Mengidentifikasi generic structure dan language features sebuah text; hortatory dan analytical exposition

3. Afektif:

- a. Karakter: Berpikir kreatif, kritis, dan logis; bekerja teliti, jujur, dan bertanggung jawab, peduli,serta berperilaku santun.
- b. Keterampilan sosial: bekerjasama, menyampaikan pendapat, menjadi pendengar yang baik, dan menanggapi pendapat orang lain

IV. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi dengan tepat komponen Generic Structure and Grammar Features dari hortatory exposition texts.
2. Siswa dapat merespon dengan tepat wacana monolog yang berbentuk hortatory exposition dengan memahami teks model dan menjawab pertanyaan terkait dengan wacana
3. Mengidentifikasi text hortatory exposition berdasarkan generic structure dan language features yang benar.
4. Membuat perbandingan antara text hortatory exposition dan analytical exposition
5. Siswa dapat mengidentifikasi generic structure dan language features sebuah text; hortatory exposition dan analytical exposition.
6. Siswa dapat terlibat secara aktif dalam pembelajaran dan menunjukkan karakter berpikir kreatif, kritis, logis, bekerja teliti, jujur, dan berperilaku santun.
7. Siswa dapat bekerjasama dalam kegiatan praktik dan aktif menyampaikan pendapat, menjadi pendengar yang baik, dan menanggapi pendapat orang lain dalam diskusi.

V. Materi Pembelajaran

1. determining verb

2. Hortatory Exposition

To persuade the readers or the listeners that something should or shouldn't be the case

1. Generic structure

- a. **Thesis Position** (Stating an issue of concern)
- b. **Arguments Points** (Giving reasons for concern, leading recommendation)
- c. **Recommendation** Stating should or shouldn't to happen. (There is an action)

2. Language Features

- Uses present tense
- Connectives/enumerations
- Passive voice

Terlampir.

VI. Pendekatan Model Metode

Model Pembelajaran : *lecturing method*

Metode Pembelajaran : Explanation, Discussion, Tanya Jawab

VII. Alat dan Media pembelajaran

- Handout
- Laptop+LCD

VII. Langkah-langkah Pembelajaran

1. Pertemuan Pertama

No	Aktivitas Pembelajaran
Pendahuluan (15 menit)	
1	Guru membuka dengan salam dan berdoa bersama
2	Guru bersama dengan siswa mereview hasil pre-test siswa.

3	Guru menanyakan siswa tentang kata kerja dan contohnya
4	Guru menjelaskan kata kerja yang terdapat dalam text.
B Kegiatan Inti (65 menit)	
1	Guru menjelaskan tentang generic structure and language features of hortatory exposition texts.
2	Guru memberikan contoh hortatory exposition texts kepada siswa.
3	Guru meminta beberapa siswa untuk membaca text tersebut dan menjelaskan generic structure dan language features pada text.
4	Guru meminta siswa berdiskusi mengenai hortatory exposition text yang telah disiapkan.
5	Guru dan siswa berdiskusi tentang generic structure pada text yang disediakan.
C Penutup (10 menit)	
1	Guru dan siswa membuat kesimpulan tentang text yang telah dipelajari.
2	Guru menutup pembelajaran dengan salam.

2. Pertemuan Kedua

No	Aktivitas Pembelajaran
Pendahuluan (15 menit)	
1	Guru membuka dengan salam dan berdoa bersama
2	Guru mengecek kehadiran siswa
2	Guru menanyakan aktivitas siswa sebelumnya
3	Guru mereview materi hortatory exposition text sebelumnya.
B Kegiatan Inti (65 menit)	
1	Guru menjelaskan kembali tentang generic structure and language features of hortatory exposition texts.
2	Guru kembali memberikan contoh hortatory exposition texts kepada siswa.
3	Guru meminta beberapa siswa untuk membaca text tersebut dan menjelaskan generic structure dan language features pada text.

4	Guru menjelaskan bagaimana cara menulis hortatory exposition text.
5	Guru meminta siswa berdiskusi mengenai hortatory exposition text yang telah disiapkan.
6	Guru meminta siswa untuk menulis hortatory exposition text secara individu
7	Guru keliling kelas dan memeriksa tulisan siswa
C Penutup (10 menit)	
1	Guru mengumpulkan hasil kerja siswa dan memeriksanya.
2	Guru memberikan waktu kepada siswa untuk bertanya.
3	Guru mengevaluasi proses belajar mengajar pada pertemuan pertama dan kedua di cycle pertama.
4	Guru menutup pembelajaran dengan salam.

H. Penilaian

Teknik : Penilaian Produk
 Penilaian Afektif (LP-01 – LP-03)

Guru Mata Pelajaran

Researcher

Salma S.Pd

Mikrayani Ujung

Medan, 27 Maret 2017
 Kepala Sekolah,

Taupik Pasaribu, S.Ag



Example of texts

Text 1

Is it important to know what your kids are watching? Of course yes. Television can expose things you have tried to protect them from, especially violence, pornography, consumerism, etc.

A study demonstrated that spending too much time on watching TV during the day or bedtime often causes bedtime disruption, stress, and short of 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 and being inactive and overweight.

Considering some facts mentioned above, protect your children with the following tips:

1. Limit television viewing to 1 – 2 hours each day
2. Do not allow your children to have a TV set in their bedrooms
3. Review the rating of TV shows that your children watch
4. Watch television with your children and discuss what is happening the show

Text 2

Smoking in restaurants

Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

EXERCISE

Bring Mobile Phone to School. Ban or not?

