CHAPTER IV

RESULT AND DISCUSSION

This chapter explained the data descriptions of findings in each cycle and discussion of data collected through students' writing test, observation checklist and fieldnotes, and interview in order to answer the research questions: "To what extent can spider web diagram improve students' skill in writing a hortatory exposition text at grade XI IPS 1 of MAN 1 Kota Bengkulu?" and "What factors influence the changes of students' skill in writing a hortatory exposition text at grade XI IPS 1 of MAN 1 Kota Bengkulu?".

4.1 Result

This research was a classroom action research. In doing this research, the researcher acted as a real teacher who taught writing to the students by using spider web diagram and was helped by an English teacher of MAN 1 Kota Bengkulu as a research collaborator. Each cycle of this research consisted of four steps of action research by Kemmis and Taggart in Burns, 2010. The steps were plan, action, observe and reflect. In this chapter the result of the research was discussed.

The data of this research was collected from March 1st to April 30th, 2014. The data had been analyzed to get the result of this research. Based on the analysis of the data, it showed that the students' writing skill at grade XI IPS 1 of MAN 1 Kota Bengkulu were improved. It was proven by the result of the students' writing test which was done after the cycles and already reach the indicators of success. The students' attitude toward writing activities were also better which were

proven by analyzing the result of the observation checklist and fieldnotes, and interview.

Before conducting the research, the researcher took students' writing scores from the English teacher of XI IPS 1 of MAN 1 Kota Bengkulu. In addition, the researcher also inteviewed the teacher about students' problems in writing activities. It was done to support the empirical data and to get the basic scores of students' writing skill before applying the strategy. The result showed that the students' writing skill were below the standard score (the score was ≥ 76). It can be seen in the following table:

Table 4.1. The Percentage of Students who Passed the Standard Score in Preliminary Study

Category	Standard Score	Number of Students	Percentage
Passed	≥ 76	9	32.14%
Did not pass	< 76	19	67.86%

Table 4.1 showed that the percentage of students who passed the standard score were unsatisfied. There were only 9 students of 28 students or 32.14% who passed the standard score (the score ≥ 76) and 19 students or 67.86% who did not pass the standard score. In this case, spider web diagram was expected to solve this problem and improve the students' writing skill especially in brainstorming ideas.

4.1.1 Description of Cycle 1

Cycle 1 was done based on an analysis of students' writing scores taken from the teacher's data and the result of interview with the English teacher of XI IPS 1 of MAN 1 Kota Bengkulu. The cycle 1 was done on Friday, 28th March, Wednesday, 2 nd April, and Friday, 4th April 2014.

There were three meetings in cycle 1. The cycle consisted of four steps. They were plan, action, observe and reflect. In this cycle, the researcher acted as the English teacher who applied spider web diagram in teaching writing skill in the classroom. Meanwhile, the English teacher of XI IPS 1 of MAN 1 Kota Bengkulu acted as an observer who observed the teacher's and students' activities in the classroom. Brief explanation of this cycle was described in the following:

4.1.1.1 Plan

In planning stage, the researcher and research collaborator prepared all materials that were needed for doing the research such as a research schedule, lesson plan, teaching and learning materials, students' writing test after the cycle, observation checklist and fieldnotes and a task for each meeting. The research schedule had been adjusted to the school's schedule. The lesson plan and learning materials were designed based on the school curriculum and syllabus. In the syllabus, the material that should be taught by the teacher was hortatory exposition text. In addition, the researcher had analyzed the preliminary data. It also became a consideration in designing the lesson plan.

The students' writing test was designed based on the materials that had been taught to the students. The researcher gave a new topic and asked the students to write about the topic in the form of hortatory exposition text. The topic was about "Wearing a Helmet when Riding a Motorcycle". Next, the teacher's

and students' observation checklist and fieldnotes also had been designed based on the indicators and learning strategy that were used in this research.

4.1.1.2 Action

The action stage of cycle 1 was conducted on Friday, 28th March, Wednesday 2 nd April, and Friday 4th April 2014. In this stage, the researcher applied spider web diagram in teaching writing skill in the classroom. The researcher applied the action based on the lesson plan.

The actions of this research consisted of three meetings. The first action of cycle 1 was conducted on Friday, 28th March 2014 at grade XI IPS 1 of MAN 1 Kota Bengkulu. Firstly, the researcher showed a video that was related to the materials in order to attract students' attention. Secondly, the researcher asked the students some questions about the video. Then, the researcher related their answers to the material that was about hortatory exposition text. Next, the researcher explained the definition, generic structures and language features of hortatory exposition text. The researcher also gave and explained examples of hortatory exposition text. Moreover, the researcher introduced and explained spider web diagram and how it worked.

The second action was conducted on Wednesday 2 nd April 2014. In this meeting, the researcher recalled the students' understanding about hortatory exposition text. The researcher also explained the steps of spider web diagram in short. Then, the researcher gave a new topic that was about "Global Warming" and asked the students to brainstorm their ideas about the topic. During brainstorming ideas, the researcher helped and guided the students to follow the steps of spider web diagram. First, the researcher asked the students to draw a

spider web diagram. Second, th researcher asked the students to write the general topic in the center of spider web diagram. Third, the researcher asked the students to brainstorm the general topic into main ideas and supporting details, and write their ideas in each category of spider web diagram. Fourth, the researcher asked the students to check if their supporting ideas had relationship with the main ideas and were related to the general topic. Last, the researcher asked the students to develop their ideas into paragraphs of hortatory exposition text. At the end of the second meeting, the researcher asked the students about the difficulties in writing hortatory exposition text by using spider web diagram and gave a feedback.

The last meeting of cycle 1 was done on Friday 4th April 2014. In this meeting, the researcher gave the students a writing test. The students' writing test was about "Wearing a Helmet when Riding a Motorcycle". In this test, the students were asked to write the topic into a hortatory exposition text. The time allocation was about 1 hour. The students' writing test was taken as the result of cycle 1.

4.1.1.3 Observe

In this step, the researcher was helped by the English teacher of XI IPS 1 of MAN 1 Kota Bengkulu as a research collaborator who observed teacher's and students' activities in the classroom during the implementation of Spider Web diagram. All data were collected by using observation checklist and fieldnotes. There were two kinds of observation checklist and fieldnotes. They were a teacher's and students' observation checklist and fieldnotes.

Firstly, the result of the teacher's observation checklist and fieldnotes showed that the researcher had done well in almost all aspects of the observation

checklist and fieldnotes. Although, there were some notes that the researcher did not do fully in teaching activities. The first, the researcher wasted much time in drawing spider web diagram. In this step, the researcher showed a picture of spider web diagram and asked the students to draw it. It needed much time. The students did not need to draw the diagram. The researcher should prepare Spider Web diagram worksheets and then give to the students. It was effective for the researcher to do the research and for the students to write hortatory exposition text. Second, in brainstorming step, the researcher was communicative. The researcher guided the students to brainstorm their ideas step by step and helped the students one by one. As a result, there was no much times to do the next step. For example, when the researcher asked the students to check their paragraph, the time allocation was only two minutes. It was not enough for the students to check their paragraphs. The last, at the end of the meeting, the researcher did not ask the students to summarize the materials that they had learned in that meeting. The researcher should do this step because it could make the students remember about the materials and study at home. In short, the ways of the researcher gave and explained the materials, helped and guided the students to brainstorm ideas were good. Although, there were some points that should be improved by the researcher. They were time management and asking the students to summarize the materials at the end of the meeting.

Secondly, based on the students' observation checklist and fieldnotes, there were some points that were written by the research collaborator. First, most students had already prepared themselves to study. There were only four students who were not ready to learn. They chatted with their friends. Second, most

students focused on listening to the researcher's explanation and took a note about the materials. There were only three boys and one girl did not take a note because they had understood the materials. Third, the students were active and enthusiast during learning processes. They were active, communicative and enthusiast in asking and answering questions. When the researcher asked some questions about the materials, most students raised their hand to answer the questions in English and Bahasa. In addition, if they did not understand about the materials, they were not shy to ask questions to the researcher although sometimes the questions had been asked by their friends. The last one was students' understanding about spider web diagram. Some students understood what they had to do in implementing spider web diagram but some did not. The students were enthusiast toward the use of spider web diagram. During implementing spider web diagram, the students showed their interest and enthusiasm in following the steps of spider web diagram. To sum up, the result of the students' observation checklist and fieldnotes showed that there were still some points that needed to be improved by the researcher in teaching and learning processes.

Besides the observation checklist and fieldnotes, there was a test at the end of cycle 1. The test was a students' writing test. The test was assessed by five categories based on the scoring guide from Heaton (1997). The categories were content, organization, vocabulary, language use and mechanics. The result of students' writing test in cycle 1 can be seen on the appendix. The percentage of the students who passed the standard score can be seen on the table below.

Table 4.2. The Precentage of Students who Passed the Standard Score in Cycle 1

Category	Standard Score	Number of Students	Percentage
Passed	≥ 76	16	57.14%
Did not pass	< 76	12	42.86%

Based on the table above, there were 16 students or 57.14% of students who passed the standard score and 12 students or 42.86% of the students did not pass the standard score.

4.1.1.4 Reflect

The result of the observation checklist and fieldnotes in cycle 1 showed that there were several things that needed to be improved in teaching and learning processes. Based on the data collected and the discussion with the research collaborator, the researcher had prepared a good lesson plan which contained clear objectives and steps of writing a hortatory exposition text, the researcher had done well in most aspects of lesson plan and observation checklist and fieldnotes, and the students did the given writing task based on the researcher's instructions and they were active and enthusiast during learning activities. Although, there were some notes that were written by the research collaborator. The first one was a researcher's time management. The researcher should manage times in each step of learning activities effectively and efficiently. The second one was making a summary. At the end of the meeting, the researcher should ask the students to summarize the materials given in order to remind them about the materials. The third one was there were some students that still made noises, laughed and chatted with their friends. The researcher should find a way to attract their attention. At the beginning of the meeting, the researcher should make sure that the students

were ready to learn. The last one was students' difficulties. There were some students who had difficulties in writing supporting ideas that were related to the main ideas. In this case, the researcher had to pay more attention to the students' difficulties, explain and guide the students in following the steps of spider web diagram more carefully.

Based on an analysis of the students' writing products, the researcher found that the students in writing contents, vocabulary and organization had significant improved. On the other hand, the students were lack in language use and mechanic. The students got difficulties in using appropriate tenses, capital letter and punctuation in writing. Even the result of the students' writing test showed that there were many improvements of the students in writing a hortatory exposition text but the researcher's target was not achieved.

