



**IMPROVING THE ABILITY IN WRITING HORTATORY  
EXPOSITION TEXTS THROUGH A GROUP DISCUSSION  
FOR GRADE XI STUDENTS OF SENIOR HIGH SCHOOL  
(An Experimental Research of Grade XI Students of SMA Negeri  
3 Demak in the Academic Year of 2008/2009)**

a Final Project

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for the Degree of *Sarjana Pendidikan*  
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by

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yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya, yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi, dan pemaparan atau semua ujian. Kutipan, baik langsung maupun tidak langsung, baik yang diperoleh dari sumber lainnya, setelah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana lazimnya dalam penulisan karya ilmiah.

Demikian, harap pernyataan ini dapat digunakan seperlunya.

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Yang membuat pernyataan,

Dyan Ayu Purnomowati  
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If you want to be respected by others the great thing is to respect yourself (Fyodor Dostoyevsky)

To us, family means putting your arms around each other and being there (Barbara Bush)



**To:**

- My beloved parents ( Sukiman and Sri Susilowati)
- My lovely sister (Ulin Melina)
- My beloved family

## ABSTRACT

**Purnomowati, Dyan Ayu. 2010. *Improving the Ability in Writing Hortatory Exposition Texts through A Group Discussion For Grade XI Students of Senior High School (An Experimental Research of Grade XI Students of SMA N 3 Demak in the Academic Year of 2008/2009)*. Final Project. English Department. Languages and Arts Faculty. Semarang State University. First Advisor: Rohani, S.Pd, M.A., Second Advisor: Drs. Ahmad Sofwan, Ph.D.**

**Key Words:** writing, hortatory exposition texts, group discussion.

This final project is an experimental research. In this study, I limit the discussion by stating the following problems: (1) Is there any significant difference in the achievement between the students who were taught hortatory exposition through group discussion and the students who were taught hortatory exposition without group discussion? (2) How well does group discussion contribute to the students' skills in writing hortatory exposition texts? The aims of this experimental research are: (1) to show if there is significant difference in the achievement between the students who were taught hortatory exposition through group discussion and the students who were taught hortatory exposition without group discussion. (2) to describe how well group discussion contribute to the students' skill in writing hortatory exposition texts.

There were three steps in conducting this experimental research; choosing grade XI students of SMA N 3 Demak as the population, taking two groups of the students as the samples; one as the experimental group and the other as the control group, after that, conducting real experiment.

The result of this research showed that a group discussion actually gave contribution in improving the students' skill in writing hortatory exposition texts. The mean of the experimental group score was higher (from 65.80 to 76.20) than the control group (from 65.10 to 72.90). The t-value for two means of post-test was 2.255 meanwhile the critical value at  $\alpha = 5\%$  was 1.99. Since the t-value was in the  $H_0$  rejection area, it is concluded that there was significant difference in the achievement between the students in control group who were not given treatment and the experimental group who were given the treatment (a group discussion).

Dealing with this experimental research, I suggest that the teacher could be used a group discussion in teaching writing hortatory texts. A group discussion teaching strategy can motivate students while they are discussing what their teacher explains in writing hortatory texts, arise student's interest in joining the lesson.

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Finally, none or nothing is perfect and neither is this final project. Any correction, comments, and criticism for the improvement of this final project are always welcome.

Semarang, 8 February 2010

Dyan Ayu P



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# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

Language is basically a means to communicate ideas, thoughts, opinions, and feeling. English as a foreign language in Indonesia is considered to be important to absorb and develop science, technology, art and culture.

Language has a basic role for student's intellectual, social and emotional development. The language education is purposed to help students to recognize their selves, their culture and other culture. More over, it helps students to communicate their idea, feeling and participate in the community, even to find and use their analytic and imaginary ability. Hall, Joan Kelly (2002: 96) says:

“Language is a primary tool for learning. Language is not only the primary means of communications; it is also the principal tool for thinking. As noted by Halliday, ‘language is the essential condition of knowing, the process by which experience becomes knowledge’ ( 1993: 94 ; emphasis in the original). Learners are given opportunities to use language in a range of challenging communicative activities such as interpreting, offering opinions, predicting, reasoning, and evaluating”

There are four language skills (listening, speaking, reading and writing) that must be mastered by the students. In this study, writing skill is more emphasized than others. As one of the language skills, writing is an important medium to express ideas. It should be taught by English teachers as one of the teaching and learning activities in English.

Writing is a progressive learning activity. As said by Alice (1997:2), “Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and correction”.

In writing, language components such as grammar, punctuation, and world meaning are obviously appraised. If the constructions are true, the readers can caught what the writer want to talk about.

Writing skill is complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment (Heaton, 1975 : 138). Because of the difficulties of writing, some efforts have been done to solve the problem. The main objective is to make writing easier for the students to learn.

In Indonesia, writing is taught in elementary, junior, and senior high schools. Hortatory exposition is one of writing skills, which is taught in Senior High School. For this level of education, students should learn writing based on certain genres. There are twelve genres given at Senior High School. They are recount, narrative, procedure, descriptive, news item, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review (School based curriculum, 2007:309-325), in this study the writer use one of genre given at Senior High School, namely Hortatory Exposition.

Hortatory Exposition goes by several different names, including argument and persuasion, in various sources. Hortatory Exposition argues that X ought or

ought not to be or should or should not be the case (Gerot and Wignell, 1995:210). The social function of Hortatory Exposition is to persuade the reader or listener that something should or should not be the case

The use of group discussion in improving the ability in writing Hortatory Exposition will play an important role in that, it may amuse students' attention. Monotonous activities or strategies of a teacher in teaching will make students bored. To avoid being bored and tired of studying and to make teaching hortatory exposition text more effective and interesting, the writer believes that through group discussion in improving the ability in writing Hortatory Exposition, the students will be more interested and enthusiastic in learning English and of course the result of the study will be satisfactory.

Due to the fact above, the writer tried to use group discussion to help and make students write a hortatory exposition easily. Through group discussion she hopes the students will be able to express their ideas that they learn from discussion about the story, especially in writing a hortatory exposition text.

## **1.2 Reasons for Choosing the Topic**

The reasons for conducting the research are as follows:

- a). To give the teachers appropriate teaching especially in hortatory exposition texts class.
- b). To give the students motivation when they are reading hortatory exposition texts, so they are willing and able to make writing hortatory exposition texts easily.

- c). To solve students difficulty in understanding a hortatory exposition paragraph by discussing a story chronologically with their groups.
- d). To make the students enjoy the teaching-learning activities in the classroom used discussion method.

### **1.3 Statement of the Problems**

The problems that this study deals with are as follows:

- a). Is there any significant difference in the achievement between the students who were taught hortatory exposition through group discussion and the students who were taught hortatory exposition without group discussion?
- b). How well does group discussion contribute to the students' skills in writing hortatory exposition texts?

### **1.4 Objectives of the Study**

The objectives of the study can be stated as follows:

- a). To show if there is significant difference in the achievement between the students who were taught hortatory exposition through group discussion and the students who were taught hortatory exposition without group discussion.
- b). To describe how well group discussion contribute to the students' skill in writing hortatory exposition texts.

### **1.5 Statement of the Hypotheses**

There were two hypotheses in this study. The first hypothesis is the working hypothesis (Ha). The working hypothesis of this study is that “There is any significant difference in the achievement between the students who were taught hortatory exposition through group discussion and the students who were taught hortatory exposition without group discussion”.

The second hypothesis is the null hypothesis (Ho). The null hypothesis of this study is “There is no significant difference in the achievement between the students who were taught hortatory exposition through group discussion and the students who were taught hortatory exposition without group discussion”.

### **1.6 Significance of the Study**

The significances of the study are:

- a). The result will be useful for the teacher to improve their teaching process and English teachers will be more creative in teaching hortatory exposition.
- b). In teaching hortatory exposition, it is expected that the students can be more creative and they can express their idea, thought, feeling as freely as possible.
- c). The writer used this method to get information about the grade XI students of SMA N 3 Demak, with respect to their ability to use group discussion as a good way to study English.