Recently most people own mobile phone. Why does mobile phone user increase dramatically in recent years? First, the feature and functions has increased. Mobile phone is not used just for calling, but sending text, taking pictures, recording videos, accessing internet, playing games and much more. Second, mobile phone has also become a lot cheaper. Now this communication device does not only fill the pocket of adult but also teenager and student.

However should they be allowed to bring them to school? Many schools do not allow students to bring cell phones to school. It is very reasonable because bringing phone to school potentially disrupts the learning process. Most students use cell phones irresponsibly. They use cell phones to talk to their friend during class time. They also use the calculator and camera features in the class as well. Those potentially lead less concentration in the time of learning and teaching process. Students go to school to learn and behave fair way. Mobile phones provide a large temptation to cheat in tests. They can communicate to anyone and almost anywhere in the world. Because of the small size of the cell phone, students can send a text quietly and discreetly. The text can go unnoticed anywhere to get help on answering tests, homework, and other class assignment. Learning in school is to behave fair not cheating.

Therefore, schools should ban students from bringing their cell phones. However it should be done fairly. In case of an emergency some student need a call for help, providing easy access to phone is better.

1. What kind of text above?
 - a. Narrative text
 - b. Recount text
 - c. Report text
 - d. Diary text
 - e. Explanation text

2. "However should they be allowed to bring them to school?. (paragraph 1). The underlined word refers to.....
 - a. Videos
 - b. Mobile phone
 - c. Adult
 - d. Teenagers
 - e. People

3. What is the recommendation of the text above?
 - a. Schools should learn behave of students
 - b. Mobile phone provide many functions
 - c. Schools should ban mobile phone
 - d. Schools shouldn't provide phone access
 - e. Mobile phone is important

4. They can communicate to anyone..... (paragraph 3). They refers to.....
 - a. Students
 - b. Mobile phones
 - c. The school
 - d. Adults

e. Teachers

5. What is the text tell about?

- a. Recently most people own mobile phone
- b. School do not allow students to bring cell phones to school
- c. Mobile phone can be disturbed learning process in school
- d. Mobile phone can be damage for students
- e. Mobile phone should be ban

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

CYCLE II

Satuan pendidikan : SMA Muhammadiyah 2 Tanjung Sari Medan

Mata pelajaran : Bahasa Inggris

Kelas : XI (Sebelas)

Materi : Hortatory exposition text

Alokasi waktu : 3 x Pertemuan

I. Standart Kompetensi

12. Menulis

Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

II. Kompetensi Dasar

12.2 Menulis

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *narrative*, *spoof*, *hortatory exposition*

12.2.1

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *hortatory exposition*

III. Indikator Pencapaian Kompetensi

- Siswa mampu menganalisis unsur-unsur penyusunan esei hortatory exposition
- Siswa mampu membuat teks esei hortatory exposition.

IV. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

1. Mengidentifikasi unsur-unsur penyusunan esei hortatory exposition
2. Membuat teks esei hortatory exposition

V. Materi Pembelajaran

Hortatory exposition is a text which represent the attempt of the writer to have the addresse do something or act in certain way.

Paragraph 1. Never Try Smoking

A lot of people, especially teenagers, who do not smoke always, want to try smoking. They know it is bad for them and all, but

Make an essay by following theme” **Where should be after High School? ”**

VI. Metode Pembelajaran

Approach : process genre based approach

Method : Contextual Teaching Learning

VII. Kegiatan Pembelajaran

1. Pertemuan pertama

Kegiatan	Waktu
1. Pembuka A. Greeting B. Berdoa bersama C. Cek absen D. Menyakan seputar kegiatan siswa dihari sebelumnya.	10 Menit
2. Kegiatan Inti <i>Dalam langkah building knowledges</i>	

- d) Guru memberikan brainstorming kepada siswa.
- e) Guru mempersiapkan media pembelajaran seperti big book media.
- f) Masing-masing gambar pada media big book memiliki gambar yang berbeda-beda sesuai dengan topic.
- g) Guru menampilkan gambar yang berhubungan dengan topic pada LCD proyektor.
- h) Guru menanyakan siswa tentang gambar pertama dan seterusnya.
- i) Guru menanyakan siswa tentang text yang ditampilkan dalam paragraph pertama dan selanjutnya.
- j) Guru memberikan waktu kepada siswa untuk mengidentifikasi generic structure yang terdapat dalam text.
- k) Guru memberikan soal multipele choice kepada siswa tentang text.
- l) Guru dan siswa mendiskusikan hasil jawaban siswa.

70 menit

Dalam langkah Modeling and Deconstructing of the Text.

- d) Guru kembali menenangkan siswa setelah menjawab pertanyaan multiple choice..
- e) Guru menjelaskan tentang language feature yang terdapat pada text.
- f) Guru meminta siswa untuk membuat contoh kalimat tentang presents tense.
- g) Guru meminta siswa yang bisa membuat kalimat present tense kedepan kelas.
- h) Guru meminta siswa untuk mengidentifikasi language feature dalam text.