Based on the description above, it was needed to conduct the next cycle. From the reflection and discussion with the research collaborator, the researcher should do some efforts to improve the students' writing skill in the next cycle. They were the researcher should revise the lesson plan, make sure that the students were ready to learn and no more students chatted with their friends, manage the time, pay attention to the students' difficulties by explaining the steps of spider web diagram more carefully, and ask the students to summarize the materials given.

4.1.2 Description of Cyle 2

Cycle 2 was done on Wednesday, 23rd April 2014, Friday, 25th April 2014 and Wednesday, 30th April 2014. This cycle was done based on the result of the reflection of cycle 1. The description of this cycle was explained as below:

4.1.2.1 Revised Plan

Similar to the first cycle, in cycle 2 the researcher prepared a plan that had been revised and the materials needed for doing the action with the research collaborator. The researcher prepared the lesson plan about hortatory exposition text but the researcher more focus on language features of hortatory exposition text, and the teacher's and students' observation cehcklist and fieldnotes. The new observation checklist and fieldnotes was designed based on the learning strategy of this research. The researcher also prepared the students' writing test that was given to the students after spider web diagram was implemented. The students' writing test had been designed to see the students' improvement in writing a hortatory exposition text. The learning materials and lesson plan of this research had been designed based on the curriculum of the school, syllabus and the reflection of cycle 1. Hortatory exposition text was still chosen for the learning materials. In addition, based on the discussion with the research collaborator, there were some revisions in the cycle 2. They were the researcher revised the lesson plan, made sure that the students were ready to learn, managed the time, paid attention to the students' difficulties and asked the students to summarize the materials given.

4.1.2.2 Action

The action of this cycle was conducted by applying spider web diagram based on the revised plan. This cycle consisted of three meetings. The action that the researcher did in this stage was more effective than the previous cycle. The first meeting was done on Wednesday, 23rd April 2014 at grade XI IPS 1 of

MAN 1 Kota Bengkulu. In this meeting, the researcher showed the students a funny video in order to attract the students' attention and make them ready to learn. Next, the researcher asked the students about the previous materials and explained a hortatory exposition text briefly to remind them about the text. In this cycle, the researcher focused on explaining about the language features of hortatory exposition text such as simple present tense, modals (may, must, should) and temporal connectives (firstly, secondly, thirdly). The researcher also explained about mechanics in writing like punctuation and capitalization. In teaching mechanics of writing, the researcher gave three texts that were error in punctuation and capitalization. The researcher asked the students to analyze and correct the errors. The texts given were hortatory exposition text. In addition, the researcher explained briefly about spider web diagram and the steps that the students had to do in filling the spider web diagram worksheet related to the general topic. At the end of the meeting, the researcher asked the students to make a summary about the materials given.

The second meeting was on Friday, 25 April 2014. In this meeting, the researcher gave the students a new topic which was different from the cycle 1. The topic was about "Mobile Phones". Next, the researcher asked the students to brainstorm their ideas by using spider web diagram. First, the researcher asked the students to write the general topic in the center of spider web diagram. Second, the researcher asked the students to brainstorm the general topic into main ideas and supporting ideas. Third, the researcher asked the students to write their main ideas and supporting details in each category of spider web diagram. Fourth, the researcher asked the students to make sure that their supporting ideas had

relationship with the main ideas and also related to the general topic. In addition, the researcher asked the students to develop their ideas into paragraphs and then arrange their paragraph into a hortatory exposition text. Last, the researcher asked the students to check the writing aspects such as spelling, punctuation, capitalization and grammar. At the end of the meeting, the researcher asked the students about their difficulties in learning processes and to make a summary about the materials given.

The last meeting was done on Wednesday, 30th April 2014. In this meeting, the researcher gave the students a writing test. The topic was about Smoking. In this test, the students were asked to write the topic into hortatory exposition text. The time allocation was about 1 hour. The students' writing test was taken as the result of cycle 2.

4.1.2.3 Observe

In this stage, the researcher was helped by the research collaborator in observing teaching and learning activities. There were two kinds of observation checklist and fieldnotes. The first one was teacher's observation checklist and fieldnotes. The second one was students' observation checklist and fieldnotes.

First of all, based on the teacher's observation checklist and fieldnotes, the researcher had done well in all aspects. First, the researcher had prepared the materials, checked the class and made sure all students were ready to learn. Therefore, there was no student who did not pay attention when the researcher explained the materials. The researcher started the lesson by showing a funny video in order to attract the students' attention. In the first meeting of cycle 2, the researcher explained a hortatory exposition text in short and more focused on the

language features of a hortatory exposition text. The researcher used a laptop and LCD in delivering the materials, so the students could take a note while the researcher was explaining about the materials.

Second, the researcher's instruction about brainstorming ideas by using spider web diagram was brief and clear. It took about 10 minutes to explain the steps of spider web diagram because most students had understood what they had to do. The researcher gave some examples in using spider web diagram. After the students had a clear understanding about spider web diagram, the researcher gave a new topic and asked the student to brainstorm their ideas by using spider web diagram. When the students brainstormed their ideas and wrote their ideas into paragraphs, the researcher monitored and made sure that all students brainstorm their ideas and wrote it in the spider web diagram worksheet.

Third, the researcher had a good classroom management. The researcher walked around the classroom, guided and helped the students to brainstorm their ideas by using spider web diagram and to write their ideas into paragraphs of hortatory exposition text. The researcher gave more attention to the students and could cover the entire students well. The researcher had a good time management. The researcher explained the materials briefly and gave much time for the students to brainstorm their ideas and write it into paragraph. The researcher monitored and controlled the activities in the classroom well.

Furthermore, through the students' observation checklist and fieldnotes, the result showed that the students more paid attention to the teacher because of the funny video that was given by the researcher at the beginning of the lesson. The students were ready to learn and there was no student who chatted with their

friends. Therefore, the processes of teaching and learning were more effective. The students were also enthusiast in answering the researcher's questions about the previous materials that were about language features of hortatory exposition text and spider web diagram.

Next, the students' attitudes during the researcher's explanation were changed. They were more interested about the materials given. Most students focused on listening and taking notes during the researcher's explanation. The students were also enthusiast in doing an assignment of the materials given. They discussed the materials with their friends. If they did not understand, they asked their friend and the researcher about their difficulties during the learning proces.

In addition, the students had a clear understanding about spider web diagram than the previous cycle. In the cycle 2, the students understood what they had to do. It was proven on their answer when the researcher asked them about their understanding in using spider web diagram. The students were also easier in brainstorming their ideas in giving and explaining their arguments by using spider web diagram.

The last, the students' participation toward the use of spider web diagram were positive. They participated actively in each step of spider web diagram. They were active in asking questions about their difficulties in the learning process. They discussed the topic with their friends. Most of them could brainstorm the general topic into main ideas and supproting details. Then, they developed their ideas into five paragraphs which consisted of thesis, three arguments and recommendation. They checked their writing by themselves first, and then they asked their friends to check their writing. At the end of the meeting,

the students were asked to make a summary about what they had learned. Most students could summarize it well. In short, based on the students' and teacher's observation checklist and fieldnotes, the researcher had better improvement in all specifications of observation checklist and fieldnotes.

Moreover, besides the observation checklist and fiednotes, there was also a students' writing test in the observation stage. The students' writing test was held at the end of cycle 2. The result of the students' writing test was scored by using a scoring guide adapted from Heaton (in O'Brien, 1998). The result of the students' writing test in the cycle 2 showed that from 28 students, there were 22 students who passed the standard score and 6 students did not pass the standard score. It can be seen on the table below.

Table 4.3. The Percentage of Students who Passed the Standard Score in Cycle 2

Category	Standard Score	Number of Students	Percentage
Passed	≥ 76	22	78.57%
Did not pass	< 76	6	21.43%

After collecting and analyzing the students' writing products, the researcher and the research collaborator concluded that there was an improvement of the percentage of the students who passed the standard score from cycle 1 to cycle 2. The chart below illustrated the improvement of the percentage of the students who passed the standard score from cycle 1 to cycle 2.

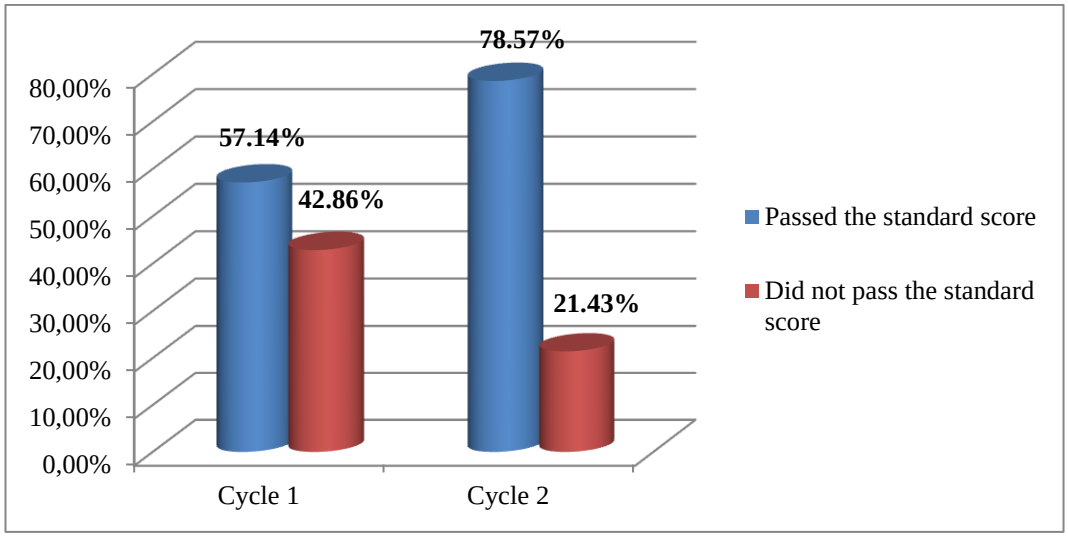

Chart 4.1: The Improvement of the Percentage of the Students who Passed the Standard Score from Cycle 1 to Cycle 2

Chart 4.1 shows that in cycle 1, there were 16 students or 57.14% of the students who passed the standard score. Meanwhile, there were 22 students or 78.57% of the students who passed the standard score in cycle 2. In short, the improvement of the percentage of the students who passed the standard score was 24.43%.

4.1.2.4 Reflect

The result of the students' writing test in the cycle 2 showed an improvement of the students' writing skill from the previous cycle. It was proven by the data of the students' writing scores from cycle 2 which from 28 students, there were 22 students (78.57%) who passed the standard score which was ≥ 76 and 6 students or 21.43% did not pass the standard score.