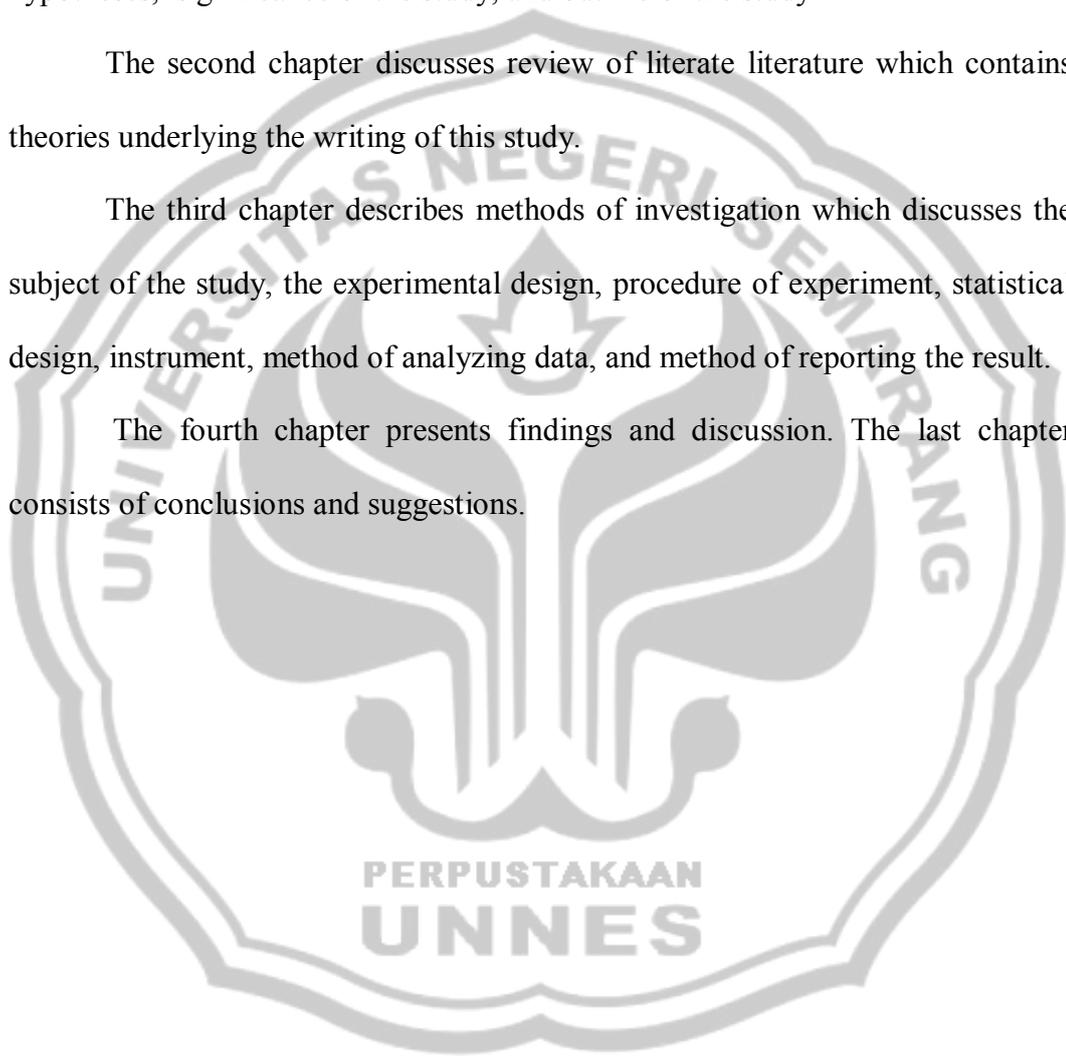
### **1.7 Outline of the Study**

This final project consists of five chapters. In the first chapter, presents the introduction which is consists of background of the study, reason for choosing the topic, statement of the problems, objectives of the study, statement of the hypotheses, significance of the study, and outline of the study

The second chapter discusses review of literate literature which contains theories underlying the writing of this study.

The third chapter describes methods of investigation which discusses the subject of the study, the experimental design, procedure of experiment, statistical design, instrument, method of analyzing data, and method of reporting the result.

The fourth chapter presents findings and discussion. The last chapter consists of conclusions and suggestions.



## CHAPTER II

### REVIEW OF RELATED LITERATURES

#### 2.1 . Definition of Writing

Writing is one of language skills that can be used as a means to express the writers' idea based on their thoughts and feelings. By writing, the writers can express what happen in their minds so that the readers know what the writers think and feel. Writing is a difficult skill because writers must balance multiple aspects such as content, organization, purpose, vocabulary, punctuation, spelling, and mechanics such as capitalization. Writing is especially difficult for non native speakers because they are expected to create written products that demonstrate the mastery of all elements above in a new language.

People have practiced writing since long time ago. Harmer (2001: 3)

States:

However long time ago writing really started, it has remained for most of its history a minority occupation. This is in part because although almost all human beings grow up speaking their first language (and sometimes their second or third) as a matter of course, writing has to be taught.

From the statement above, we can see the important of writing. The existence of writing in modern society plays an important role thought it is the most difficult skill to develop. Through writing, people can communicate to one another over long distance. It has also preserved ideas of many great people and philosophers in the past. Thus, if writing didn't exist, the world would not be as it is now because there would be no develop in the society.

Writing doesn't only mean shaping letters and then composing them into words, words into sentences, but also concerns with the stock of vocabulary, comprehending how to make a right sentence.

According to White as quoted by Nunan (1989: 36) states that writing is not a natural activity. All physically and mentally normal people learn to speak a language. Yet all people have to be taught how to write. This is a crucial difference between the spoken and written forms of language. There are other important differences as well. Writing, unlike speech, is displaced in time. Indeed, this must be one reason why writing originally evolved since it makes possible the transmission of a message from one place to another. A written message can be receive, stored and referred back to at any time. It is permanent in comparison with the ephemeral 'here one minute and gone the next' character of spoken language – even of spoken language that is recorded on tape or disk.

Bell and Burnaby as quoted by Nunan (1989: 36) point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation.

Basically, writing is not simply drawing a range of orthographic symbols, but actually it involves a complex process where we have to use certain grammatical rules in organizing the facts. When we write, we do not only have to keep our purpose of writing in our mind, but we also have to think about the facts, opinions, or ideas that are relevant to our purposes and think about how to

organize them in the composition. Therefore, we can say that the process of writing needs an active thought. Dealing with the idea above, Brown (2001: 335) states:

“The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product”.

Writing as one of language skills has given an important contribution to human works. Although writing is the most complex skill to develop, it is very important to be learned.

## **2.2 . Hortatory Exposition Text**

According to Hartono (2005:7) states that hortatory exposition is to persuade the reader or listener that something should or should not be the case. Grace and Sudarwati, Th.M. (2005: 167) point out hortatory exposition is to persuade the reader or listener that something should or should not be the case. From the statement above we can conclude that hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.

To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, magazines, newspaper, letters to editor, advertising, speeches, research report, etc. Hortatory expositions are popular among science, academic

community and educated people. The generic structure of Hortatory Exposition usually has three components: (1) Thesis, (2) Arguments and (3) Recommendation.

### 1. Generic Structure of Hortatory Exposition

- a) Thesis : Statement or announcement of issue concern
- b) Arguments : Reasons for concern that will lead to recommendation.
- c) Recommendation : Statement of what should not happen or be done based on the given arguments

### 2. Generic Features

- a) A Hortatory Exposition focuses on generic human and non human participants, except for speaker or writer referring to self.
- b) It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel, etc.
- c) It often needs material processes. It is used to state what happens, ex: has, polluted, etc.
- d) It usually uses Simple Present Tense and Present Perfect Tense.
- e) Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly, finally, etc.

## 2.3. Group Discussion

### 2.3.1 The Definition of Group and Discussion

Group discussion allows us to exchange information and ideas and gives us the experience of working in a team. Discussions are an effective means of

helping students learn to express themselves in small group or whole class meeting. These are usually more structured than conversation.

Ur, Penny (1981:2) says the most natural and effective way for learners to practice talking freely in English is by thinking out some problem or situation together through verbal interchange of ideas; or simpler terms, to *discuss*. Davies (1981:302) says that discussion is as natural as work and play. It is a learner-centered activity. Ideas and experience are shared; involvement and participation are unforced.

Nunan (1992:10) describes discussion as,

“A natural human activity, an interesting, exciting and creative experience. Discussion is shared pursuit of responsive understanding of yourselves, of each other, and of material under discussion”.

As for the term group discussion, Eggins and Diana (1997:4) describe it as “problem solving by two or more people talking together in a group where they work face to face with others”.

Furthermore, Eggins and Diana (1997:115) states that, “group discussion refers to one or more meetings of small number of people who communicate face to face in order to fulfill a common goal”.

Discussion is the instructional strategy most favored by adult learners because it is interactive and encourages active, participatory learning. The discussion format encourages learners to analyze alternative ways of thinking and acting and assists learners in exploring their own experiences so they can become better critical thinkers.

Michael (1987) states in small groups learners can discuss content, share

ideas, and solve problems. They present their own ideas as well as consider ideas put forth by others. In this way, they can be exposed to a variety of viewpoints on a given subject.

### **2.3.2 Organizing small group discussion**

#### ***2.3.2.1 Creating small group discussion***

According to Harmer (2001: 129) there are some principles in putting individual students into group work:

##### **1. Friendship**

A key consideration when putting students in groups is to make sure that teacher put friends with friends, rather than risking the possibility of people working with others whom they find difficult or unpleasant. Through observation, therefore, teacher can see which students get on with which of their classmates and make use of this observation later. The problem, of course, is that the observation may not always be accurate and friendships can change overtime. So the teacher should have it to the students, and ask them to get into groups with whom they want to.

##### **2. Streaming**

Much discussion centers whether students should be streamed according to their ability. One suggestion is that groups should have a mixture of weaker and stronger students. In such groups the more able students can help their less fluent or knowledge able colleagues; the process of helping will help students to

understand more about the language themselves. The weaker students will benefit from the help they get.

### 3. Chance

Teacher can also group students by chance that is for no special reasons of friendship, ability, or level of participation. One way of grouping people is to have students who are sitting next or near to each other work in groups.