10 Menit

<p>3. Penutup</p> <ol style="list-style-type: none"> 1. Guru menayakan kesulitan siswa dalam mengidentifikasi 2. Guru bersama dengan siswa membuat kesimpulan. 3. Guru memberikan kata-kata motivasi. 4. Guru menutup dengan salam. 	
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2. Pertemuan Kedua

Kegiatan	Waktu
<p>A. Pembuka</p> <ol style="list-style-type: none"> B. Greeting C. Berdoa bersama D. Cek absen E. Menyakan seputar kegiatan siswa dihari sebelumnya. F. Menyiapkan games pembuka 	<p>10 Menit</p>
<p>2. Kegiatan Inti</p> <p><i>Dalam langkah Joint Construction of the Text</i></p> <ol style="list-style-type: none"> a) Guru mereview kembali tentang hortatory exposition text. b) Guru membagikan siswa kedalam lima kelompok, masing-masing kelompok terdiri dari 7 orang. c) Guru membagikan big book media kepada masing-masing kelompok. d) Guru memberikan waktu kepada siswa untuk mendiskusikan dan menulis text. e) Masing-masing kelompok mendapat tugas yang berbeda-beda : kelompok pertama membuat paragraph pada thesis, atau general statement, kelompok kedua sampai dengan 	<p>70 menit</p>

<p>empat menulis kalimat tentang argumentation, dan kelompok terakhir menulis tentang recommendation.</p> <p>f) Guru menanyakan siswa tentang gambar pertama dan seterusnya.</p> <p>g) Guru mengecek keaktifan siswa.</p> <p>h) Guru mengumpulkan tugas kelompok siswa.</p> <p>i) Masing-masing kelompok mempersentasikan hasil tulisan kelompoknya.</p> <p>3. Penutup</p> <p>a. Guru dan siswa mengevaluasi hasil kerja kelompok.</p> <p>b. Guru membarikan kesempatan kepada siswa yang ingin bertanya.</p> <p>c. Guru memberikan kata-kata motivasi kepada siswa.</p> <p>d. Guru menutup pembelajaran dengan salam.</p>	<p>10 Menit</p>
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3. Pertemuan Ketiga

Kegiatan	Waktu
<p>1. Pembuka</p> <p>a. Greeting</p> <p>b. Berdoa bersama</p> <p>c. Cek absen</p> <p>d. Menyakan seputar kegiatan siswa dihari sebelumnya.</p> <p>e. Menyiapkan games pembuka</p>	<p>10. Menit</p>
<p>2. Kegiatan Inti</p> <p><i>Dalam langkah Independent Construction of</i></p>	

the Text

1. Guru mereview kembali tentang hortatory exposition text.
2. Guru membagikan lembar big book media pada masing-masing siswa.
3. Guru membagikan big book media kepada masing-masing kelompok.
4. Guru memberikan waktu kepada siswa untuk menulis text.
5. Masing-masing siswa menulis text sesuai dengan tema yang diberikan
6. Guru mengecek keaktifan siswa.
7. Guru mengumpulkan tugas individu siswa.

70 menit

Dalam langkah Linking to Related Text

- Guru menyiapkan dua text exposition pada slide show.
- Guru meminta siswa untuk membandingkan kedua text tersebut.
- Setelah menjelaskan kedua perbedaan text tersebut siswa memahami lebih perbedaan antara analytical dan hortatory exposition text.

3. Penutup

- e. Guru dan siswa mengevaluasi hasil kerja individu.
- f. Guru membarikan kesempatan kepada siswa yang ingin bertanya.
- g. Guru memberikan kata-kata motivasi kepada siswa.

10 Menit

h. Guru menutup pembelajaran dengan salam.	
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VIII. Penilaian

Bentuk: Tertulis

Teknik: Membuat esei

IX. Sumber Belajar

4. Buku yang relevan
5. Big book media
6. Kamus Inggris-Indonesia

Guru Mata Pelajaran

Researcher

Salma S.Pd

Mikrayani Ujung



Lampiran 1. The example of hortatory exposition text.

Never Try Smoking

THESIS

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

ARGUMENT 1

Apparently that makes them the born smokers. Now they do smoke fairly regularly. They cannot avoid smoking and they enjoy too. They have smoker friends. Every day they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.

ARGUMENT 2

Suddenly, for certain reason, 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 reported that around 400,000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.

ARGUMENT 3

Then they decide it is stupid to harm selves. They want to quit smoking. Unfortunately, they find that quitting smoking is so difficult. "Why can't I stop smoking? I really want to stop it". It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the most efficient drug-delivery devices ever devised. As result, when people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, irritability, headache, depression, and restlessness.

RECOMMENDATION

Well, still want to try smoke? Think the facts before trying! If you are not smoker, you should never and never try to smoke.

Lampiran 2.

1. What do you know about hortatory exposition?
2. Write down hortatory exposition text, with choose this thema.
 1. Smoking
 2. Healty

3. Corruption

Lampiran 3. Rubrik Penilaian Writing

No.	Category					Score total (100)
	Name	Content (30)	Organization (20)	Vocabulary (20)	Language Use/Mechanism (30)	
1.						
2.						
3.						
4.						
5.						
6.						
Etc.						

**DAFTAR HADIR SISWA DALAM PELAKSANAAN PRE-TEST, CYCLE 1,
CYCLE 2**

**SMA MUHAMMADIYAH 2 MEDAN
TAHUN PELAJARAN 2016-2016**

KELAS : XI-MIA 1
HARI/TGL/BLAN/THUN : 12-18 MARET 2017

NO	NAMA SISWA	PRE TEST	CYCLE 1	CYCLE 2
1	ADISTHIA AMELIA	√	√	√
2	AISYAH PUTRI SOLIN	√	√	√
3	APRIDA DWI YANTI	√	√	√
4	ARIF WIDIANTO	√	√	√
5	CHAIRUL IMAM	√	√	√
6	DEVI	√	√	√
7	DINDA SALSABILA	√	√	√
8	FEISAL AMANDA TARIGAN	√	√	√
9	IBNATI AMIRA HAMDY	√	√	√
10	IKHWANUL MUSLIMIN	√	√	√
11	INTAN NIA	√	√	√
12	MAISAROH	√	√	√
13	MAYANG DWI ZAILANI	√	√	√
14	MEILANI DONGORAN	√	√	√
15	MIA FEBRIANI	√	√	√
16	MUHAMMAD ASYHARI	√	√	√
17	MUHAMMAD DAIFULLAH	√	√	√
18	NURHAFIZAH ARBI	√	√	√
19	RAHMAT HAFIZ	√	√	√
20	RAYHAN DIMAS ADHITYA	√	√	√
21	RIZKA FADILLAH	√	√	√
22	RIZKI DARA ARFI	√	√	√