Moreover, based on the analysis of the teacher's and students' observation checklist and fieldnotes with the research collaborator, both teacher's and students' performances showed a better improvement in the classroom. The teaching and learning processes were more effective than the previous cycle. The

researcher made a better improvement in getting the students' attention during delivering the materials and guiding the students to brainstorm ideas in a good time allocation and to make a summary about the materials given. In addition, the students also showed a better improvement in the class where they did not chat with their friends and paid more attention to the teacher's explanation. Their interest and participation from the beginning until the end of the meeting were also much better than the previous cycle.

Based on the analysis of the result of the students' writing test and the teacher's and students' observation checklist and fieldnotes as the quantitative and qualitative data, the researcher found an improvement of the students' writing skill and learning processes by using spider web diagram. The two indicators of success set by the researcher were already achieved. Therefore, after having discussions with the research collaborator and the supervisors, the researcher decided to end the action.

4.2 Findings

Based on the data description above, the researcher found that the result of the data could answer the research questions that were described in the following:

1. **"To what extent can spider web diagram improve students' skill in writing horatory exposition text at grade XI IPS 1 of MAN 1 Kota Bengkulu"**

Based on the data analysis above, the researcher found that spider web diagram can improve the students' skill in writing a hortatory exposition text. The improvement was proven by the students' writing scores from cycle 1 to cycle 2. In addition, the use of observation checklist and fieldnotes and the students'

writing test as the instruments made the researcher came to the findings of the research. By analyzing those instruments and conducting cycles, the researcher got the students' improvement of the writing skill. The researcher found that the spider web diagram could improve the students' skill in writing a hortatory exposition text especially in brainstorming ideas.

Before conducting the research, the researcher found that the students' writing scores were below the standard score (≥ 76). The students could not brainstorm their ideas into main ideas and supporting ideas. After conducting cycles, the students' writing score improved in each cycle. The percentage of the students' who passed the standard score before implementing the strategy was 32.14%. After implementing the strategy, the percentage of the students who passed the standard score improved to be 57.14% in cycle 1 and 78.57% in cycle 2. The chart below illustrated the students' improvement scores before conducting the research, cycle 1 and cycle 2.

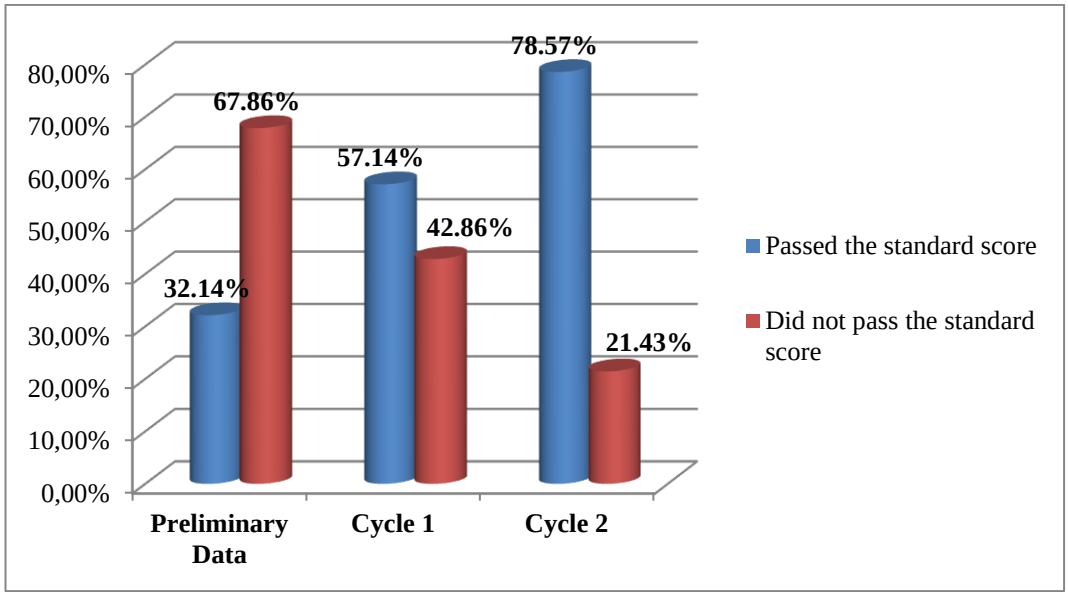

Chart 2: The Improvement of the Percentage of the Students who Passed the Standard Score from Preliminary Data, Cycle 1 to Cycle 2

From the chart above, it can be seen that there is an improvement of the percentage of the students who passed the standard score. In preliminary data, there were 32.14% of students who passed the standard score, then improved in cycle 1 to be 57.14% of students, and in cycle 2 there was 78.57 % of students who passed the standard score. Furthermore, the improvement of the percentage of the students who passed the standard score from preliminary data to cycle 1 was 25% and in cycle 2 the improvement was 24.43%. In brief, the improvement of the percentage of the students who passed the standard score from preliminary data to cycle 2 was 49.43%.

Based on the explanation above and the result of the observation checklist and fieldnotes, the researcher concluded that the indicator of success of this research had been achieved. Therefore, the research could be ended in this cycle.

2. **"What factors improve the changes of students' writing skill at grade XI IPS 1 of MAN 1 Kota Bengkulu?"**

There were two factors that influenced the changes of students' writing skill in this research. The first factor was from the students. The factors were students' attention, interest and participation in the learning process. Based on the result of students' observation checklist and fieldnotes, it was found that all students paid attention to the researcher's explanation. There was no student who was busy or chatted with their friends. The second one was students' interest. The students were interested and enthusiast to learn the materials. They took notes while the researcher was explaining the materials. They followed the steps of spider web diagram in brainstorming ideas.

The last one was students' participation. During learning processes, most students were active. They always asked questions about the materials that they did not understand. In brainstorming ideas, they were active to ask about their ideas to the researcher and then discuss their ideas with their friends. The students also fully involved in learning activities by responding and answering the researcher's questions. For example, when the researcher asked questions to the students, most students raised their hands confidently to answer the questions. They were confident to share and discuss their ideas with their friends.

In addition, based on the result of interview, most students said that spider web diagram helped them to brainstorm their ideas into main ideas and supporting ideas and then write the ideas into paragraphs of hortatory exposition text as stated by the following students:

> *"Saya suka belajar dengan menggunakan spider web diagram. Itu membuat saya lebih mudah untuk menemukan and memberi ide-ide yang ingin saya tulis. Langkah-langkahnya juga menyenangkan. Saya senang belajar menulis dengan menggunakan diagram ini."*

> *(I like studying by using spider web diagram. It makes me easy to find out and give ideas that I want to write. The steps are also fun. I enjoy learning writing by using this diagram.)* (Student 1)

In addition, another student said:

> *"Saya suka belajar dengan menggunakan spider web diagram. Saya tidak bingung untuk menentukan ide apa yang dapat mendukung argumen saya. Sebelum belajar strategi ini, saya hanya memberikan argumen-argumen saya tanpa ide-ide pendukung."*
> *(I like studying by using spider web diagram. It is fun. I am not confused to decide what ideas that can support my arguments. Before learning this strategy, I just give my arguments without supporting ideas.)* (Student 2)

Moreover, other student said:

> *"Saya suka belajar teks hortatory exposition menggunakan spider web diagram. Sebelum belajar strategi ini, saya merasa bahwa menulis itu sangat susah. Dengan menggunakan spider web diagram ini, menulis teks hortatory exposition itu mudah."*
> *(I like studying hortatory exposition text by using spider web diagram. Before learning this strategy, I think writing is very difficult. By using the spider web diagram, writing hortatory exposition text is easy." ."* (Student 3)

In conclusion, based on the observation checklist and fieldnotes and interview, the first factors that influenced the students' skill in writing a hortatory exposition text were students' attention, interest and participation in the learning process.

The second factors were from the teacher. The factors were teacher's classroom management and explanation. The first one was the teacher's classroom management. In the cycle 2, the researcher handled the class better than the cycle 1. The researcher guided and helped the students to brainstorm ideas by using spider web diagram. The researcher gave more attention to the students and covered all students to actively participate during the learning process. The researcher was able to monitor and control the activity in the classroom well

which influenced the improvement of the students' writing skill. The second one was the teacher's explanation. The researcher was able to explain the materials better than the cycle 1. The researcher guided the students to brainstorm their ideas by using spider web diagram step by step. During explaining the materials, the researcher gave chances for the students to ask questions and materials that they did not understand, and gave a feedback to the students by explaining the materials in detail and giving more examples. It made all students were enthusiast toward the researcher's explanation. Furthermore, based on the result of the interview, one of the students said:

> *"Gurunya menjelaskan materi dengan jelas, sehingga kami mudah memahami materi daripada sebelumnya. Miss. Fitri selalu membantu kami ketika kami tidak mengerti tentang menulis.*
> *(The teacher explains the materials clearly, so we can understand the materials easier than before. Miss. Fitri always help us when we do not understand about writing.)* (Student 1)

Another students said:

> *"Gurunya tidak marah jika kami tidak mengerti tentang materi pelajaran. Miss. Fitri selalu tersenyum and bersahabat. Saya suka belajar dengan nya. Miss. Fitri menjelaskan materi secara rinci."*
> *(The teacher is not angry if we do not understand the materials. Miss. Fitri is always smile and friendly. I like studying with her. She explained the materials in detail.)* (Student 2)

Moreover, another students said:

> *"Saya suka belajar teks hortatory exposition. Miss. Fitri sangat bersahabat. Miss Fitri menjelaskan materi dengan jelas. Sehingga sangat mudah untuk memahami materinya."*
> *(I like studying hortatory exposition text. Miss. Fitri is very friendly. Miss. Fitri also explain the materials clearly. It is very easy to understand the materilas. I love you, Miss Fitri.)* (Student 3)

Based on the explanation above, the improvement of the students' skill in writing a hortatory exposition text was not only caused by the students' attention,

interest and participation in the learning process but also the teacher's classroom management and explanation.

4.3 Discussion

The findings of this research showed that there was an improvement of the students' skill in writing a hortatory exposition text. Spider web diagram improved the students writing skill especially in aspects of content and organization. Lee (2007) states that ideas in spider web diagram consisted of main ideas and sub ideas which made the writer resolve the problem in developing ideas. By using spider web diagram the students could see clearly the relationship between main ideas and supporting ideas. The students only needed to arrange their sentences to relate their main ideas and supporting ideas. Spider web diagram also improved the students' vocabularies in writing. Manoli (2012) states that Spider web diagram can represent words, ideas, and sentences which are linked to the main topic. In brainstorming ideas by using spider web diagram the students had to choose appropriate words so that the students could develop their ideas.