### 4. Changing Group

Just because teacher put students in groups at the beginning of an activity does not mean that they have to stay in these group until the end. The group may change while an activity continuous

#### ***2.3.2.2 Procedures for small group discussion***

According to Davies (1981:304-305) the procedures in managing the group work are:

##### a. Identifying the size of the group

A lower limit of the size for a discussion group is not less than three and the upper limit is ten. If the groups are too big, a number of things begin to happen.

- Quiet people speak less and less often.
- Discussion begins to be dominated by a few people.
- The development of cliques and subgroups begins to occur. The quality of a learning experience is offered by group size.

##### b. Organizing optimal seating arrangements

Seating arrangements play an important part in the dynamics of a discussion group, people feel much friendlier when they sit in a relaxed atmosphere. The room should be well ventilated and not stuffy. In general, the following arrangements are optimal:

- A small room, for intimacy, is better than a large one.
- Everyone should be able to see each others face.
- Chairs should be comfortable, and arranged in a circle.
- A round table is preferable to rectangular one.

c. Making a seating chart and participation checklist

If the group members are unknown to teacher, learn their names as quickly as possible most groups generally sit in a circle or around a table. One way to familiarize the teacher with the students' names is to ask them to write their names on a piece of paper. This can then be folded, like on inverted-V, and placed in front of them on the table or floor. Another way is to draw a seating chart. The chart shown the names of people in the discussion group, according to where they sit. Writing out the names in this way also helps teacher to remember them. The quality and quantity of group interaction begins to decline.

According to Harmer (2001:122) there are some procedures for group work. They are:

a. Before

The students need to feel enthusiastic about what they are going to do. They need to understand what they are going to do, and they need to be given an idea of when they will have finished the task they are going to get involved in.

Giving students a time when the activity should finish often helps the success of a group work task. This helps to give them a clear frame work to work within. The important thing about instructions is that the students should understand and agree on what the task is. To check that they do teacher may ask them to repeat the instruction or to translate them into their first language.

b. During

While students are working in groups, teacher has a number of options. She could, for instance, stand at the front or the side of the class (or at the back or anywhere else in the room) and keep an eye on what is happening. Teacher so could go round the class watching and listening to specific groups. Teacher is seeing how well the students are doing, and deciding whether or not to go over when she monitors groups during a group work activity. But she is also keeping her eyes open for problems, which she can resolve, either on the spot or in the future. When students are working in groups, teacher needs to observe how well they are interacting together. One way of finding out about groups, in particular, is to simply observe, how often each student speaks.

c. After

When groups stop working teacher needs to organize feedback. When the groups have been working on a task with definite right or wrong answers, teacher needs to ensure that they have completed it successfully. When students have produced a piece of work, teacher can give them a chance to demonstrate this to other students in the class. When students have been discussing an issue or

predicting the content of a reading text, teacher will encourage them to talk about their conclusions with teacher and the rest of the class.

### ***2.3.2.3 The Characteristics of Group Discussion.***

To reach successful and useful discussion, the students need to pay attention to some characteristics of a good group discussion. Those characteristics will be presented in the following part.

#### **1. Permissiveness**

Maier says, (1992:20) that a permissive atmosphere exists when the individual feels free to say whatever is on his mind.

In the permissive group (a) members or participants feel free to express their feelings to convey their opinion. (b) There is a relaxation in the situation of the discussion itself; (c) there is a respect for the other members feelings, experiences, ideas, and also a willingness or fear of making mistakes on the part of the students.

#### **2. Cohesiveness**

Cohesiveness is an important climate to get successful discussion. It refers to the ability of the group to stick together (Hollander, 2002:25).

#### **3. Participation**

A group discussion is going to function well if there is full participation on the part of its members. They have to respond, react, and adapt to the communication for the group itself. The interaction should be continuous and developed into the group itself. The members are responsible for keeping on open

mind toward the issue or problem being discussed as well as to the other members of the group.

In discussion group, the students must get involved, and take part activity in asking questions, answering, conveying ideas, sharing experiences, and exchanging opinions. The broader the participation among the students, the deeper the interest and will be involvement (Hollander, 2002:39)

#### 4. Motivation

A further characteristic of a successful discussion is the apparent motivation of the students as members of the group. If students have positive attitude toward the discussion, it will be improve their motivation to perform actively in group discussion. Thus, the materials for discussion must be quite closely related to the interest and need as well as desires of the students.

According to Davies (1981:313-314), one characteristics of an effective discussion group is:

- 1) Unity of purpose.
- 2) Closely knit as a social unit.
- 3) There is a great deal of fun, as well as a great deal of hard work.
- 4) Fun and work go hand in most learning situations.

Nagel (2001:207) state that five rules for group discussions are:

- 1) Be concise. (Stick to the topic or he task)
- 2) Listen (Pay attention)
- 3) Reflect (Repeat something from a previous person's comments)
- 4) Contribute. (Everyone is included).

- 5) Respect others. (Avoid blame, maintain confidentiality).

## **2.4 . The Process of Small Group Discussion in the Classroom.**

### **2.4.1 Classroom Management**

Group processes help students learn interpersonal skills, and they play important roles in the development of individual's self-concepts. Each child brings unique characteristic to a classroom, but they are change and shaped by what happens in the room. The roles that students take in a group have been described in various sets.

The problem of classroom management has long been recognized as complex. It is the most time — consuming and energy — draining activities to run a class of 30 — 40 students. However, using the small group learning format, students get together to discuss a topic in the foreign language they are learning. Nunan (1989: 91) points out that setting in the classroom are important. Setting here refers to the classroom arrangements specified or implied in the task, and it also requires consideration of whether the task is to be carried out wholly or partly in the classroom.

In a group learning format, the class has to be managed as in the communicative class. Wardani (1983:4) states that in a group discussion the students belong to the small group format, on the other hand, the teacher has to be in charge in each of the groups. Wardani also says that the discussion group applied to high school students still has to get more directions from the teacher. Hence, the students might have opportunity to arrange the chairs and tables in

order to have a communicative class using the small group learning format in a classroom after they get the instructions from the teacher.

#### **2.4.2 Teacher's and Learner's Role in Hortatory Texts Activities.**

In discussion activity, students are organized into groups, and each group consists of three to five persons. Then, the teacher gives a topic to be discussed by all groups. The teacher gives opportunities to the students to convey their ideas, information and also their experiences. The teacher must not dominate the class, but he or she should guide the students when they get any difficulty in discussion.

In this case, the writer supports what is said by Petter (1990:5)

“It permits maximum interaction and in emulation between members to participate and to be prepared with facts and ideas, it can has responsibility on all members to think as group, and developed a sense of quality, by it all members are encouraged to listen carefully, to reason, to reflect, to participate and to contribute”.

The teaching of hortatory exposition texts using a group learning format means that the class has to be communicative. Nunan (1989:10) points out:

“I too will consider the communicative task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form”.

Thus, here the teacher has to manage the task properly; Nunan (1989:11) also gives the example of designing a task to communicate classroom using the group work as follows:

- |          |   |
|----------|---|
| Goal     | : Exchanging personal information   |
| Input    | : Questionnaire on sleeping habits  |
| Activity | : 1) Reading questionnaire<br>2) Asking and answering questions about sleeping habits |

Teacher role : Monitor and facilitator

Student role : Conversational partner

Setting : Pair or group work

Richard and Rogers (1986) as quoted by Nunan (1989:84) suggest that student roles are closely related to the functions and status of the teacher. They point out that some methods are totally teacher — dependent, while others view the teachers as a catalyst, consultant or guide. The teacher in communicative classroom according to Breen and Candlin as quoted by Nunan (1989:87) has three main roles. The first is to act as facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and student. While the students have more active role, they can communicate directly with each other, rather than exclusive with the teacher. An activity carried out in small group works makes possible a greater amount of individual participation than when it is done in the class teaching situation.

Thus, it is clear that using a group discussion the teacher and student can discuss each other in a classroom. Nunan (1989:87) then points out that the discussions can be either between teacher and her students or between students as they discuss in small group works. The writer here concludes that in a classroom, students will be motivated by cooperative discussion in a group.

## **2.5. A Group Discussions Applied in Teaching Hortatory Texts.**

In group discussion a number of students can talk at the same time in the discussion. They are encourage to be active during the discussion, even the shy

ones, in the other words, in group discussion students get chances to say something, expand their opinions, initiate questions, and also work together with others. The active involvement of every student in discussing the topic is the goal of the discussion group. Discussion helps pupils to clarify their own ideas and helps them become aware of others opinion.

The small group learning format can be conceptualized in various ways and proponents of the technique have assessed only certain types of the models. But when the groups have found out how to plan work together, they may not all agree. The members of the group know well enough to really trust each other, and they still have to determine each other's skills, knowledge, situation and attitudes. They often feel comfortable and "lost" (Barker, 1986:168).

In a class of 30 — 40 students, a teacher may have difficulties when she teaches without knowing whether the students have understood and comprehend the reading passages. Thus, in order to overcome such of a problem, the writer tries to introduce communicative teaching technique in reading hortatory texts through a group discussion.

## **2.6. Advantages of Group Discussion**

Adprima (2010) states advantages of group discussion are:

- 1) Allows for participation of everyone.
- 2) Students often more comfortable in small groups. Groups can reach consensus
- 3) Ideas can be responded to by others.