	WANDA			
23	SHAFANURUL FADIA	√	√	√
24	SILVIA FADRIJA DERMAWAN	√	√	√
25	SITI VIVI LESTARI	√	√	√
26	SUNDARI	√	√	√
27	SURYANTI	√	√	√
28	TASYA	√	√	√
29	WELLY IDA PRATIWI	√	√	√
30	WIDYA LESTARI TAUFIK	√	√	√
31	YUDHA NUGRAHA	√	√	√
32	ZAHARA ARBA	√	√	√
33	MUHAMMAD FADIL FIKRI	√	√	√

Guru Mata Pelajaran

Researcher

Salma S.Pd

Mikrayani Ujung

Medan, 27 Maret 2017
 Kepala Sekolah,

Taufik Rasaribu, S.Ag



APPENDIX II

THE OBSERVATION SHEET FOR CYCLE I

FOCUS	POINTS THAT WERE OBSERVED	YES	NO
TEACHER	<ol style="list-style-type: none"> 1. The teacher explain the definition of hortatory exposition text. 2. The teacher explain the generic structure and language feature of hortatory exposition text. 3. The teacher introduce the media that will be used. 4. The teacher gives a chance to student tto ask if there something that they do not understand about the procedure learning. 5. The teacher advice student who can not control their voice to be quite. 6. The teacher encourages the students to express their opinion about the material, gives questions, answer related to the subtopics. 7. The teacher motivates student to show their best in writing description. 8. The teacher always leave the class 9. The teacher can not answer the question from the student. 10. The teacher moved around the class to see the students' progress. 	<p>√ √ √ √ √ √</p>	<p> √ √ √</p>
STUDENT	<ol style="list-style-type: none"> 1. The student listen and pay attention to the teachers' explanation and instruction 2. The students deliver questions while teacher gives them chence. 3. The students deliver question while students have problem or do not understand to the lesson. 4. All the students come to follow the test 5. The student use the dictionary to help them find the meaning of the content of the text. 6. The student use dictionary to find the meaning while make a writing of hortatory exposition text. 7. All the students bring the dictionary 8. The students gave a respond to the activities in the classroom. 9. The students look interested with the material, media, and the method. 10. The students always made a noisy and play in the classroom. 	<p>√ √ √ √ √ √</p>	<p> √ √ √ √ √</p>

CONTEXT	1. The classroom is far crowded 2. The classroom is comfortable (clean and calm) 3. The classroom is noisy 4. The classroom active.	√ √	√ √
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THE OBSERVATION SHEET FOR CYCLE II

FOCUS	POINTS THAT WERE OBSERVED	YES	NO
TEACHER	<ol style="list-style-type: none"> 1. The teacher explain the definition of hortatory exposition text. 2. The teacher explain the generic structure and language feature of hortatory exposition text. 3. The teacher introduce the media that will be used. 4. The teacher gives a chance to student tto ask if there something that they do not understand about the procedure learning. 5. The teacher advice student who can not control their voice to be quite. 6. The teacher encourages the students to express their opinion about the material, gives questions, answer related to the subtopics. 7. The teacher motivates student to show their best in writing description. 8. The teacher always leave the class 9. The teacher can not answer the question from the student. 10. The teacher moved around the class to see the students' progress. 	√ √ √ √ √ √ √ √ √	√ √
STUDENT	<ol style="list-style-type: none"> 1. The student listen and pay attention to the teachers' explanation and instruction 2. The students deliver questions while teacher gives them chence. 3. The students deliver question while students have problem or do not understand to the lesson. 4. All the students come to follow the test 5. The student use the dictionary to help them find the meaning of the content of the text. 6. The student use dictionary to find the meaning while make a writing of hortatory exposition text. 7. All the students bring the dictionary 8. The students gave a respond to the activities in the classroom. 9. The students look interested with the material, media, and the method. 10. The students always made a noisy and play in the classroom. 	√ √ √ √ √ √ √ √ √	√

CONTEXT	<ol style="list-style-type: none">1. The classroom is far crowded2. The classroom is comfortable (clean and calm)3. The classroom is noisy4. The classroom active.	<p>√ √ √ √ √</p>	

APPENDIX III

THE RESULT OF OBSERVATION SHEET

The Result Of Observation Sheet		
Pre-test	Cycle I	Cycle II
In doing pre-test, many students seemed confused to write.	<ol style="list-style-type: none"> 1. There are some students still confused in organizing a paragraph and write good sentences, but they looked very serious when explaining the text, and they still shy to deliver a question and opinion. 2. Many students had showed increasing ; many of them had been able to arrange good sentences and a proper paragraph chronologically. But some of them seemed looked a little bit confuse. 3. Teacher did not gave chance for student who looked shy to asked. 4. Teacher just focused for student who looked active. 	<ol style="list-style-type: none"> 1. Most of students were not confused anymore about hortatory exposition text after using process genre based approach assisted big book media. 2. They looked enjoyed with the picture sequences by discussing with their friend. 3. They asked and give opinion when teacher gave a reviewing about recount text. 4. Teacher gave explanation more attentively for student who got low score. 5. Teacher asked student who looked shy and did not active in class. 6. Teacher promised to gave a prize for students who get a good score.