Moreover, the improvement of the students' writing skill was influenced by some factors. The factors were students' interest, attention and participation, and teacher's explanation and classroom management. The students were interested and paid attention with Spider web diagram because it was a new strategy for the students in writing activities and spider web diagram has parts of ideas that can make the students easy to relate their ideas. Dymoc (2010) states that the students should remember that Spider web diagram discusses one main idea but it has categories for each idea. Spider web diagram also made the

students participated actively in writing activities. Lihua (2005) states that Spider web diagram motivates and involves students in writing process. Spider web diagram can make the students produce unlimited ideas.

Next, teacher's explanation and classroom management also influenced the students' improvement. Spider web diagram helps the teacher in explaining organization of writing. As Papadopoulou (2003) states that when the information relates to a main idea, a Spider map can help with its organization. Then, teacher's instruction and control in the classroom also had an impact for the students' participation. Accoding to Botoni and Fish (2011) states that spider web diagram consisted of some steps so that the teacher can control the students' activities in brainstorming ideas. The teacher guided the students followed the steps of spider web diagram and control what the students had to do. It could made the students participated actively in teaching and learning activities. As a result, the students' writing skill improved.

This findings supported the theories of how the students' attention, interest and participation, and teacher's explanation and classroom management influenced the improvement of the students' writing skill. The first theory from Tessema (2005) states that in developing language lessons, the teacher should focus on students' needs and interests because students tend to respon possitively to meaningful learning in the classroom. The students paid attention to the teacher's explanation about the steps of Spider web diagram. It made the students had a good understanding about the materials. The second theory from Renaud (2007) states that students' participation in the classroom can encourage students to communicate and produce a good writing product. The students were active in

asking questions and discussing the material. It gave the students an opportunity to share and get a new idea about their writing and solve their problems in writing activities. The third, it confirmed the theory by Oliver (2007) states that a teacher's classroom management can affect the students' performances in the classroom and good educational outcomes. A good classroom management could make a good learning situation that can encourage the students to actively participate in learning activities and produce a good writing product.

In addition, the findings of this research also supported the related findings. The first one was conducted by Lubis (2008) at SMPN 1 Ranto Baek. The result of this research showed that spider map could improve students' ability in writing anecdote text. The second research was done by Rahma (2010) at at the Seventh Grade of MTs Nurul Huda Malang. The results suggested that spider web technique could be an effective tool used in the writing process to brainstorm ideas in writing a descriptive text. The third one was conducted by Pratiwi (2010) at SMPN 13 Malang. The result of the research showed that Webbing Concept successfully improved the seventh graders' performance in writing descriptive text. These findings were similar to the result of this research that already described in the result section. Finally, based on the discussion above, the researcher concluded that Spider web diagram is an effective and appropriate strategy to improve students' writing skill.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the research entitled "Using Spider Web Diagram to Improve Students' Skill in Writing a Hortatory Exposition Text at Grade XI IPS 1 of MAN 1 Kota Bengkulu" which had been done in two cycles, it can be concluded that:

1. Spider Web diagram can improve students' skill in writing a hortatory exposition text.
2. The factors that influenced the improvement of students' writing skill were students' attention, interest and participation, and teacher's classroom management and explanation.

5.2 Suggestions

Based on the result of this research, the researcher suggests that:

1. An English teacher should use Spider Web diagram as a strategy in teaching writing especially writing a hortatory exposition text.
2. Further researchers can use Spider Web diagram by using other text types besides a hortatory exposition text such as analytical exposition and discussion, and not only for improving writing skill but also other skills such as reading and speaking.

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APPENDICES

APPENDIX 1

LESSON PLAN CYCLE 1

School : MAN 1 MODELKOTA BENGKULU
Class / Semester : XI IPS 1 / II
Subjects : English
Allocation of Time : 2 x 45 minutes
Meeting : 1
Aspect / Skill : Writing
Academic Year : 2014/2015
Text Type : Hortatory Exposition text

Standard Competence:
Expressing meaning in short functional text and essay in form of narrative, spoof and hortatory Exposition text in the context of daily life.

Basic Competence:
Expressing meaning and rhetorical steps in essay writing using language diversity accurately , smoothly and thank in the context of daily life in the form of text : Narrative , spoof , and hortatory Exposition

A. INDICATORS

1. Cognitive
   a. Process
      - Identify generic structures of Hortatory Exposition text
      - Make a Hortatory Exposition text
   b. Product
      - Write Hortatory Exposition text

2. Affective
   Actively involve in learning process and show characteristics ofcritical thinking, hard working, honest, cooperative, polite and confident

3. Psychomotor
      - Be able to write text Hortatory Exposition

B. LEARNING OBJECTIVES

1. Cognitive
   a. Process
      - Students are able to identify the generic structures of Hortatory Exposition text
      - Students are able to make Hortatory Exposition text
   b. Product
      - Students are able to write a Hortatory Exposition text
2. Affective
   Students actively involve in learning process and show characteristics ofcritical thinking, hard working, honest, cooperative, polite and confident
3. Psychomotor
      - Students are able to write Hortatory Exposition text

C. LEARNING MATERIALS

1. Hortatory Exposition Text

a. Definition of Hortatory Exposition Text

Hortatory exposition text is a type of spoken or written text that is intended to persuade the listeners or readers that something should or should not happen or be done.

b. Social Function of Hortatory Exposition

The scosial function is to persuade the reader or listener that something should or should not be the case.

c. Generic Structures of Hortatory Exposition Text

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

d. Language Features

- ✓ Focusing on the writer
- ✓ Using action verb
- ✓ Using modal adverb; certainly, surely, etc
- ✓ Using temporal connective; firstly, secondly, however, therefore)
- ✓ Using evaluative words; important, valuable, trustworthy, et
- ✓ Using simple present tense
- ✓ The use of modals and adverbs (e.g. may, must, should, etc)

e. An Example of Hortatory Exposition Text

Indonesian People Should Value All the Different Culture to Promote Unity of the Nation

Indonesia is a culturally-diverse country. Many different religions and cultures from many provinces are now seen living side by side in many

places. One of the biggest questions facing Indonesian today is how to deal with a culturally diverse citizenry and then promote unity.

Therefore, Indonesians should appreciate differences among culture for the following reasons. Firstly, Indonesia is vulnerable to separation for its archipelago and culture diversity. Raising tolerance among people is the best way to maintain the unity among differences. Many ways or cultures of living are equally legal, even if they are not regarded as normal by some people. If a society claims to be tolerant of personal choice, then it must respect the personal choice to retain their heritage. Then, unity of the nation can be preserved.

Secondly, Indonesians must recognize that every culture has different customs and beliefs. Thus, people are forbidden to make judgments of comparative value, for it is measuring something unmeasured. A plurality of nations, especially in the modern era, can allow for cultural development and cultural exchange that benefits both parties. The cross-cultural understanding among cultures makes the world a better place and preserves the unity of the nation.

Lastly, raising nationalism is one way to preserve unity of the nation. It is a sense of fellow feeling between group members. This promotes cooperation and social cohesion within the group. The sense of social cooperation makes welfare, social security and medical programs much more likely and stronger.

Cultural differences are sometime a sensitive matter for people. Indonesian people must teach younger generation about the importance of the cultural identity and nationalism to promote unity of the nation.

2. LEARNING TECHNIQUES

- ✓ Three phase technique
- ✓ A spider web diagram

3. TEACHING AND LEARNING ACTIVITIES

- **1st MEETING**

PRE TEACHING		
No	**TEACHER**	**STUDENT**
1.	Greeting and preparing the students to learn	Students answer the teacher's greeting
2.	Teacher checking student's attendance list	Students report their attendance.
3.	Teacher checks the condition of the class is ready or not to learn.	The student tidy up the condition of the class, so that they can be

		ready to learn.
4.	The teacher asks one student to lead for praying	One of the studentsin the class gives the instruction to pray together.
5.	✓ The teacher asks the students about the materials that they learned before. ✓ The teacher asks the students to see the picture. ✓ The teacher asks the students about the picture. ✓ Teacher gives information aboutwhat they will learn today and mentions the purpose of the material, and also the characters that the students should be reached.	✓ The students answer the teacher's question antutiastically. ✓ The students see the picture, ✓ The students answer the questions.
6.	The teacher give motivation to the students by showing them videos, pictures or a joke that are related to the topic.	Students are enthusiast in responding the videos or pictures and they start focus on the material that they will learn.
	WHILST TEACHING	
8.	The teacher explains a hortatory exposition text. • What a hortatory exposition text is • Generic structures of a hortatory exposition text • Language features that are used in a hortatory exposition text	✓ Students listen and respond theexplanation from the teacher ✓ Students pay attention to the teacher's explanation
9.	The teacher gives examples of a hortatory exposition text	
10	The teacher introduce and explain spider web diagram to the students • Give the definition of spider web diagram • Describe the use or the function of spider web diagram in writing • Gives a picture of spider web diagram to the students	
11	The teacher shows and explain an example of writing a hortatory exposition text by using spider web diagram	
	POST TEACHING	

12	The teacher asks the students about the difficulties in learning hortatory exposition text by using spider web diagram	The students ask a question that is related to the topic.
13	Teacher asks the students to summarizeabout what they have learned	The student's summarize the materials that they have learned
14	Teacher gives the feedback	Students listen to the teacher
15	The teacher ends the class and gives a topic for the next meeting.	Thank you Mom.