- 4) Working in group is fun.

According to Harmer (2003:117-118) the advantages of small group discussion are:

- 1.) It dramatically increases the amount of talking for individual students.
- 2.) Because there are more than two people in the group, personal relationships are usually less problematic; there is also a greater chance of different opinions and varied contribution.
- 3.) It encourages broader skill of cooperation and negotiation.
- 4.) It promotes student autonomy by allowing student to make their own decision in the group without being told what to do by the teacher.

According to Harmer (2007:236) the advantages of small group discussion are:

- 1) Increases speaking time for individuals.
- 2) Opportunities for lots of different opinions.
- 3) Encourages learner self-reliance through group decision-making.

### **2.7 . Disadvantages of Small Group Discussion.**

Adprima (2010) states disadvantages of group discussion are:

- 1) Needs careful thought as to purpose of group.
- 2) Groups may get side tracked.

According to Harmer (2003:118-119) the disadvantages of small group discussion are:

- 1.) It is likely to be noisy.

- 2.) Not all students enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers.
- 3.) Individuals may fall into group roles that become fossilized, so that some are passive whereas other may dominate.

According to Harmer (2007:236) the disadvantages of small group discussion are:

- 1) Can be noisy
- 2) Some students get 'lost' in groups.
- 3) Some students end up always fulfilling the same group role.
- 4) Can be difficult to organize.
- 5) Some students prefer whole class grouping.

## **2.8 Previous Research**

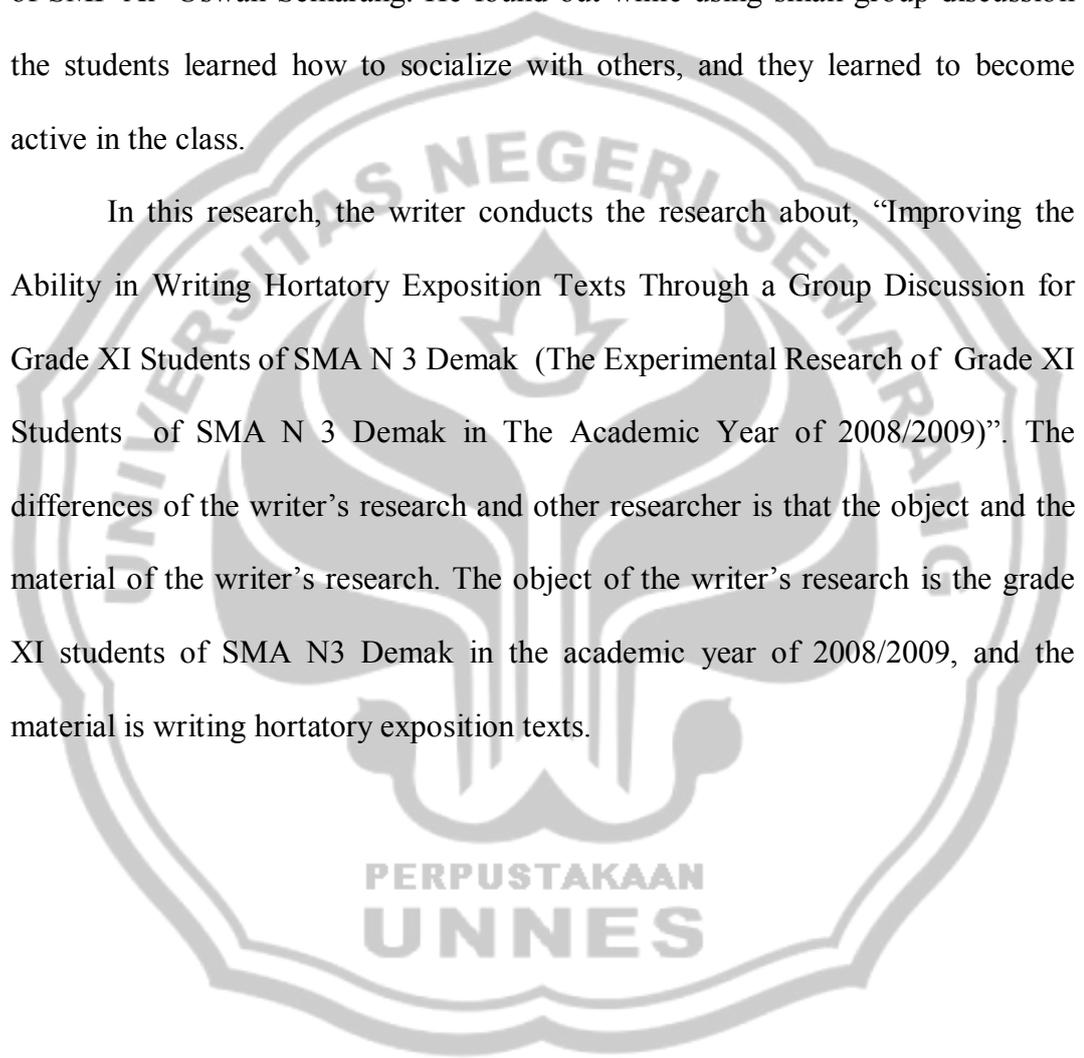
Tusyanah (2007) conducted the research about, "The Contribution of Classical Music Given Outdoor to Improve Students' Ability in Descriptive Text Writing (The Case Study of The Eleventh Grade Students of SMA N Semarang in The Academic Year of 2006/2007). She found that the application of CMGO actually gave contribution in improving student's skill in producing descriptive texts.

Sukaca, Yuche Yahya (2004) conducted the research about, "The Use of Small Group Discussion in Teaching Reading Comprehension to High School Students (The Case of The Tenth Grade Students of SMA N 1 Pati in The Academic Year Of 2003/2004). The data showed that the score of experimental

group was higher than the control group. The experimental group has a better comprehension than the control group.

Chabibah (2005) conducted the research about, “The Use of Teaching Aids and Small Group Discussion in Teaching English to The First Year Students of SMP Al- Uswah Semarang. He found out while using small group discussion the students learned how to socialize with others, and they learned to become active in the class.

In this research, the writer conducts the research about, “Improving the Ability in Writing Hortatory Exposition Texts Through a Group Discussion for Grade XI Students of SMA N 3 Demak (The Experimental Research of Grade XI Students of SMA N 3 Demak in The Academic Year of 2008/2009)”. The differences of the writer’s research and other researcher is that the object and the material of the writer’s research. The object of the writer’s research is the grade XI students of SMA N3 Demak in the academic year of 2008/2009, and the material is writing hortatory exposition texts.



## **CHAPTER III**

### **METHOD OF INVESTIGATION**

This chapter is divided into seven sub sections. They are: (1) subject of the study, (2) the experimental design, (3) procedure of experiment, (4) statistical design, (5) instrument, (6) method of analyzing data, and (7) method of reporting the result.

#### **3.1 Subject of the Study**

##### **3. 1. 1 Population and Sample**

Brown (2001: 71) states that a population is the entire group of people who are of interest in a particular survey. While according to Saleh (2004: 227) population is a group about which the researcher is interested in gaining information and drawing conclusions. The population of this research was the grade XI students of SMA N 3 Demak. Since the total population was more than 100 students, purposive technique was used to take the sample.

As stated before, the writer chose the grade XI students of SMA N 3 Demak in the academic year of 2008/2009 as the population of this research based on some reasons, those were:

1. Both groups of students are in the same year.
2. Both groups of student are of the same study program (science).
3. The students have been studying English for the same period of time.

In order to study a population more effectively, the writer selected a sample. Brown (2001: 71) states that a sample is a subgroup of the students that is representative of the whole population. While according to Saleh (2004: 33) a sample is a group of people, thing or place where data is collected. A sample is actually a part, which is considered as a representative of a population.

The writer selected two classes of the students from the population as sample in this study. In order to get the representative sample, the writer choose the sample that could represent the true situation of the population. They were experimental group taught using group discussion and control group which was taught without group discussion.

### **3.1.2 Variables**

According to Saleh (2004: 8), a variable is essentially what we can observe or quantify of the human characteristics or abilities involved. There were two types of variables: dependent variable and independent variable. The dependent variable, as Saleh (2004: 10), is observed to determine what effect, if any, the other types of variables may have on it. In other words, it is the variable of focus – the central variable – on which other variables will act if there is any relationship. And independent variable according to Saleh (2004-2005: 10), is variable selected by the researcher to determine their effect on or relationship with the dependent variable.

So the variables in this research were:

1. The independent variable that was method in writing hortatory exposition through a group discussion.
2. The dependent variable is the students achievement manifested in the test score.

### 3.2 The Experimental Design

This study used “pretest — post-test”. The design of the experiment can be described as follows:

E	01	x	02
C	03	y	04

( Arikunto, 2002:79 )

In which:

E: Experimental group,

C: Control Group,

01: Pre-test for the experimental group,

02: Post-test for the experimental group,

03: Pre-test for the control group,

04: Post-test for the control group,

X: Treatment with group discussion, and

Y: Treatment without group discussion

In the design above, subjects were assigned to the experimental group (top line) and the control group (bottom line). The quality of the subjects was first checked by pre-testing them (01 and 03), and then the experimental treatment was performed to the experimental group, while the control group was taught hortatory exposition texts without group discussion. The test was an essay. The results of which (02 and 04) were then computed statistically.