APPENDIX IV

QUESTIONNAIRE SHEET

Nama : Rizky Dara Arfi

Berilah tanda ceklis pada salah satu point dari kalimat dibawah ini apakah :

(1): Benar- benar setuju

(2): Setuju

(3): Tidak setuju

No	Statement	Choices		
		1	2	3
1	Pendekatan process genre based berbantu big book media membantuku dalam penulisan bahasa Inggris terutama hortatory exposition text.			√
2	Saya menikmati pembelajaran penulisan bahasa Inggris jika guru mengaplikasikan pendekatan process genre based berbantu big book media.	√		
3	Saya dapat membuat text hortatory exposition yang baik bila menggunakan pendekatan process genre based berbantu big book media.		√	
4	Saya tertari dan senang dalam proses penulisan bahasa inggris jika menggunakan big book sebagai media.		√	
5	Pendekatan process genre based approach berbantu big book media membentuku dalam memahami bagian-bagian hortatory exposition text.		√	
6	Dengan menggunakan process genre based approach assisted big book media , teks hortatory exposition mudah untuk dipahami.		√	
7	Process genre based approach memotivasiku belajar bahasa inggris.	√		
8	Process genre based approach berbantu big book media dapat menurunkan rasa bosan saya ketika belajar menulis bahasa inggris.	√		
9	Process genre based approach memotivasiku dalam belajar menulis bahasa inggris terutama dalam penulisan teks hortatory exposition.		√	
10	Process genre based approach berbantu big book media membeantu memberikan ide dalam menulis teks hortatory exposition secara sistematis.		√	
11	Process genre based approach berbantu big book media meningkatkan kerjasama antara siswa.		√	
12	Process genre based approach membuat siswa lebih aktif dalam proses pembelajaran bahasa inggris.		√	

13	Process genre based approach membuat siswa lebih akrab dan dekat dengan guru.	√		
14	Process genre based approach membantu saya dalam membedakan jenis text dalam bahasa inggris	√		
15	Process genre besed approach membebaskan saya dalam mencari ide-ide dalam menulis, dan big book media memfasilitasi saya untuk menemukan ide-ide.	√		

APPENDIX V

THE RESULT OF QUESTIONNAIRE SCORE

Number of question : 15

Scale : 0-20 = disagree 21-40 = Agree 41-60 = Strongly agree

STUDENT	QUESTION															TOTAL SCORE
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	2	3	3	2	2	1	2	3	2	1	3	2	2	1	2	31
2	2	2	2	3	3	3	2	2	2	2	2	3	2	3	3	37
3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	31
4	3	2	2	2	3	3	3	1	2	2	2	2	2	2	3	34
5	3	1	3	2	2	3	1	2	1	2	2	2	1	1	3	27
6	2	3	3	2	2	1	2	3	2	2	2	3	2	3	3	35
7	3	2	1	3	3	3	2	3	1	3	3	3	3	2	2	37
8	3	2	2	2	2	1	1	2	2	1	2	2	2	1	2	27
9	3	2	2	2	3	2	3	2	2	3	2	2	3	2	3	35
10	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	29
11	3	3	2	2	3	3	2	3	2	2	2	2	2	2	3	35
12	2	2	2	2	3	3	2	3	2	2	2	2	2	2	3	34
13	3	3	2	2	2	2	1	3	2	2	2	2	2	2	3	33
14	2	2	2	2	2	2	2	3	3	3	2	3	2	2	3	32
15	3	3	2	2	2	2	2	2	3	2	2	2	3	2	2	34
16	3	3	2	2	2	2	2	2	2	2	2	2	1	2	2	32
17	3	2	2	2	3	2	1	3	2	3	2	2	2	2	3	33
18	3	3	3	3	2	3	1	2	1	2	2	1	1	2	2	34
19	2	3	2	2	2	2	3	2	3	3	2	3	2	2	2	35
20	3	3	2	2	3	3	2	2	2	2	3	3	2	2	2	36
21	3	3	2	2	2	1	2	2	2	2	2	2	2	3	3	35
22	3	1	2	2	2	2	1	1	2	2	2	2	1	1	2	26
23	2	2	3	3	1	2	2	2	3	2	2	1	1	2	3	31
24	3	3	3	3	2	2	2	2	2	2	2	3	2	3	2	36
25	3	1	3	2	2	3	1	2	1	2	2	2	1	1	3	29
26	2	3	3	3	3	3	2	2	2	2	2	3	3	3	3	34
27	3	3	3	2	2	2	2	3	3	2	2	3	3	3	3	33
28	2	2	3	3	1	2	2	2	3	2	2	1	1	2	3	31
29	2	3	3	2	3	3	2	3	3	3	3	3	3	2	3	41
30	3	3	2	2	3	3	2	2	3	3	3	3	3	2	2	31
31	2	2	2	2	2	2	3	2	2	2	2	2	3	1	2	31
32	3	3	3	3	3	3	3	3	3	2	2	3	2	3	3	37
33	2	2	2	2	2	1	2	2	2	3	3	2	2	2	3	32

THE RESULT : The Number Of Student Who Disagree : 0 (0%)

The Number Of Student Who Agree : 32 (96,7%)

The Number Of Student Who Strongly Agree :1 (3,3%)