- **2nd MEETING**

PRE TEACHING		
No	**TEACHER**	**STUDENT**
1.	Greeting and preparing the students to learn	Students answer the teacher's greeting
2.	Teacher checking student's attendance list	Students report their attendance.
3.	Teacher checks the condition of the class is ready or not to learn.	The student tidy up the condition of the class, so that they can be ready to learn.
4.	The teacher asks one student to lead the prayer.	One of the studentsin the class gives the instruction to pray together.
5.	✓ The teacher asks the students about the materials that they learned before. ✓ The teacher asks the students to see the picture. ✓ The teacher asks the students about the picture. ✓ Teacher gives information about what they will learn today and mentions the purpose of the material, and also the characters that the students should be reached.	✓ The students answer the teacher's question antutiastically. ✓ The students see the picture, ✓ The students answer the questions.
6.	The teacher give motivation to the students by showing them videos, pictures or a joke that are related to the topic.	Students are enthusiast in responding the videos or pictures and they start focus on the material that they will learn.
	WHILST TEACHING	
8.	The teacher gives a topic "A Hand Phone for Students" to the students	Students listen and respond theexplanation from the teacher
9.	The teachers asks the students to write the	

	topic in a hortatory exposition form by using spider web diagram	
10	The teacher asks the students to draw or make a spider web diagram	
11	The teacher asks the students to write the general topic in the center of spider web diagram	
12	The teacher asks the students to brainstorm the general topic into main ideas and supporting details	The students brainstorm the general topic into main ideas and supporting details
13	The teacher asks the students to write their main ideas and supporting details in each category of spider web diagram	The students write their main ideas and supporting details in each category of spider web diagram
14	The teacher asks the students to make sure that their supporting ideas have relationship with the main ideas and also are related to the general topic	The students make sure that their supporting ideas have relationship with the main ideas and also are related to the general topic
15	The teacher asks the students to develop their ideas into a paragraph and then arrange their paragraph into a hortatory exposition text	The students develop their ideas into a paragraph and then arrange their paragraph into a hortatory exposition text
16	The teacher asks the students to check their writing before it is collected	The students check their writing before it is collected
17	Students' paper are collected to the teacher	The students collect their paper to the teacher
	POST TEACHING	
12	The teacher asks the students about the difficulties in learning hortatory exposition text by using spider web diagram	The students ask a question that is related to the topic.
13	Teacher asks the students to summarizeabout what they have learned	The student's summarize the materials that they have learned
14	Teacher gives the feedback	Students listen to the teacher
15	The teacher ends the class and gives a topic for the next meeting.	Thank you Mom.

4. **MEDIA**: Slides of Powerpoint
5. **RESOURCES:** Look A Head, An English Course for Senior High School Year XI (Erlangga)
6. **ASSESSMENT**

Indicators	**Technique**	**Types of**	**Instrument**

		Instrument	
Cognitive (Product): - Write a Hortatory Exposition text	Written test	Writing a Hortatory exposition text	Write down your name and class on provided spaces and then write your hortatory exposition text in the work sheet which the topic is about "Wearing a Helmet when Motorcycling".

SCORING GUIDE

No.	Aspects	Score
1	**Content**	30-27 excellent to very good: knowledge-substantive-etc. 26-22 good to average: limited knowledge of subject-adequate range-etc. 21-17 fair to poor: limited knowledge of subject little substance-etc. 16-13 very poor: does no show knowledge of substantive-etc.
2	**Organization**	20-18 excellent to very good: fluent expression ideas clearly stated-etc. 17-14 good to average: somewhat choppy-closely organized but main ideas stand out-etc. 13-10 fair to poor: non-fluent expression ideas clearly stated-etc. 9-7 very poor: does not communicative-no organization-etc.
3	**Vocabulary**	20-18 excellent to very good: sophisticated range effective word/idiom form, choice and usage-etc. 17-14 good to average: adequate range-occasional errors of word/idiom, choice, usage but meaning not obscured. 13-10 fair to poor: limited range –frequent errors of word/idiom form, choice, usage-etc. 9-7 very poor: essentially translation-little knowledge of English vocabulary
4	**Language use**	25-22 excellent to very good: effective complex construction-etc. 21-19 good to average: effective but simple construction-etc. 17-11 fair to poor: major problems in simple/complex construction etc 10-05 very poor: virtually no mastery of sentence construction rules

5	**Mechanic**	5 Excellent to very good: demonstrates mastery of conventions-etc. 4 Good to average: occasional errors of spelling, punctuation-etc. 3 Fair to poor: frequent error of spelling, punctuation, and capitalization. 2 Very poor: no mastery of conventions-dominated by errors of spelling, punctuation, and capitalization paragraphing-etc.

Total score= Content + Organization + Vocabulary + Language use + Mechanic

= 30 + 20 + 20 + 25 + 5

= 100

Bengkulu, 26 Maret 2014

English Teacher of MAN 1 Model Bengkulu **The Researcher**

Budiarni, M.Pd **FitriRamadhania**

NIP. 196103111987032004 **A1B010010**

APPENDIX 2

LESSON PLAN CYCLE 2

School : MAN 1 MODELKOTA BENGKULU
Class / Semester : XI IPS 1 / II
Subjects : English
Allocation of Time : 2 x 45 minutes
Meeting : 4-5
Aspect / Skill : Writing
Academic Year : 2014/2015
Text Type : Hortatory Exposition text

Standard Competence:
Expressing meaning in short functional text and essay in form of narrative, spoof and hortatory Exposition text in the context of daily life.

Basic Competence:
Expressing meaning and rhetorical steps in essay writing using language diversity accurately , smoothly and thank in the context of daily life in the form of text : Narrative , spoof , and hortatory Exposition

D. INDICATORS

4. Cognitive
   c. Process
      - Identify generic structures of Hortatory Exposition text
      - Make a Hortatory Exposition text
   d. Product
      - Write Hortatory Exposition text

5. Affective
   Actively involve in learning process and show characteristics ofcritical thinking, hard working, honest, cooperative, polite and confident

6. Psychomotor
      - Be able to write text Hortatory Exposition

E. LEARNING OBJECTIVES

4. Cognitive
   c. Process
      - Students are able to identify the generic structures of Hortatory Exposition text
      - Students are able to make Hortatory Exposition text
   d. Product
      - Students are able to write a Hortatory Exposition text
5. Affective
   Students actively involve in learning process and show characteristics ofcritical thinking, hard working, honest, cooperative, polite and confident
6. Psychomotor
      - Students are able to write Hortatory Exposition text

F. LEARNING MATERIALS

7. Hortatory Exposition Text

f. Definition of Hortatory Exposition Text

Hortatory exposition text is a type of spoken or written text that is intended to persuade the listeners or readers that something should or should not happen or be done.

g. Social Function of Hortatory Exposition

The scosial function is to persuade the reader or listener that something should or should not be the case.

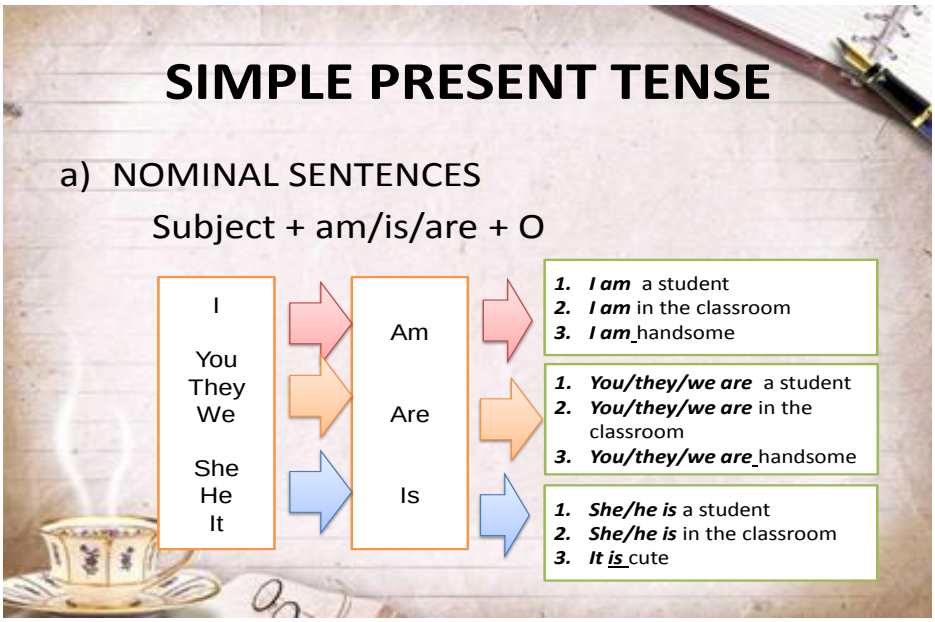
h. Generic Structures of Hortatory Exposition Text

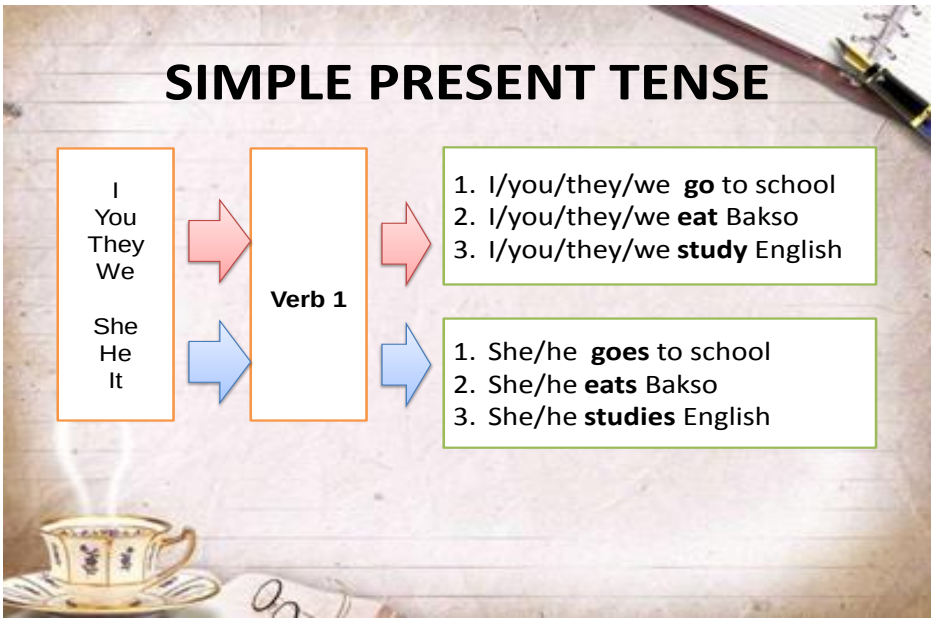
- ✓ Thesis : Statement or announcement of issue concern
- ✓ Arguments : Reasons for concern that will lead to recommendation
- ✓ Recommendation : Statement of what should or should not happen or be done based on the given arguments

i. Language Features

- ✓ Focusing on the writer
- ✓ Using action verb
- ✓ Using modal adverb; certainly, surely, etc
- ✓ Using temporal connective; firstly, secondly, however, therefore)
- ✓ Using evaluative words; important, valuable, trustworthy, et
- ✓ Using simple present tense
- ✓ The use of modals and adverbs (e.g. may, must, should, etc)

j. Present Tense





G. LEARNING TECHNIQUES

- ✓ Three phase technique
- ✓ A spider web diagram

H. TEACHING AND LEARNING ACTIVITIES

- **1st MEETING**

PRE TEACHING		
No	**TEACHER**	**STUDENT**
1.	Greeting and preparing the students to learn	Students answer the teacher's greeting
2.	Teacher checking student's attendance list	Students report their attendance.
3.	Teacher checks the condition of the class is ready or not to learn.	The student tidy up the condition of the class, so that they can be ready to learn.
4.	The teacher asks one student to lead for praying	One of the studentsin the class gives the instruction to pray together.
5.	✓ The teacher asks the students about the materials that they learned before. ✓ Teacher gives information aboutwhat they will learn today and mentions the purpose of the material, and also the characters that the students should be reached.	✓ The students answer the teacher's question antutiastically. ✓ The students answer the questions.
6.	The teacher give motivation to the students by showing them videos, pictures or a joke that are related to the topic.	Students are enthusiast in responding the videos or pictures and they start focus on the material that they will learn.
	WHILST TEACHING	
7	The teacher explains a hortatory exposition text. • What a hortatory exposition text is • Generic structures of a hortatory exposition text • Language features that are used in a hortatory exposition text	✓ Students listen and respond theexplanation from the teacher ✓ Students pay attention to the teacher's explanation
8	The teacher explains more about the language features of hortatory exposition text that is Simple Present tense	
9	The teacher explain the steps of using spider web diagram to the students	
10	The teacher shows and explains an example of writing a hortatory exposition text by using spider web diagram	
	POST TEACHING	

11	The teacher asks the students about the difficulties in learning hortatory exposition text by using spider web diagram	The students ask a question that is related to the topic.
12	Teacher asks the students to summarize about what they have learned	The student's summarize the materials that they have learned
13	Teacher gives the feedback	Students listen to the teacher
14	The teacher ends the class and gives a topic for the next meeting.	Thank you Mom.