### **3.3 Procedure of the Experiment**

The procedure of experiment was as follows:

- 1) Choosing the grade XI students of SMA N 3 Demak as the population.
- 2) Taking two groups of the students as the samples, one as the experimental group and the other as the control group.
- 3) After that, conducting real experiment.

Before conducting the treatment, the writer conducted pretest. After that, the writer directly conducted the treatment. The writer gave 6 times treatment for experimental group and control group. The treatment were guessing a picture and expressing opinions, identify a topic and the purpose of text, analyzing the generic structure and language feature of text, arranging sentences of hortatory exposition text, exercising modality, and exercising simple present tense. Both groups were taught the same topic but different in the technique of teaching. The experimental group was taught using group discussion, and the control group was taught without group discussion.

#### **3.3.1 The Activities of the Experimental Group**

### **3.3.1.1 Pretest**

The pretest was given before doing the experiment. First, I came to the chosen class and then I conducted the test by myself to the class and explained to the students about what they were going to do. I distributed the instruments and asked them to do the pretest individually. This pretest was conducted on May 16<sup>th</sup> 2009.

### **3.3.1.2 Activities in the experimental group**

The experiment was conducted from May 23<sup>rd</sup> to June 10<sup>th</sup>. In conducting the experiment, the students were given hortatory exposition texts. The experimental class used a group discussion as the teaching strategy. The class consisting of 40 students were divided into 8 groups, each group consisted of 5 students.

### **3.3.1.3 Post-test**

A post-test was given after conducting all the activities above. The test given to the students was the same as pretest. But, in post test before the students done the test individually the teacher asked them to make a group consist of five people. And asked the students to discuss about what they have learned, some topic that they will do. After that, students did the test individually. It was conducted on June 11<sup>th</sup> 2009.

Table 3.1  
List of activities of the experimental group

No	Activities	Materials	Time
1.	Pretest (Write hortatory exposition text).	-	May 16,2009
2.	Discuss to guess a picture and expressing opinions.	Hortatory Exposition texts	May 23, 2009
3.	Discuss to identify a topic and the purpose of text.	Hortatory Exposition texts	May 28, 2009
4.	Discuss to analyze the generic structure and language feature of text.	Hortatory Exposition texts	May 30, 2009
5.	Discuss to arrange sentences of Hortatory Exposition text.	Hortatory Exposition texts	June 8, 2009
6.	Discuss to exercise modality.	Modality	June 9, 2009
7.	Discuss to exercise Simple present tense.	Simple Present Tense	June 10, 2009
8.	Post-test (Write hortatory exposition text).	-	June 11, 2009

### **3.3.2 The Activities of the Control Group**

#### ***3.3.2.1 Pretest***

The pretest was given before doing the experiment. First, I came to the chosen class and then I conducted the test by myself to the class and explained to the students about what they were going to do. I distributed the instruments and asked them to do the pretest individually. This pretest was conducted on May 16<sup>th</sup> 2009.

#### ***3.3.2.2 Activities in the experiment***

The experiment was conducted from May 23<sup>rd</sup> to June 10<sup>th</sup>. In conducting the experiment, the students were given hortatory exposition texts. In the control class the students were given verbal a guidance. Group discussion was not used in this group.

### 3.3.2.3 Post-test

Post-test was given after conducting all the activities above. The test given to the students was the same as pretest. It was conducted on June 11<sup>th</sup> 2009.

Table 3.2  
List of activities of the control group

No	Activities	Materials	Time
1.	Pretest (Write hortatory exposition text).	-	May 16,2009
2.	Guess a picture and expressing opinions individually.	Hortatory Exposition texts	May 23, 2009
3.	Identify a topic and the purpose of text individually.	Hortatory Exposition texts	May 28, 2009
4.	Analyze the generic structure and language feature of text individually.	Hortatory Exposition texts	May 30, 2009
5.	Arranging sentences of Hortatory Exposition text individually.	Hortatory Exposition texts	June 8, 2009
6.	Exercising modality individually.	Modality	June 9, 2009
7.	Exercising Simple present tense individually.	Simple Present Tense	June 10, 2009
8.	Post test (Write hortatory exposition text).	-	June 11, 2009

### 3.4 Statistical Design

Brown (2001:114) points out that statistic are typically to describe, or characterize, the answer of a group of respondent to numerically coded questions.

I needed the calculation for statistical analysis as follows:

1. to determine the validity by using split half method: the Pearson's Product moment was applied.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

$R_{xy}$  : the correlation of the scores on the two halves of the test

$N$  : the number of students in each group

$X$  : the score of each text

$Y$  : the sum of all text' score

$XY$  : the multiplication of the X and Y scores

$\sum X$  : the sum of total score in each group

$\sum Y$  : the sum of total X score in each group

$\sum X^2$  : the sum of the square score in each text, and

$\sum Y^2$  : the sum of all texts' square

(Arikunto, 2002:146)

2. to determine the reliability of the test, the Spearman-Brown Formula was used.

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Where:

$R_{11}$  : Reliability of the instrument

$k$  : the number of questionnaire item

$\Sigma\sigma_b^2$  : the sum of item variance

$\Sigma\sigma_t$  : total variance

(Arikunto, 2002:171)

3. to determine whether there is a significant difference between the means of the experimental and the control groups the t-test formula was applied.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$t$  : t-test

$X_1$  : the mean difference of the experimental group

$X_2$  : the mean difference of the control group

$N_1$  : the number of the students of the experimental group

$N_2$  : the number of the students of the control group

### 3.5 Instrument

Instrument is an important device for collecting the data in a research study. To measure the students' achievement in education, for example, usually a test is used as the instrument. From a certain kind of test, a teacher or an

experimenter will be able to collect the data that is the scores which can be used to identify, classify, or evaluate the test takers.

Before collecting the data, I made the test first as the instrument. The instrument was a hortatory exposition text. To make sure that the instrument was valid enough, I checked the Competence-Based Curriculum first. This curriculum states that the students are supposed to make hortatory exposition texts. Thus, the content of the test offered in the research was valid enough.

Haris (1969:69) states that there are two kinds of test instrument used to measure the four-language skills of the students, namely the objective test and the essay test. For collecting the data I decided to use an essay test in the form of hortatory exposition text. I considered that “an essay test” was an appropriate type of the test. It is because in an essay test of writing, the students are free to express their ideas. They could freely express and organize their ideas in a written form.

### **3.6 Method of Analyzing Data**

Through scoring, the result of the students’ work was needed to be put in a form that was readily interpretable. Those data were useful to depict students’ levels of writing achievement.

Since the purpose of this research was to measure the students’ proficiency, the writer interpret the result both statistically and none statistically.

### 3.6.1 Scoring Mode

Scoring the students' work was a step to obtain quantitative information from each student. One of the ways to score or to evaluate the students' achievement in writing was rating scale.

The following scheme of rating scale was used to measure the students' achievement in their written product (Heaton, 1969:169).

Table 3.3  
The Scoring Guidance Taken from Heaton Grid and Categories

Writing Component	Score	Description
Grammar	5	Master of grammar taught on course-only 1 or 2 minor mistake.
	4	A few mistakes only (prepositions, articles, etc.)
	3	Only 1 or 2 major mistakes but a few ones.
	2	Major mistakes which lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes-on mastery of sentence construction-almost unintelligible.
Vocabulary	5	Use of wide ranges of vocabulary taught previously.
	4	Good use of new words acquired-fairly appropriate synonyms, circumlocution.
	3	Attempts to use words acquired-fairly appropriate vocabulary on the whole but sometimes restricted-has to resort to use of synonyms, circumlocution, etc. on a few occasions.
	2	Restricted vocabulary-use of synonyms (but not always appropriate) imprecise and vague-affect meaning.
	1	Very restricted vocabulary-inappropriate use of synonyms seriously hinders communication.
Mechanics (Spelling)	5	No errors.
	4	1 or 2 minor errors only (e.g ie or ei).
	3	Several errors-do not interfere significantly with communication-not too hard to understand.
	2	Several errors-some interfere with communication- some words very hard to recognize.
	1	Numerous errors-hard to recognize several words-communication made very difficult.
Relevance	5	All sentences support the topic-highly organized-clear

(Content)		progression of ideas well linked-like educated native speaker.
	4	Ideas well organizes-links could occasionally be clearer but communication not impaired.
	3	Some lack of organized-re-reading required for clarification of ideas.
	2	Little or on attempts at connectivity-though reader deduce some organization-individual ideas may be very difficult to deduce connection between them.
	1	Lack of organization so severs that communication is seriously impaired.
Fluency	5	Flowing style-very easy to understand-both complex and simple sentences very effective.
	4	Quite flowing style-mostly easy to understand-a few complex sentences very effective.
	3	Style reasonably smooth-not too hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Jerky style-an effort needed to understand and enjoy reading-complex sentences or compound sentences.
	1	Very jerk-hard to understand-cannot enjoy reading-almost all simple sentences-complex sentences confusing-excessive use of “and”.