APPENDIX VI**STUDENTS' SCORE IN PRE-TEST**

No	Students' Initial Name	Content (30)	Organization (20)	Vocabulary (20)	Lang,use (25)	Mechanism (5)	Total Score
1	AA	20	10	10	15	5	60
2	APS	10	5	5	7	3	30
3	ADY	17	13	10	7	3	50
4	AW	11	5	4	8	2	30
5	CI	15	10	7	10	3	45
6	D	20	10	10	15	5	60
7	AS	10	4	10	5	1	30
8	FAT	5	5	10	15	5	40
9	IAH	20	10	12	14	4	60
10	IM	10	5	5	7	3	30
11	IN	8	5	4	6	2	25
12	MS	20	7	5	5	3	40
13	MDZ	15	8	4	6	2	35
14	MD	15	6	4	10	5	40
15	MF	10	7	5	10	3	35
16	MA	11	6	4	6	3	30
17	MD	16	5	11	15	3	50
18	MAR	19	14	10	8	4	55
19	RH	19	7	8	13	3	50
20	RD	15	12	14	11	3	55
21	RF	14	7	10	11	3	45
22	RDAW	21	10	11	14	4	60
23	SNF	15	7	5	10	3	40
24	SFD	18	10	7	12	3	50
25	SVL	14	6	5	8	2	35
26	S	16	11	8	13	2	50
27	SR	12	5	7	9	2	35
28	T	17	6	5	8	4	40
29	WIP	21	16	10	19	4	70
30	WLT	15	7	5	10	3	40
31	YN	10	4	6	8	2	30
32	ZA	16	6	5	8	4	40
33	MFF	10	4	6	7	3	30

STUDENTS' SCORE IN CYCLE 1

No	Students' Initial Name	Content (30)	Organization (20)	Vocabulary (20)	Lang,use (25)	Mechanism (5)	Total Score
1	AA	23	13	15	20	4	75
2	APS	15	7	9	11	3	45
3	ADY	22	12	13	19	4	70
4	AW	16	8	11	12	3	50
5	CI	20	14	15	17	4	70
6	D	24	14	16	21	5	80
7	AS	16	8	10	13	3	50
8	FAT	23	11	14	18	4	70
9	IAH	22	10	14	21	3	80
10	IM	15	9	10	13	3	50
11	IN	16	8	9	14	3	50
12	MS	21	13	14	18	4	70
13	MDZ	16	6	8	12	3	45
14	MD	17	8	10	12	3	55
15	MF	18	7	9	13	3	55
16	MA	22	12	13	19	4	70
17	MD	21	11	12	18	3	65
18	MAR	23	14	15	19	4	75
19	RH	19	13	11	19	3	65
20	RD	20	14	15	17	4	70
21	RF	22	10	13	17	3	65
22	RDAW	27	13	15	20	5	80
23	SNF	16	5	10	15	4	50
24	SFD	17	13	10	16	4	60
25	SVL	20	10	5	17	3	55
26	S	22	15	8	16	4	65
27	SR	20	10	7	15	3	55
28	T	23	10	7	17	3	60
29	WIP	28	12	15	20	5	80
30	WLT	18	10	8	12	2	50
31	YN	12	8	8	10	2	40
32	ZA	15	7	10	15	3	50
33	MFF	18	5	5	10	2	40

STUDENTS' SCORE IN CYCLE II

No	Students' Initial Name	Content (30)	Organization (20)	Vocabulary (20)	Lang,use (25)	Mechanism (5)	Total Score
1	AA	26	16	18	22	5	85
2	APS	22	15	14	16	3	70
3	ADY	23	16	15	17	4	75
4	AW	20	13	16	18	3	70
5	CI	21	17	15	19	3	75
6	D	28	17	18	22	5	90
7	AS	19	15	16	17	3	70
8	FAT	22	16	14	19	4	75
9	IAH	25	17	19	21	5	85
10	IM	18	15	16	17	4	70
11	IN	22	16	14	20	3	75
12	MS	25	15	17	21	4	80
13	MDZ	19	14	16	18	3	70
14	MD	23	17	13	19	3	75
15	MF	22	15	14	16	3	70
16	MA	21	16	12	18	3	70
17	MD	26	14	16	22	4	80
18	MAR	29	16	18	22	5	90
19	RH	23	14	16	18	4	75
20	RD	25	13	17	23	4	80
21	RF	27	14	16	21	4	80
22	RDAW	27	17	18	23	5	90
23	SNF	22	15	12	18	3	70
24	SFD	23	14	16	18	4	75
25	SVL	20	15	14	18	3	70
26	S	21	15	17	18	4	75
27	SR	23	14	12	18	3	70
28	T	20	16	16	19	4	75
29	WIP	29	19	18	24	5	95
30	WLT	23	14	16	18	4	75
31	YN	21	16	12	18	3	70
32	ZA	24	14	11	19	4	70
33	MFF	22	15	13	19	3	70

CURRICULUM VITAE

Name : Mikrayani Ujung

Registered : 1302050181

Place / Date Birth : Sidikalang / 21st December 1995

Address : Jl.Ampera VI, Glugur Darat II, Medan Timur

Sex : Female

Religion : Islam

Merital Status : Single

Education : 2001 – 2007 SD N Simartugan Jehe, Kec. Pegagan Hilir,
Kab. Dairi

2007 – 2010 SMP Swasta Lingga, Kab. Dairi

2010 – 2013 SMA N 1 Parbuluan, Kab. Dairi.

2013 – 2017 University of Muhammadiyah Sumatera Utara
(Faculty of Teachers' Training and Education, English
Education Program)

Father's name : Alm. Drs. Tamrin Ujung S.Pd

Mother's name : Esdi Pasaribu

E-mail : Mikrayaniujung@gmail.com

CURRICULUM VITAE

Name : Mikrayani Ujung

Place/ date birthday : Sidikalang/ 21 Desember 1995

Address : Jl.Ampera VI, Glugur Darat II, Medan Timur.