- **2nd MEETING**

PRE TEACHING		
No	**TEACHER**	**STUDENT**
1.	Greeting and preparing the students to learn	Students answer the teacher's greeting
2.	Teacher checks student's attendance list	Students report their attendance.
3.	Teacher checks the condition of the class is ready or not to learn.	The student tidy up the condition of the class, so that they can be ready to learn.
4.	The teacher asks one student to lead the prayer.	One of the studentsin the class gives the instruction to pray together.
5.	✓ The teacher asks the students about the materials that they learned before. ✓ Teacher gives information about what they will learn today and mentions the purpose of the material, and also the characters that the students should be reached.	✓ The students answer the teacher's question antutiastically. ✓ The students answer the questions.
6.	The teacher give motivation to the students by showing them videos, pictures or a joke that are related to the topic.	Students are enthusiast in responding the videos or pictures and they start focus on the material that they will learn.
	WHILST TEACHING	
7.	The teacher gives a topic "Corruption" to the students	Students listen and respond theexplanation from the teacher
8.	The teachers asks the students to write the topic in a hortatory exposition form by using spider web diagram	
9	The teacher asks the students to write the general topic in the center of spider web	

	diagram	
10	The teacher asks the students to brainstorm the general topic into main ideas and supporting details	The students brainstorm the general topic into main ideas and supporting details
11	The teacher asks the students to write their main ideas and supporting details in each category of spider web diagram	The students write their main ideas and supporting details in each category of spider web diagram
12	The teacher asks the students to make sure that their supporting ideas have relationship with the main ideas and also are related to the general topic	The students make sure that their supporting ideas have relationship with the main ideas and also are related to the general topic
13	The teacher asks the students to develop their ideas into a paragraph and then arrange their paragraph into a hortatory exposition text	The students develop their ideas into a paragraph and then arrange their paragraph into a hortatory exposition text
14	The teacher asks the students to check their writing	The students check their writing
15	Students' paper are collected to the teacher	The students collect their paper to the teacher
	POST TEACHING	
16	The teacher asks the students about the difficulties in learning hortatory exposition text by using spider web diagram	The students ask a question that is related to the topic.
17	Teacher asks the students to summarizeabout what they have learned	The student's summarize the materials that they have learned
18	Teacher gives the feedback	Students listen to the teacher
19	The teacher ends the class and gives a topic for the next meeting.	Thank you Mom.

I. MEDIA: Slides of Powerpoint

J. RESOURCES: Look A Head, An English Course for Senior High School Year XI (Erlangga)

K. ASSESSMENT

Indicators	**Technique**	**Types of Instrument**	**Instrument**
Cognitive (Product): - Write a Hortatory	Written test	Writing a Hortatory exposition text	Write down your name and class on provided spaces and then write your hortatory exposition text in the work

Exposition text			sheet which the topic is about “Smoking”.

SCORING GUIDE

No.	Aspects	Score
1	**Content**	30-27 excellent to very good: knowledge-substantive-etc. 26-22 good to average: limited knowledge of subject-adequate range-etc. 21-17 fair to poor: limited knowledge of subject little substance-etc. 16-13 very poor: does no show knowledge of substantive-etc.
2	**Organization**	20-18 excellent to very good: fluent expression ideas clearly stated-etc. 17-14 good to average: somewhat choppy-closely organized but main ideas stand out-etc. 13-10 fair to poor: non-fluent expression ideas clearly stated-etc. 9-7 very poor: does not communicative-no organization-etc.
3	**Vocabulary**	20-18 excellent to very good: sophisticated range effective word/idiom form, choice and usage-etc. 17-14 good to average: adequate range-occasional errors of word/idiom, choice, usage but meaning not obscured. 13-10 fair to poor: limited range –frequent errors of word/idiom form, choice, usage-etc. 9-7 very poor: essentially translation-little knowledge of English vocabulary
4	**Language use**	25-22 excellent to very good: effective complex construction-etc. 21-19 good to average: effective but simple construction-etc. 17-11 fair to poor: major problems in simple/complex construction etc 10-05 very poor: virtually no mastery of sentence construction rules
5	**Mechanic**	5 Excellent to very good: demonstrates mastery of conventions-etc. 4 Good to average: occasional errors of spelling, punctuation-etc. 3 Fair to poor: frequent error of spelling, punctuation, and capitalization. 2 Very poor: no mastery of conventions-dominated by errors of spelling, punctuation, and capitalization paragraphing-etc.

Total score= Content + Organization + Vocabulary + Language use + Mechanic

= 30 + 20 + 20 + 25 + 5

= 100

Bengkulu, 22 April 2014

English Teacher of MAN 1 Model Bengkulu **The Researcher**

Budiarni, M.Pd **FitriRamadhania**

NIP. 196103111987032004 **A1B010010**

APPENDIX 3

TEST SPECIFICATION CYCLE 1

School : MAN 1 MODEL KOTA BENGKULU

Semester/ Class : II / XI IPS 1

Subject : English

Skill : Writing

Kind of questions : Essay

Time Allocation : 60 minutes

No.	Standard Competence	Basic Competence	Class/ Semester	Subject Material	Items	Question Number
1.	Expressing meaning in short functional text and essay in form of narrative, spoof and hortatory Exposition text in the context of daily life.	Expressing meaning and rhetorical steps in essay writing using language diversity accurately , smoothly and thank in the context of daily life in the form of text : Narrative , spoof , and Hortatory Exposition	XI / II	Writing a hortatory exposition by using a spider web diagram.	Write a hortatory exposition text which the topic is about "Wearing a Helmet when Riding a Motorcycle"	1

APPENDIX 4

TEST SPECIFICATION CYCLE 2

School : MAN 1 MODEL KOTA BENGKULU

Semester/ Class : II / XI IPS 1

Subject : English

Skill : Writing

Kind of questions : Essay

Time Allocation : 60 minutes

No.	Standard Competence	Basic Competence	Class/ Semester	Subject Material	Items	Question Number
1.	Expressing meaning in short functional text and essay in form of narrative, spoof and hortatory Exposition text in the context of daily life.	Expressing meaning and rhetorical steps in essay writing using language diversity accurately , smoothly and thank in the context of daily life in the form of text : Narrative , Spoof , and Hortatory Exposition	XI / II	Writing a hortatory exposition by using a spider web diagram.	Write a hortatory exposition text which the topic is about “Smoking”	1

APPENDIX 5

WRITING TEST CYCLE 1

School : MAN 1 MODELKOTA BENGKULU
Class/Semester : XI IPS 1/II
Subject : English
Skill : Writing
Time Allocation : 2 x 45 minutes

Instruction:

Write down your name and class on provided spaces and then write your hortatory exposition text in the work sheet which the topic is about “Wearing a Helmet when Riding a Motorcycle”.

APPENDIX 6

WRITING TEST CYCLE 2

School : MAN 1 MODELKOTA BENGKULU
Class/Semester : XI IPS 1/II
Subject : English
Skill : Writing
Time Allocation : 2 x 45 minutes

Instruction:

Write down your name and class on provided spaces and then write your hortatory exposition text in the work sheet which the topic is about “Smoking”.

APPENDIX 7

TEACHER'S OBSERVATION CHECKLIST AND FIELDNOTES

School : MAN 1 MODEL KOTA BENGKULU
Class : XI IPS 1
Subject : English
Cycle/ Meeting : I / 1-2
Time Allocation : 2x 45 minutes

No	Teacher Pre- teaching	Yes	No	Notes
1	The teacher does brainstorming activities by asking questions that are related to the hortatory exposition text	√		At the beginning, the teacher should make sure that students ready to learn. The teacher have showed a video to attract the students' attention but for the next meeting the teacher have to try showing a funny video.
	While – Teaching			
2	The teacher explains a hortatory exposition text. • What a hortatory exposition text is • Generic structures of a hortatory exposition text • Language features that are used in a hortatory exposition text	√		The teacher explained the materials by using Power Point, a laptop and LCD. The slides were good and interesting. The teacher also explained the materials in detail and clearly.
3	The teacher gives examples of a hortatory exposition text	√		The teacher also explained the generic structure of the text. The teacher have stressed the materials about the text.