### 3.6.2 Classifying the Score

In order for the raw scores to become more meaningful, they should be converted to numerical data, which had been processed to the scale of 0 to 100. Then, the processed scores could be used as a basis to make decisions. If all the students' scores were arranged from the highest to the lowest, it would be easier to know the position of a student in his/her group.

The measurement of the students' achievement based on Haris (1969:134) could be interpreted with the following table.

Test Score	Probable class performance
80 – 100	Good to excellent ( A )
60 – 79	Average to good ( B )
50 – 59	Poor to average ( C )
0- 49	Poor ( D )

### 3.7 Method of Reporting the Result

In line with the data analysis, I applied both non-statistical and statistical analysis to report the result of the students' achievement in writing. Practically, the procedure of reporting the result should fulfill at least two criteria:

- (1) The report readers knew or understood what the aim of the report was. It means that the readers could interpret the report properly.
- (2) The report should be objective. It means that the report describes the real condition of the research.

The procedure, the type, or the technique in reporting the result could be in various ways, such as tables, statistical data, description etc. The report also depicts the students' achievement in writing.

Based on the information or the analyzed data, a teacher could determine the technique and strategy of teaching in order that the materials could be absorbed well by the students in the future.

## CHAPTER IV

### FINDINGS AND DISCUSSION

In relation to the data analysis, the writer applied both statistical and non statistical analyses to make the result of the students' achievement interpretable.

#### **4.1 Result of the Study**

##### **4.1.1 Test result**

The students' problem in writing composition was divided into five components. They were grammar, vocabulary, spelling, content and fluency. Grammar is measured by students' ability of using grammar such as articles and preposition. Vocabulary is measured by the students' ability of choosing appropriate words. Spelling is measured by the students' ability of writing words correctly. Content is measured by the students' ability of using sentences according to the topic. Fluency is measured by the students' ability of using the style in their composition.

Based on the analysis of the students' results of the hortatory test which was scored using Heaton's, each percentage of the total of the five components in post test was grammar 20,11%, vocabulary 21,28%, spelling 18, 13%, content 21, 94%, and fluency 18, 53% respectively for the experimental group. And for the control group was grammar 18, 65%, vocabulary 20, 85%, spelling 17, 56%, content 23, 18%, and fluency 19, 62%. The average percentage of the five component in post test was grammar 76.5%, vocabulary 81%, spelling 69%,

content 83,5%, and fluency 70,5% respectively for experimental group, and for the control group was grammar 68,%, vocabulary 76%, spelling 64%, content 84,5%, and fluency 71,5%.

#### 4.1.2 Test Scoring

After administering test, the result of students' achievement in writing is calculated with the following formula:

$$Ssa = \frac{\sum OSc}{Stsc} \times 100 \%$$

Where:

Ssa : students' achievement

$\sum OSc$  : number of obtained scores

Stsc : sub total score

The result of this formula can be seen on Appendix 1, 2, 3 and 4.

#### 4.2 Computation between the Two Means

After getting all the scores, the computation was made. The first way to know the significant difference of the experiment could be seen through the difference of the two means. The following was used to get the means:

$$Me = \frac{\sum Xe}{N}$$

$$Mc = \frac{\sum Xc}{N}$$

Where:

$Me$  = mean score of the experimental group

$\sum X_e$  = sum of all score of the experimental group

$Mc$  = mean score of the control group

$\sum X_c$  = sum of all score of the control group

$N$  = number of subject sample

By applying the above formula, the means of the experimental and control group was obtained as follows:

$$\begin{aligned} Me &= \frac{\sum X_e}{N} \\ &= \frac{3.048}{40} \\ &= 76.20 \end{aligned}$$

The mean score of the experimental group was 76.20

$$\begin{aligned} Mc &= \frac{\sum X_c}{N} \\ &= \frac{2.916}{40} \\ &= 72.90 \end{aligned}$$

The mean score of the control group was 72.90

If we compare the two means above, it is clear that the means score of the experimental group is higher than mean scores of the control group. The

difference between the two means is 3.3. T-test procedure is applied to find the degree of the significance of the difference.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$$s = \sqrt{\frac{(40 - 1) 45.91 + (40 - 1) 39.78}{40 + 40 - 2}}$$

$$= 6.546$$

$$t = \frac{76.20 - 72.90}{6.546 \sqrt{\frac{1}{40} + \frac{1}{40}}}$$

$$= 2.255$$

While t- table at  $N_x + N_y - 2 = 78$  is 1.99 it means that t - calculation is higher than t- table.

After getting the t-value, I consulted the critical value of the t-table to check whether the difference was significant or not. Before the experiment had been conducted, the level of significance had been determined. Usually, in educational research, the significance is determined at 5% or  $\alpha = 0.05$ .

The number of subjects in this study for experimental and control group were 80 with degrees of freedom (df) = 78, that was  $N_x + N_y - 2 = 78$ . At the 5%

(0.05) alpha level of significance, critical value that was obtained was 2.255. It is higher than the critical value on the table ( $2.255 > 1.99$ ) so the difference is statistically significant. Based on the computation there was significant difference between teaching writing hortatory exposition texts through a group discussion and teaching writing hortatory exposition texts without group discussion. It can be seen by the result of the test where the students taught writing using a group discussion got higher grades than those who were taught writing without group discussion.

### 4.3 Grade Achievement

The measurement of students' achievement based on Harris (1969: 134) could be categorized with the following table.

Test Score		Probable class performance
80 – 100	A	Good to excellent
60 – 79	B	Average to good
50 – 59	C	Poor to average
0- 49	D	Poor

(Harris, 1969: 134)

Frequency was the number of the students in one grade. The number of the students in one grade was put into percentage. To show the test score was described in the frequency and percentage for both pretest and post test. The list below was the achievement according to the grade both groups of experimental and control group.

Table 4.1  
The Experimental Group Achievement

	Frequency		Percentage	
	Pretest	Post-test	Pretest	Post-test
A	3	14	7.5%	35%
B	30	26	75%	65%
C	7	-	17.5%	-
D	-	-	-	-

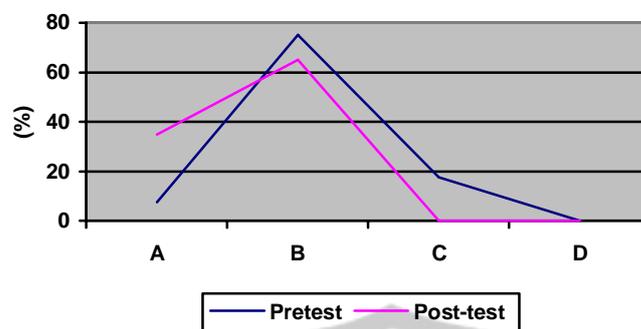
Table 4.2  
The Control Group Achievement

	Frequency		Percentage	
	Pretest	Post-test	Pretest	Post-test
A	2	8	5%	20%
B	34	32	85%	80%
C	4	-	10%	-
D	-	-	-	-

The result of writing test for experimental and control group in the pretest and in the post-test is reported here in the form of a polygon.

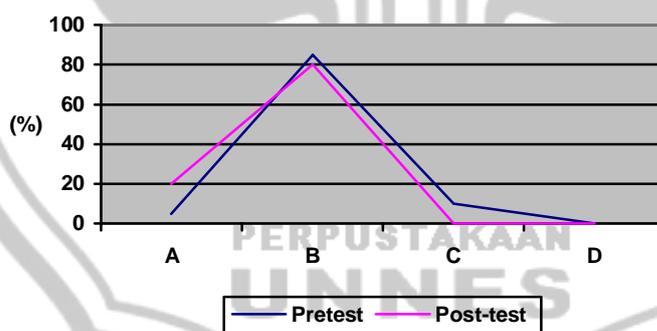
a. Experimental Group Pretest - Posttest Comparison

This polygon describes the result of writing test obtained the experimental group. The blue color shows the achievement of the experimental group in the pretest. The percentage of students that got on grade C, B, and A respectively are 17.5%, 75%, and 7.5%. The pink color shows the achievement of the experimental in the post-test. The percentage that they got grade B were 65% and students who got A were 35%. This result can be presented in following polygon:



#### b. Control Group Pretest - Posttest Comparison

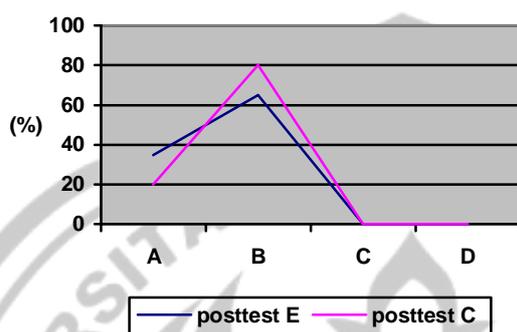
This polygon describes the result of writing test obtained the control group. The blue color shows the achievement of the control group in the pretest. The percentage of students that got on grade C, B, and A respectively are 5%, 85%, and 10%. The pink color shows the achievement of the control group in the post-test. The percentage that they got grade B were 80% and students who got A were 20%. This result can be presented in following polygon:



#### c. Control Group and Experimental Group Post-test Comparison

This polygon presents the achievement of the experimental and control group in doing post-test. The pink color describes the achievement of the control group in the post-test. The percentage of students that got grade B were 80% and

students who got grade A were 20%. The blue color describes the achievement of the experimental group in the post-test. The percentage that students got grade B were 65% and students who got A were 35%. This result can be presented in following polygon:



#### 4.4 Discussion of the Research Findings

In the pretest, the average scores of the experimental group and the control group were 65.80 and 65.10. The result showed that the experimental group was higher than the control one. In the post-test, the average scores of the experimental group and the control group were 76.20 and 72.90. The result of the post-test of the experimental group was higher than that of the control group. From the result above, it can be conclude that the students who studied through group discussion performed better in writing hortatory exposition texts than those who studied without group discussion.