Sex : Female

Religion : Islam

Status : Singel

Education : 2001 – 2007 SD N Simartugan Jehe, Kec. Pegagan Hilir, Kab. Dairi.
2007 – 2010 SMP Swasta Lingga, Kab. Dairi
2010 – 2013 SMA N 1 Parbuluan, Kab. Dairi.
2013 – 2017 Universitas Muhammadiyah Sumatera Utara, Fakultas Keguruan Dan Ilmu Pendidikan.

Father's name : Alm. Drs. Tamrin Ujung S.Pd

Mother's name : Esdi Pasaribu

E-mail : Mikrayaniujung@gmail.com

Life healthy

Everyone certainly want to life healthy.
But don't know how. In order for us to live
healthier, we have to do things like, exercise
diligently, eat healthy food, don't eat foods that
contain hazardous substances. A diet that regularly,
and get some rest. Do it on a regular basis
In order to survive us healthy

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~~Corruption~~
- Healthy life.

65

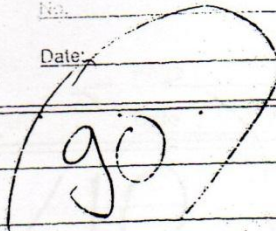
Healthy living is a lifestyle that makes life more healthy, make the body protected from disease, living a healthy life is very useful body to be more fit even the comparison with people who do not lead a healthy lifestyle

In order for us to be healthy we are watching food we don't eat fast food and junk food, eat a nice food and Vegetarian, often do exercise to avoid smoking.

My advice from now start to live a healthy life because it is very beneficial to our lives away from drinking liquor, smoking and so forth.



Healthy Life



Our life is strong and stressy. Everyday: We always do many activities in the house or out of the house. When we do activities outside, we enter to outside life and there are many pollution. Such as water pollution, air pollution, noise pollution, and the other pollution. And the one of the pollution is air pollution which derivative from smoked vehicle, from car, public transportation, motorcycle, etc.

We must keep our healthy with usually to sport or eat healthy food and eat many vitamins everyday to stay healthy.

- First, we can do mild exercise in the morning. Or if you a busy man, you can do this only once a week. With sport, we can get healthy and get beautiful shape of our body, especially for woman.

- Second, content of food that we eat everyday is very important. We can eat many kinds of healthy food which contains carbohydrate, protein, minerals, and vitamins. Such as rice, bread, egg, meat, vegetables, and fruits.

- Third, always keep our immun system with eat vitamin to stay healthy and fresh everyday. And don't forget to drink mineral water eight glasses everyday to keep our healthy and beauty.

So... let's accustom to life with healthy living style. Because prevent is better than medicate. Always stay healthy and fresh everyday with healthy lifestyle. Healthy inside, fresh outside

ARIF WIDIANTO
XI IA 1

Page :

Date :

PPE-TEST

No.

Banning smoking

~~It is a~~

~~the~~

Smoking is an activity that is unhealthy and has no

benefits. Smoking can also cause many diseases such as cancer,

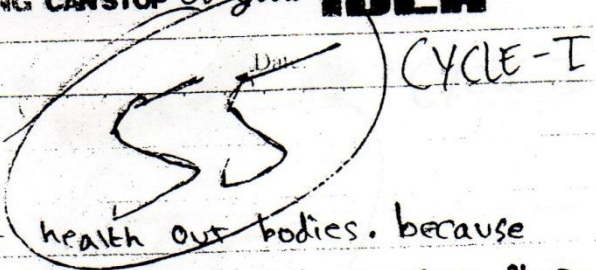
impotence, etc. Smoking does not only make the user sick,

but people who smoke near it will also hurt. Therefore,

stop smoking. "Your ^{smoke} ~~cigarettes~~ disease for me".

40





No.

Banning Smoking.

2.) Argumentasi

⇒ Smoking is not good for health our bodies. because

Smoking can damage the body parts in and causing short-

ness of breath. cough, the vocal cords, black lips, can

make your teeth yellow, breath is bad and for pregnant

women can lead to the content of the fetus. with

Smoking the user could feel good about his life.

1.) Thesis

⇒ Usually the smoking it are the parents but the men could also be made for a women but shouldn't.

3.) Recomendation

~~⇒ Against all people don't smoke, because it can make~~

~~a loss of spending money~~ we recommend that the we-

arer's stop a cigarette but not good for the health of

cigarettes is also no benefit in fact a waste of money.

come WITH me! CYCLE II

75

No.

Date

Nama: Aprida dwi yanti

kelas : XI - IA - 1

English

1. Banning Smoking

1. Thesis

Banning smoking is a habit bad with poison. we don't can you take a cigarette because it is not good.

for healty, I'm sure you know many substancer in cigarette. smoke is to dangerous.

2. Argument.

in my opinion, smoking it can allow people to be shortness of breath continue to be shortness to be heart disease and create a lung damage. by because it would stop smoking because by stopping smoking is, we can live free and are able to lung to be clean.

3. So in conclusion it stop smoking because it can nourish our bodies all the people Indonesia





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

Form : K - 1



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

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:


Nama Mahasiswa : Mikrayani Ujung
NPM : 1302050181
IProg. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 131 SKS

IPK= 3,57

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Improving Students' Ability in Writing Hortatory Exposition Texts by Using Process-Genre-Based Approach Assisted Big Book Media	
	An Analysis of Using Logical Function in the Novel "Red Rose Kamikaze"	
	Analysis of Students' Ability in Giving Argument by Australian Debate Style	

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

Medan, 09 Desember 2016
Hormat Pemohon,


Mikrayani Ujung

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 : Mikrayani Ujung
NPM : 1302050181
1Prog. Studi : Pendidikan Bahasa Inggris


Judul	Diterima
Improving Students' Ability in Writing Hortatory Exposition Texts by Using Process-Genre-Based Approach Assisted Big Book Media	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing


