



**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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by

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## 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.