The use of a group discussion in teaching learning hortatory exposition texts plays an important role in the classroom. It helps the students to be actively involved in the teaching and learning process. Teaching hortatory exposition texts through a group discussion was more effective to help the students in writing

hortatory exposition texts than without group discussion. It can be seen from the results between experimental and control group. The students of experimental group enjoyed the lesson. They could communicate freely, cooperate effectively, so they can be more active and are able write their opinions than the students of control group. The treatment gave the students different nuances of teaching-learning process so they were interested in following the activities given by the teacher. It was different from the control group. In the teaching and learning processes, students did the activities individually. They could not express their idea with their friends. Many students were getting bored and lazy in writing hortatory exposition texts. As a result, their writing were not as good as that of the experimental group.

The result of t-test to check the significance of the differences between the mean of the control group and the experimental group showed that the critical value of t-calculation is 2.255. Furthermore the critical values of t-table from degrees of freedom (df) is  $40 + 40 - 2 = 78$ , at alpha level of significant 0.05 is 1.99. Thus the t-calculation is bigger than t-table.

The testing indicates that the experimental group is significantly higher than the control group. Based on the result above, we can conclude that the experimental group is better than the control group. In that population, means that teaching written hortatory exposition texts through a group discussion is more effective in helping students improve their ability in writing hortatory exposition texts.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusion

Based on the result of the study, the writer concludes that:

- (1) Ho (the null hypothesis): “There is no significant difference in the achievement between the students who were taught hortatory exposition texts through a group discussion and the students who were taught hortatory exposition texts without group discussion” is rejected because there was a significant difference in the achievement between the students who were taught hortatory exposition texts through a group discussion and the students who were taught hortatory exposition texts without group discussion.
- (2) A group discussion teaching strategy applied in writing hortatory exposition texts of the grade XI students of SMA N 3 Demak, actually gave contribution in improving the students’ skill in writing hortatory exposition texts. This teaching strategy could be an effective method. It is proper since there was a significant difference between the control group and the experimental group when the study was conducted. Based on the statistical analysis, it could be seen that the students’ in the experimental group was improving higher than the control group. The mean of the experimental group score was higher (from 65.80 to 76.20) than the control group (from 65.10 to 72.90). The t-value for two means of post-

test was 2.255 meanwhile the critical value at  $\alpha = 5\%$  was 1.99 .Since the t-value was in the  $H_0$  rejection area, it is concluded that there was significant difference in the achievement between the students in control group who were not given treatment and the experimental group who were given the treatment (a group discussion). By using strategy in the experimental class, the class situation was very enjoyable, the students freely communicated to each other and they were more enthusiastic when they were joining this class. The writer had observed that the writing hortatory exposition texts scores of the experimental class were higher than those the students who were taught without by using a group discussion method. It means that when the students enjoyed the lesson they will more focus on what their teacher gave to them and of course because of this they wrote hortatory exposition texts is better than students in the control class.

## **5.2 Suggestions**

From the conclusions stated above, the writer would like to offer some suggestions. They are:

- 1) The writer suggests that the teacher could be used a group discussion teaching strategy as an alternative in teaching writing hortatory exposition texts. A group discussion teaching strategy can motivate students while they are discussing what their teacher explains in writing hortatory texts, arise student's interest in joining the lesson.

- 2) In conducting a group discussion teaching technique, the teacher should know her students well so that she can divide her students properly. By dividing group properly, it can make interaction process work and of course there will be a competition in the class.
- 3) The next researchers can make this study as their reference to conduct another research on the same field.



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## APPENDIX 7

### List of students of Control Group

No	Name
1	Adhitya Tri Wicaksono
2	Adi Nur Tianto
3	Akhmad Faijin
4	Alaina Roisah
5	Anita Maulina
6	Aninda puspitaningrum
7	Antoni Anindhito
8	rifah Retnowati
9	Arlita Dwijayanti
10	Deny Wahyu Suryadipta
11	Dewi Nur Jayanti
12	Dyta Tahmawangi
13	Endang Setiyawati
14	Faiz Rahmawati
15	Gigih Laras H
16	Heigy N
17	Indah Ambarsari
18	Indra Irawan Prasetya
19	Intan H.k
20	Isma Dwi Rahmawati
21	Khilliyyah
22	Lina Yunita Sari
23	Listaria J. A
24	Lukluil Maknun
25	Lutfi Rosyidah
26	Mohammad Navi
27	Muamar Khadafi
28	Mukhammad Rois
29	Nofia Muiyarini
30	Nur Sigit Hidayat
31	Nurul Inayah
32	Oki Dwi Kuncoro
33	Popy Setiaji
34	Ratna Verawati
35	Rizka Wahyu Aryani
36	Sri Wahyuningsih
37	Sumber Tri Utami
38	Tiara Restiani
39	Tri Suci Ariyani
40	Tutik Sumaryati

**APPENDIX 8**

## List of students of Experimental Group

No	Name
1	Aditya Tri W.P
2	Ahmad Farid A
3	Amat Solekan
4	Amiyotul Azizah
5	Anik Rufaida
6	Anitasari
7	Chariri
8	Deni Renggo S
9	Diar Nur Farid H
10	Erma Zuly H.R
11	Ervika S
12	Faizah
13	Khilliyyah
14	Khoirul Umam
15	Mis Bahul H
16	Nofia Mulyarini
17	Nur Kholis
18	Nurmala
19	Omaruddin
20	Rahma Fitriyani
21	Rahmi Yunita
22	Rendi Wicaksono
23	Rensiga R.B.S
24	Rinta Yulia A
25	Salamatul Afiyah
26	Saropah
27	Septiana R
28	Setiyono
29	Shintia N.W.H
30	SitiSuparni
31	Solekhul Hadi
32	Sri Lestari
33	Sri Wahyuningsih
34	Supriyadi
35	Surya Candra Y
36	Tri Suci Ariyani
37	Ulfatul M
38	Vika Amaliatu C
39	Yulita Nur Farida
40	Yuneta Pangestuti

**APPENDIX 9**

## Instrument of the Control Group

## 1. Instrument Pre-Test

Theme	: Problems in Our Country
Tenses	: Simple Present Tense
Kinds of Paragraph	: Hortatory Exposition Text
Time Allotment	: 60 minutes

## Instruction:

1. Write your name and class.
2. Make hortatory paragraph by developing the key words given.
3. Choose one of them, the paragraph is written in present tense.
4. You work individually, and feel free to create the hortatory exposition text.
5. The key word is your inspiration.
6. Develop the ideas and make sure your writing covers the generic structure.
7. Consult your teacher when you need.

## Key Words:

↳ Bad TV programs	Pollution
↳ Corruption	Drugs
↳ Traffic Jam	Smoke
↳ Flood	Crime

## 2. Instrument Post-Test

Theme	: Problems in Our Country
Tenses	: Simple Present Tense
Kinds of Paragraph	: Hortatory Exposition Text
Time Allotment	: 60 minutes

### Instruction:

1. Write your name and class.
2. Make hortatory paragraph by developing the key words given.
3. Choose one of them, the paragraph is written in present tense.
4. You work individually, and feel free to create the hortatory exposition text.
5. The key word is your inspiration.
6. Develop the ideas and make sure your writing covers the generic structure.
7. Consult your teacher when you need.

### Key Words:

↳ Bad TV programs	Pollution
↳ Corruption	Drugs
↳ Traffic Jam	Smoke
↳ Flood	Crime

**APPENDIX 10**

## Instrument of the Experimental Group

## 1. Instrument Pre-Test

Theme	: Problems in Our Country
Tenses	: Simple Present Tense
Kinds of Paragraph	: Hortatory Exposition Text
Time Allotment	: 60 minutes

## Instruction:

1. Write your name and class.
2. Make hortatory paragraph by developing the key words given.
3. Choose one of them, the paragraph is written in present tense.
4. You work individually, and feel free to create the hortatory exposition text.
5. The key word is your inspiration.
6. Develop the ideas and make sure your writing covers the generic structure.
7. Consult your teacher when you need.

## Key Words:

↳ Bad TV programs	Pollution
↳ Corruption	Drugs
↳ Traffic Jam	Smoke
↳ Flood	Crime

## 2. Instrument Post-Test

Theme	: Problems in Our Country
Tenses	: Simple Present Tense
Kinds of Paragraph	: Hortatory Exposition Text
Time Allotment	: 60 minutes

### Instruction:

1. Write your name and class.
2. Make hortatory paragraph by developing the key words given.
3. Choose one of them, the paragraph is written in present tense.
4. You work individually, and feel free to create the hortatory exposition text.
5. The key word is your inspiration.
6. Develop the ideas and make sure your writing covers the generic structure.
7. Consult your teacher when you need.