Pirman Ginting, S.Pd., M.hum

Medan, 09 Desember 2016
Hormat Pemohon,


Mikrayani Ujung

Untuk Dekan / Fakultas
Untuk Ketua / Sekretaris Prog. Studi
Untuk Mahasiswa yang Bersangkutan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

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

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Mikrayani Ujung
NPM : 1302050181
Prog. Studi : Pendidikan Bahasa Inggris

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

Improving Students' Ability in Writing Hortatory Exposition Text by using Process Jenre Based Approach Assisted Big Book Media


Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Pirman Ginting, S.Pd, M.Hum

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

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

Medan, 13 Desember 2016
Hormat Pemohon,



Mikrayani Ujung

Keterangan

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

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 7362/II.3-AU /UMSU-02/F/2016

Tempat : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim
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 : **MIKRAYANI UJUNG**
N P M : 1302050181
Program Studi : **Pend. Bahasa Inggris**
Judul Penelitian : **IMPROVING STUDENTS' ABILITY IN WRITING
HORTATORY EXPOSITION TEXT BY USING
PROCESS JENRE BASED APPROACH
ASSISTED BIG BOOK MEDIA**

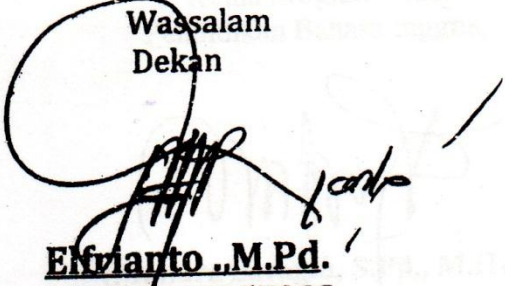
Pembimbing : **Pirman Ginting, S.Pd., M.Hum**

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 : **21 Desember 2017**

Medan, 21 Rab. Awwal 1438 H
21 Desember 2016 M

Wassalam
Dekan


Efrianto, M.Pd.
NIDN 0115057302

dit rangkap 4 (Empat) :
Fakultas (Dekan)
Ketua Program Studi
Pembimbing
Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Ketua program studi pendidikan bahasa inggris, Fakultas eguruan dan ilmu pendidikan, Universitas muhammadiyah sumatera utara, menerangkan dibawah ini :

Nama Lengkap : Mikrayani Ujung
NPM : 1302050181
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : *Improving students' ability in writing hortatory exposition text by using process genre based approach assisted big book media.*

Benar telah melakukan seminar proposal skripsi pada hari sabtu, tanggal 4, bulan februari tahun 2017.

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

Medan, 08 Februari 2017

Ketua Program Studi
Pendidikan Bahasa Inggris,

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

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih S.Pd., M.Hum

SURAT PERYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan di bawah ini :

Nama lengkap : Mikrayani Ujung
NPM : 1302050181
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving Students' Ability in Writing Hortatory Exposition Text By
Using Process Genre Based Approach Assisted Big Book Media.

Dengan ini menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas 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 dn 2 diatas saya langgar maka saya bersedia untuk dilkukan pembatalan 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 mestiny.

Medan, Februari 2017

Hormat Saya
Yang Membuat Pernyataan



Mikrayani Ujung

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih S.Pd, M.Hum



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
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 Website: <http://fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

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: 1177/II.3-AU/UMSU-02/F/2017
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 : **Mohon Izin Riset**

Medan, 12 Jum. Awwal 1438 H
 09 Februari 2017 M

: **Yth, Bapak / Ibu Kepala**
SMA MUHAMMADIYAH 02 MEDAN
Tempat

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

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 Mahasiswa : **MIKRAYANI UJUNG**
 N P M : 1302050181
 Program Studi : Pend. Bahasa Inggris
 Judul Skripsi : **IMPROVING STUDENTS' ABILITY IN WRITING
 HORTATORY EXPOSITION TEXT BY USING PROCESS
 GENRE BASED APPROACH ASSISTED BIG BOOK
 MEDIA**

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

Wassalam
 Dekan


Dr. ELFRANTO . M.Pd
NIDN 0115057302

... ertinggal**



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

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

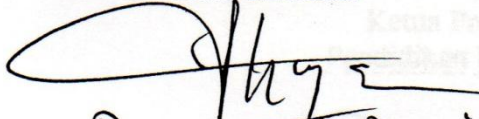
BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Sabtu. Tanggal 4. Bulan Februari Tahun 2017 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Mikrayani Ujung
N.P.M : 1302050181
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : improving students' ability in writing hortatory exposition text using process genre based approach assisted big book media

No	Masukan dan Saran
Judul	
Bab I	
Bab II	
Bab III	
Lainnya	- lesson plan have to discuss with the teacher.
Kesimpulan	[] Disetujui [] Ditolak [<input checked="" type="checkbox"/>] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas


(H. Darmawati, M.Pd.)

Dosen Pembimbing



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

Panitia Pelaksana

Ketua


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

Sekretaris


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



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal sudah diseminarkan oleh mahasiswa dibawah ini :

Nama Lengkap : Mikrayani Ujung
N.P.M : 1302050181
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving students' ability in writing hortatory exposition text by using procces genre based approach assisted big book media

Dilaksanakan pada hari Sabtu, tanggal 4, bulan Februari, tahun 2017 sudah layak menjadi proposal skripsi.

Medan, 4 Februari 2017

Disetujui oleh:

Pembahas,

Dosen Pembimbing,

(Hj. Darmawati, M.Pd.)



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

Diketahui oleh:

Ketua Program Studi
Pendidikan Bahasa Inggris,

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