4	The teacher gives and explain an example of writing a hortatory exposition text by using spider web diagram	√		Give more examples. (Min. 3 example) In this step, in explaining the examples the teacher also explained about the topic, main ideas and supporting ideas, and asked the students to analyze the generic structure and language features of the text.
5	The teacher gives a topic to the students	√		The topic that the teacher gave to the students was a good topic and interesting for the students.
6	The teachers asks the students to write the topic in a hortatory exposition form by using spider web diagram	√		The teacher have asked the students to write the topic in a hortatory exposition text.
7	The teacher guides the students to draw or make a spider web diagram	√		Teacher waste much time (about 20 minutes). For the next meeting, the teacher have to prepare spider web diagram worksheet and give to the students.
8	The teacher asks the students to write the general topic in the center of spider web diagram	√		The teacher guided the students
9	The teacher asks the students to brainstorm the general topic into main ideas and supporting details	√		The teacher also helped some of them to solve their problem. Give more attention to all students.
10	The teacher asks the students to write their main ideas and supporting details in each category of spider web diagram	√		The teacher have asked the students to write their main ideas and supporting details in each category of spider web diagram

11	The teacher asks the students to make sure that their supporting ideas have relationship with the main ideas and also are related to the general topic	√		In the next meeting, the teacher should give more attention to the students' difficulties
12	The teacher asks the students to develop their ideas into a paragraph and then arrange their paragraph into a hortatory exposition text	√		The teacher guided and helped students in following the steps of Spider Web diagram. The teacher gave and explained the instruction clearly.
13	The teacher asks the students to check their writing	√		Time allocation was not enough for the students (± 5 minutes). For the next meeting, the teacher should manage times in the teaching process
	Post – Teaching			
14	Teacher asks the students to summarizeabout what they have learned		√	The teacher did not do this action. For the next meeting, the teacher should ask students to make a summary. It could remind them about the materials

Bengkulu, 2 April 2014

English Teacher

Budiarni, M.Pd

NIP. 196103111987032004

APPENDIX 8

STUDENTS' OBSERVATION CHECKLIST AND FIELDNOTE

School : MAN 1 MODEL KOTA BENGKULU
Class : XI IPS 1
Subject : English
Meeting/ Date : I /
Time Allocation : 2x 45 minutes

No	Students	Yes	No	Notes
1	The students give attention to the teacher's explanation.	√		Four students not ready to learn. They were chatting.
2	The students are enthusiastic in answering the teacher's question.	√		Most students raise their hand to answer the questions
3	The students discuss about the materials actively.	√		The students discussed the materials with their friends. They asked their difficulties to their friends and the teacher.
4	The students take a note during the lesson.	√		There were 3 boys and 1 girl that did not take notes
5	The students are enthusiastic in drawing a spider web diagram	√		They were enthusiast, but they did not need to draw the diagram. The teacher waste the times.
6	The students write the general topic in the center of a spider web diagram	√		All students wrote the general topic in the center of a spider web diagram

7	The students brainstorm the general topic into main ideas and supporting details	√		They had difficulties in brainstorming their ideas. The teacher should give more attention to the students and help them to solve their problems.
8	The students write their main ideas and supporting details in each category of spider web diagram	√		Most students wrote their main ideas and supporting ideas in each category of spider web diagram. There were 5 students who did not write their ideas because they still had difficulties in brainstorming ideas.
9	The students make sure that their supporting ideas have relationship with the main ideas and also are related to the general topic	√		In this step, the students checked the relationship of their ideas by themselves and asked their friends and the teacher about their ideas.
10	The students develop their ideas into a paragraph and then arrange their paragraph into a hortatory exposition text	√		The students were active. They followed the teacher's instruction
11	The students check their writing before it is collected	√		The students checked their writing with their friend (Peer Editing)
12	The students ask the material that they do not understand yet.	√		Most students were active in asking questions to the teacher
13	The students reflect their activities that have been done.		√	The students did not do this action because the teacher did not ask them to make a summary about the materials
14	The students make summary about the materials		√	

Bengkulu, 2 April 2014

English Teacher

Budiarni, M.Pd

NIP. 196103111987032004

APPENDIX 9

TEACHER'S OBSERVATION CHECKLIST AND FIELDNOTES

School : MAN 1 MODEL KOTA BENGKULU
Class : XI IPS 1
Subject : English
Cycle/ Meeting : II / 1-2
Time Allocation : 2x 45 minutes

No	Teacher Pre- teaching	Yes	No	Notes
1	The teacher does brainstorming activities by asking questions that are related to the hortatory exposition text	√		At the beginning, the teacher showed them a funny video, it was a good way to attract their attention.
	While – Teaching			
2	The teacher explains a hortatory exposition text especially about the language features that are used in a hortatory exposition text	√		The teacher explained the materials briefly and clearly. In this meeting, the teacher focused on the language features that is Simple Present tense and Modal. The teacher explained the materials by using pictures. It made the students easy to understand the materials.
3	The teacher gives examples of a hortatory exposition text	√		The teacher gave three examples of hortatory exposition text. In explaining the texts, the teacher asked the students to analyze Simple Present tense and modal.
4	The teacher gives and explain an example of writing a hortatory exposition text by using spider web diagram	√		The teacher gave examples of spider web diagram and explained the steps briefly and clearly.

5	The teacher gives a topic to the students	√		The topic was new and interesting.
6	The teachers asks the students to write the topic in a hortatory exposition form by using spider web diagram	√		It was good. The teacher gave them the spider web diagram worksheet
7	The teacher asks the students to write the general topic in the center of spider web diagram	√		The teacher had asked the students to write the general topic in the center of spider web diagram
8	The teacher asks the students to brainstorm the general topic into main ideas and supporting details	√		The teacher had asked the students to brainstorm the general topic into main ideas and supporting details
9	The teacher asks the students to write their main ideas and supporting details in each category of spider web diagram	√		The teacher had asked the students to write their main ideas and supporting details in each category of spider web diagram
10	The teacher asks the students to make sure that their supporting ideas have relationship with the main ideas and also are related to the general topic	√		The teacher had asked the students to make sure that their supporting ideas have relationship with the main ideas and also are related to the general topic

11	The teacher asks the students to develop their ideas into a paragraph and then arrange their paragraph into a hortatory exposition text	√		The teacher had managed times better than the last meeting. The teacher had done well.
12	The teacher asks the students to check their writing	√		The teacher gave them 15 minutes. It was enough for them to check their writing.
	Post – Teaching			
13	Teacher asks the students to summarize about what they have learned	√		The teacher had stressed the materials. The teacher also asked the students to summarize the materials given in order to remind them about the materials.

Bengkulu, 25 April 2014

English Teacher of MAN 1 Bengkulu

Budiarni, M.Pd

NIP. 196103111987032004

APPENDIX 10

STUDENTS' OBSERVATION CHECKLIST AND FIELDNOTES

School : MAN 1 MODEL KOTA BENGKULU
Class : XI IPS 1
Subject : English
Cycle/ Meeting : II / 1-2
Time Allocation : 2x 45 minutes

No	Students	Yes	No	Notes
1	The students give attention to the teacher's explanation.	√		No student chatted. They paid attention to the teacher's explanation.
2	The students are enthusiastic in answering the teacher's question.	√		Most students raise their hands to try answering the questions
3	The students discuss about the materials actively.	√		All students discussed the materials with their friends
4	The students take a note during the lesson.	√		All students took notes
5	The students write the general topic in the center of a spider web diagram	√		All students wrote the general topic in the center of a spider web diagram
6	The students brainstorm the general topic into main ideas and supporting details	√		All students brainstorm the general topic into main ideas and supporting details

7	The students write their main ideas and supporting details in each category of spider web diagram	√		All students wrote their main ideas and supporting details in each category of spider web diagram
8	The students make sure that their supporting ideas have relationship with the main ideas and also are related to the general topic	√		All students did these steps. They were active and enthusiast. They asked their friend and the teacher about their ideas
9	The students develop their ideas into a paragraph and then arrange their paragraph into a hortatory exposition text	√		
10	The students check their writing	√		The students checked their writing by themselves and then they asked their friends to check their writing.
11	The students ask the material that they do not understand yet.	√		Most student were active in asking questions. They asked about their difficulties in writing
12	The students reflect their activities that have been done.	√		All students reflected their activities that have been done and wrote a summary about the materials
13	The students make summary about the materials	√		

Bengkulu, 25 April 2014

English Teacher of MAN 1 Bengkulu

Budiarni, M.Pd

NIP. 196103111987032004

APPENDIX 11

SCRIPT OF INTERVIEW

No.	The Researcher
1.	Do you like studying writing by using a spider web diagram? Why?
2.	Does a spider web diagram help you in writing a hortatory exposition text? Why?
3.	Does your writing score improve? In yCRour opinion, what factors are influence the improvement of your writing score?
4.	Do you have difficulties in using a spider web diagram? What are they?
5.	Does your teacher help and guide you in writing a hortatory exposition text by using a spider web diagram? What are your teacher's roles?

APPENDIX 12

The Result of Interview after Implementing Spider Web Diagram to the Students at Grade XI IPS 1 of MAN 1 Kota Bengkulu on 2nd May 2014

Interviewer : Fitri Ramadhania
Interviewee : Bella Adi Pertiwi

1. Interviewer : Do you like studying writing a hortatory exposition text by using Spider Web diagram? Why? (Apakah kamu suka belajar menulis teks hortatory exposition dengan menggunakan Spider Web diagram? Kenapa?)

   Interviewee : Iya suka. Karena lebih mudah dan membuat saya lebih mengerti menulis teks hortatory exposition.
2. Interviewer : Does Spider Web diagram help you in writing a hortatory exposition text? Why? (Apakah Spider Web diagram membantu mu dalam menulis teks hortatory exposition? Kenapa?)

   Interviewee : Iya sangat membantu. Karena Spider Web diagram punya cabang-cabangnya sehingga sangat membantu dalam menulis teks hortatory exposition
3. Interviewer : Does your writing score improve? In your opinion, what factors influence the improvement of your writing score? (Apakah nilai menulis kamu meningkat? Menurut kamu, faktor apa yang mempengaruhi peningkatan nilai menulismu?)

   Interviewee : Iya meningkat. Karena menggunakan Spider Web diagram lebih mudah dimengerti dalam menulis dan lebih mudah membuat pokok-pokok yang penting sebelum menjadi paragraf.
4. Interviewer : Do you have difficulties in using Spider Web diagram? What are they? (Apakah kamu mempunyai kesulitan dalam menggunakan Spider Web diagram? Apa kesulitannya?)

   Interviewee : Tidak ada kesulitan karena saya paham bagaimana menggunakan Spider Web diagram
5. Interviewer : Does your teacher help and guide you in writing a hortatory exposition text by using Spider Web diagram? What are your teacher's roles? (Apakah guru mu membantu dan membimbing kamu dalam menulis teks hortatory exposition dengan menggunakan Spider Web diagram? Apa saja peran gurumu?

   Interviewee : Iya sangat membantu. Karena Miss Fitri menjelaskan secara detail tentang kegunaan Spider Web diagram dan langkah-langkah menggunakannya sehingga lebih mudah untuk dimengerti

Interviewee : Mefta Huljanna

1. Interviewer : Do you like studying writing a hortatory exposition text by using Spider Web diagram? Why? (Apakah kamu suka belajar menulis teks hortatory exposition dengan menggunakan Spider Web diagram? Kenapa?)