### Key Words:

↳ Bad TV programs	Pollution
↳ Corruption	Drugs
↳ Traffic Jam	Smoke
↳ Flood	Crime

**LESSON PLAN**  
**(Experimental Group)**

School : Senior High School

Subject : English

Class/Semester : XI/2

Duration : 180 minutes

I. Competences Standard : 12. Mengungkapkan makna dalam teks fungsional pendek dan essay berbentuk *narrative*, *spoof*, dan

*hortatory exposition* dalam bentuk konteks kehidupan sehari-hari.

II. Basic Competence : 12.2 Mengungkapkan makna dan langkah retorika

bahasa

dalam essay dengan menggunakan ragam

tulis secara akurat, lancar dan berterima

dalam

konteks kehidupan sehari-hari dalam teks

berbentuk:

narrative, spoof, dan hortatory exposition.

III. Indicator : In the end of the lesson, students are expected to be

able to :

a. Answer some question related to the picture.

b. Expressing their opinion.

- c. Identify a topic and the purpose of text.

#### IV. Teaching and Learning Material.

1. Expressing opinion
2. Identifying a topic and the purpose of text
3. Vocabulary

#### V. Teaching and Learning

##### a. Pre – Activities.

- The teacher opens the lesson by greeting the students.
- The teacher leading the students to pray together.
- The teacher checking students' presence.
- The teacher controls students in such a way that they are not noisy.
- The teacher asks students what they have learnt yesterday.
- The teacher telling students about what will be discussed in the class.

##### b. Main Activities

- Teacher show a picture, and ask students to guess what picture is it in groups.
- Teacher asks students some question related to the picture.
- Teacher explains about how to express opinion or arguments.
- Teacher give exercise to complete the sentences with what they're thinking and their own suggestion then share their ideas in front of the class in groups.
- Teacher reading model text (s) to students.
- Teacher share reading of texts between students.
- Teacher asks students to find the difficult word.
- Teacher and students identify a topic and the purpose of the story.
- Teacher gives another text and asks students identify a topic and the purpose of the story in groups.

- Students work in group of five, answer the question based on the texts.

c. Post Activities

- Teacher checks the students' understanding
- Teacher reviews the material given before.
- Teacher closes the lesson.

VI. Method of Teaching and Learning:

- a. Three – Phase method.
- b. Evaluation.

VII. Learning Sources : Look A Head for Grade XI Students of Senior High School.

VIII. Assessment.

- a. Technique : Written test.
- b. Form : Essay

Demak, 23 Mei 2009.

Mengetahui,

Guru Kelas

Peneliti

M. Rulik Dwiyantini, S.Pd

NIP. 19720921 200312 2004

Dyan Ayu P

NIM 2201405691

### **Activities**

**A. Pay attention to the following text. Then, answer the questions orally.**



1. Are you familiar with the situation portrayed in the above picture?
2. What do you think about it?
3. Are you motivated to participate in such a singing contest? Why/why not?

**B. Look at the following picture. Then, answer the questions in groups.**



People today create a lot of waste from all the products they use. Much of this waste is dumped in landfills as shown here or burned. Sometimes these methods pollute the surrounding air, soil, and water.

1. Have you ever seen something similar to the picture?
2. How do you feel when you see a picture like this?
3. Give your opinion about this picture!

**C. Try to express your attitudes.**

*Ways to say it*

**Expressing thinking/ opinion expressions**

I think....

I suppose....

I guess

I wonder if...

Now, let me think...

Let me see....

**Expressing disagreement:**

I against this idea.

I don't agree.

I don't think so.

I find I can't agree with you.

I can't agree to that.

I refuse

The best way I can answer this is.....

No way

In my opinion....

No deal

In my case....

**Expressing justification**

**Expressing agreement:**

That's why...

I agree.

Besides....

I think so, too.

Because...

Right.

What I mean...

Certainly.

The reason why...

O.K with me.

So...

Fine with me.

What I'm saying is...

I agree to do so.

You see...

To be honest...

**D. Complete the sentences below with what you're thinking and your group suggestion then share your ideas in front of the class.**

Corruption? It has become a common issue. We can find it in any place in this world, even in the US. It's not a big problem at all. It's just a matter of intensity. Anyway, doing corruption is so human because everybody does it.

1. I'm against this idea. I think corruption creates a bad mentality. That's why I'll write letter to my President to punish the corruptors.
2. I can't agree to that. I realize that it is not easy but I think .....
3. I don't think so. I know it is difficult to eliminate corruption but everyone must .....
4. I agree. I think .....

**E. Read the following opinion. Then, answer the questions.**

**Can 'AFI' Guarantee One  
To be a Talented Singer?**

No one can deny that AFI (Akademi Fantasi Indonesia) has fascinated many fans around the nation. As one of the many talent search shows, AFI is bound to be compared with other reality show such as 'Indonesian Idol', 'Katakan Cinta', 'Playboy Kabel Bersaudara', and so on.

AFI has offered a unique package for viewers; a combination between a reality show and a talent show. Their way of finding real entertainers has increased the public's awareness of the difficulties in reaching the top in the entertainment business.

But frankly saying, AFI has not fully succeeded in reaching its main goal. If you take an objective look at a number of the winners, you'll see that they are not yet able to fill the most basic requirements, which is to sing properly. This is ironic, considering all the criticisms coming from the judges about pitch tones, tempos, and everything that has to do with becoming of good singer.

Thus, if we want to improve the Indonesian music industry, we should really think about the singer's and the musician's talents and train them appropriately, so that they can be a professional singer or musician in the future.

*(adapted from: C'n S Magazine, 2004, cited on Look Ahead 2 for Senior High School Students)*

1. What does AFI offer to the viewers?
2. Does AFI offer its winner fast popularity? Why?
3. According to the writer, how can we improve the Indonesian music industry?
4. What is the purpose of the writer writing this text?
5. What do you call a text that presents an argument about someone's opinion?
6. Do you agree with the writer's opinion? Why/why not?

**F. Read this text and answers the following questions in groups.**

**More Dust Bins is Cleaner**

To improve comfort and cleanliness at the school, there should be an increasing number of dust bins.

When we look at classroom, school corridors and schoolyard, there papers, mineral water cops, straws, and napkin everywhere. The condition of unseemliness really hinders learning and teaching environment. They can be filled out with water coming from the rain. This can be placed for mosquito to spread out.

Anyway I notice that most of the students have responsibilities for their school environment. They put their litter on the proper place but some of them are not diligent enough to find the dust bins. The numbers of the dust bins in the school are not enough. More dust bins should be put beside each step, outside of the classrooms and some along of the corridors. Probably one dust bin should be in every ten meters. So when students want to throw away their litters, they can find the dust bins easily.

When school is equipped with sufficient dust bins, students do not have problem of discomfort any more. So provide more dust bins and school will be very clean and become a very nice place to study.

1. What is the text tells us about?
2. What is the purpose of the text?
3. What tense is mostly used in the text?
4. What kind of text-type does the text belong to?

**LESSON PLAN**  
**(Control Group)**

School : Senior High School

Subject : English

Class/Semester : XI/2

Duration : 180 minutes

I. Competences Standard : 12. Mengungkapkan makna dalam teks fungsional pendek dan essay berbentuk *narrative*, *spoof*, dan

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bahasa

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tulis secara akurat, lancar dan berterima

dalam

konteks kehidupan sehari-hari dalam teks

berbentuk:

*narrative*, *spoof*, dan *hortatory exposition*.

III. Indicator : In the end of the lesson, students are expected to be

able to :

a. Answer some question related to the picture.

b. Expressing their opinion.

c. Identify a topic and the purpose of text.

#### IV. Teaching and Learning Material.

4. Expressing opinion
5. Identifying a topic and the purpose of text
6. Vocabulary

#### V. Teaching and Learning

d. Pre – Activities.

- The teacher opens the lesson by greeting the students.
- The teacher leading the students to pray together.
- The teacher checking students' presence.
- The teacher controls students in such a way that they are not noisy.
- The teacher asks students what they have learnt yesterday.
- The teacher telling students about what will be discussed in the class.

e. Main Activities

- Teacher show a picture, and ask students to guess what picture is it individually.
- Teacher asks students some question related to the picture.
- Teacher explains about how to express opinion or arguments.
- Teacher give exercise to complete the sentences with what they're thinking and their own suggestion then share their ideas in front of the class individually.
- Teacher reading model text (s) to students.
- Teacher share reading of texts between students.
- Teacher asks students to find the difficult word.
- Teacher and students identify a topic and the purpose of the story.
- Teacher gives another text and asks students identify a topic and the purpose of the story individually.
- Students work individually, answer the question based on the texts.

## f. Post Activities

- Teacher checks the students' understanding
- Teacher reviews the material given before.
- Teacher closes the lesson.

## VI. Method of Teaching and Learning:

- c. Three – Phase method.
- d. Evaluation.

## VII. Learning Sources : Look A Head for Grade XI Students of Senior High School.

## VIII. Assessment.

- c. Technique : Written test.
- d. Form : Essay

Demak, 23 Mei 2009.

Mengetahui,  
Guru Kelas

Peneliti

M. Rulik Dwiyantini, S.Pd  
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