   Interviewee : Sangat, sangat, sangat suka karena yang mengajarkan menulisnya sangat baik dan sangat bisa membantu saya mudah mengerti

2. Interviewer : Does Spider Web diagram help you in writing a hortatory exposition text? Why? (Apakah Spider Web diagram membantu mu dalam menulis teks hortatory exposition? Kenapa?)

   Interviewee : Iya bisa membantu karena lebih musah dipahami dalam membuat teks hortatory exposition dan guru yang menjelaskannya bisa secara terperinci dan detail

3. Interviewer : Does your writing score improve? In your opinion, what factors influence the improvement of your writing score? (Apakah nilai menulis kamu meningkat? Menurut kamu, faktor apa yang mempengaruhi peningkatan nilai menulismu?)

   Interviewee : Meningkat, karena ada beberapa faktor yang mempengaruhi:
   a. Cara belajar (lebih asyik, lebih mudah, lebih santai)
   b. Cara pembimbing/guru menjelaskan (lebih mudah dipahami)
   c. Cara menulisnya (karena menggunakan Spider Web diagram)

4. Interviewer : Do you have difficulties in using Spider Web diagram? What are they? (Apakah kamu mempunyai kesulitan dalam menggunakan Spider Web diagram? Apa kesulitannya?)

   Interviewee : Tidak ada, menurut saya lebih mudah dan lebih menarik

5. Interviewer : Does your teacher help and guide you in writing a hortatory exposition text by using Spider Web diagram? What are your teacher's roles? (Apakah guru mu membantu dan membimbing kamu dalam menulis teks hortatory exposition dengan menggunakan Spider Web diagram? Apa saja peran gurumu?

   Interviewee : Sangat, sangat membantu, dengan menggunakan cara:
   a. Sebelum memberikan tugas, Miss Fitri terlebih dahulu menjelaskannya
   b. Kalau murid belum mengerti, dia tidak marah dan dia menjelaskan dengan terperinci lagi. Thank you Miss Fitri.

Interviewee : Fitriani

1. Interviewer : Do you like studying writing a hortatory exposition text by using

Spider Web diagram? Why? (Apakah kamu suka belajar menulis teks hortatory exposition dengan menggunakan Spider Web diagram? Kenapa?)

Interviewee : Suka, karena belajar menggunakan Spider Web diagram dapat membuat saya menulis teks hortatory exposition dengan mudah.

2. Interviewer : Does Spider Web diagram help you in writing a hortatory exposition text? Why? (Apakah Spider Web diagram membantu mu dalam menulis teks hortatory exposition? Kenapa?)

Interviewee : Iya sangat membantu. Karena dengan Spider Web diagram saya dapat merangkai kata-kata dalam bahasa Inggris dengan mudah

3. Interviewer : Does your writing score improve? In your opinion, what factors influence the improvement of your writing score? (Apakah nilai menulis kamu meningkat? Menurut kamu, faktor apa yang mempengaruhi peningkatan nilai menulismu?)

Interviewee : Iya meningkat karena belajar dengan Miss Fitri sangat teliti saat mengajar dan cara Miss Fitri menjelaskan santai dan mudah dimengerti

4. Interviewer : Do you have difficulties in using Spider Web diagram? What are they? (Apakah kamu mempunyai kesulitan dalam menggunakan Spider Web diagram? Apa kesulitannya?)

Interviewee : Tidak, karena Spider Web diagram sangat membantu saya dalam mengerjakan teks hortatory

5. Interviewer : Does your teacher help and guide you in writing a hortatory exposition text by using Spider Web diagram? What are your teacher's roles? (Apakah guru mu membantu dan membimbing kamu dalam menulis teks hortatory exposition dengan menggunakan Spider Web diagram? Apa saja peran gurumu?

Interviewee : Iya, karena setiap Miss Fitri mengajar, dia memberitahu atau membantu murid-murid dengan menjelaskan dari satu bangku ke bangku lain

Interviewee : Abdul Faisal H

1. Interviewer : Do you like studying writing a hortatory exposition text by using Spider Web diagram? Why? (Apakah kamu suka belajar menulis teks hortatory exposition dengan menggunakan Spider Web diagram? Kenapa?)

Interviewee : Iya, karena teksnya tidak terlalu panjang

2. Interviewer : Does Spider Web diagram help you in writing a hortatory exposition text? Why? (Apakah Spider Web diagram membantu mu dalam menulis teks hortatory exposition? Kenapa?)

Interviewee : Ya, karena dapat menyusun kata sebelum membuat kalimat

3. Interviewer : Does your writing score improve? In your opinion, what factors influence the improvement of your writing score? (Apakah nilai menulis kamu meningkat? Menurut kamu, faktor apa yang mempengaruhi peningkatan nilai menulismu?)

   Interviewee : Iya meningkat tapi tidak tuntas. Itu karena saya tidak suka menulis.

4. Interviewer : Do you have difficulties in using Spider Web diagram? What are they? (Apakah kamu mempunyai kesulitan dalam menggunakan Spider Web diagram? Apa kesulitannya?)

   Interviewee : Tidak, karena Spider Web diagram sangat simple dan mudah dimengerti.

5. Interviewer : Does your teacher help and guide you in writing a hortatory exposition text by using Spider Web diagram? What are your teacher's roles? (Apakah guru mu membantu dan membimbing kamu dalam menulis teks hortatory exposition dengan menggunakan Spider Web diagram? Apa saja peran gurumu?)

   Interviewee : Iya, Miss Fitri membantu kami jika kami tidak mengerti

Interviewee : Lia Purnama Sari

1. Interviewer : Do you like studying writing a hortatory exposition text by using Spider Web diagram? Why? (Apakah kamu suka belajar menulis teks hortatory exposition dengan menggunakan Spider Web diagram? Kenapa?)

   Interviewee : Iya, karena Spider Web diagram sangat membantu saya dalam menulis.

2. Interviewer : Does Spider Web diagram help you in writing a hortatory exposition text? Why? (Apakah Spider Web diagram membantu mu dalam menulis teks hortatory exposition? Kenapa?)

   Interviewee : Iya, karena Spider Web diagram sangat membantu saya dalam Menulis teks hortatory exposition.

3. Interviewer : Does your writing score improve? In your opinion, what factors influence the improvement of your writing score? (Apakah nilai menulis kamu meningkat? Menurut kamu, faktor apa yang mempengaruhi peningkatan nilai menulismu?)

   Interviewee : Ya meningkat tetapi tidak tuntas, faktornya adalah:
   a. Saya memperhatikan saat Miss Fitri sedang menjelaskan
   b. Saya tidak ribut/ngobrol
   c. Karena saya senang dengan guru nya

4. Interviewer : Do you have difficulties in using Spider Web diagram? What are

they? (Apakah kamu mempunyai kesulitan dalam menggunakan Spider Web diagram? Apa kesulitannya?)

Interviewee : Iya, saya sangat bingung saat menulis kalimat dalam bahasa Inggrisnya

5. Interviewer : Does your teacher help and guide you in writing a hortatory exposition text by using Spider Web diagram? What are your teacher's roles? (Apakah guru mu membantu dan membimbing kamu dalam menulis teks hortatory exposition dengan menggunakan Spider Web diagram? Apa saja peran gurumu?)

Interviewee : Iya, Miss Fitri menjelaskan sangat detail sehingga kami bisa mengerjakannya.

APPENDIX 13

Preliminary Data of Students' Writing Scores

Taken on 23rd January 2014 at Grade XI IPS 1 of MAN 1 Kota Bengkulu

No	Student's Name	Writing Score
1	M H	78
2	M A P	70
3	N F	68
4	F F	65
5	FR	77
6	P N W	68
7	S R	77
8	B A P	77
9	F K	60
10	R J P	70
11	M G R	77
12	D S	70
13	M F	68
14	S S	68
15	A F A	68
16	H B B	76
17	I F	76
18	M G R	70
19	D N S	65
20	F A H	77
21	A P	73
22	K B	70
23	R A I D	73
24	A F H	68
25	L P S	60
26	M K	65
27	P K S	77
28	S W	70

Mean Score	70,75
Total of Passed Students	9
Percentage	P= F x 100% N = 9 x 100% 28 = 32,14%

APPENDIX 14

The Result of Students' Writing Test (Cycle 1)
Taken on 4th April 2014 at Grade XI IPS 1 of MAN 1 Kota Bengkulu

No	Students' Names	Researcher	Collaborator	Mean Score
1	M H	82	80	81
2	M A P	77	76	76,5
3	N F	72	74	73
4	F F	69	70	69,5
5	F R	80	77	78,5
6	P N W	74	75	74,5
7	S R	80	82	81
8	B A P	80	78	79
9	F K	68	66	67
10	R J P	75	77	76
11	M G R	80	78	79
12	D S	78	77	77,5
13	M F	70	72	71
14	S S	74	73	73,5
15	A F A	73	74	73,5
16	H B B	79	80	79,5
17	I F	78	79	78,5
18	M G R A	76	74	75
19	D N S	70	72	71
20	F A H	79	77	78
21	A P	78	77	77,5
22	K B	77	76	76,5
23	R A I D	78	76	77
24	A F H	72	72	72
25	L P S	65	65	65
26	M K	70	68	69
27	P K S	79	77	78
28	S W	77	75	76
Mean Score		75,36	74,89	75,13

Total Passed Students	16
Percentage	P= F x 100% N = 16 x 100% 28 = 57,14%

APPENDIX 15

The Result of Students' Writing Test (Cycle 1)
Taken on 4th April 2014 at Grade XI IPS 1 of MAN 1 Kota Bengkulu
Scored by the Researcher

No	Nama siswa	Aspek penilaian *writing* (Heaton, 1992 dalam O'Brien, 1998)					Total score
		Content quality (13-30)	Organization quality (7-20)	Vocabulary quality (7-20)	Language use quality (5-25)	Mechanics quality (2-5)	
1	M H	24	17	18	20	4	82
2	M A P	22	17	18	17	3	77
3	N F	22	16	16	16	3	72
4	F F	20	15	16	15	3	69
5	F R	23	16	15	20	4	78
6	P N W	22	17	17	15	3	74
7	S R	24	16	16	20	4	80
8	B A P	23	17	17	19	4	80
9	F K	20	15	15	15	3	68
10	R J P	22	17	18	15	3	75
11	M G R	24	17	17	18	4	80
12	D S	24	15	15	20	4	78
13	M F	22	15	17	13	3	70
14	S S	22	17	17	15	3	74
15	A F A	22	16	17	15	3	73
16	H B B	23	17	15	20	4	79
17	I F	23	15	16	20	4	78
18	M G R A	22	17	17	17	3	76
19	D N S	22	15	16	15	3	70
20	F A H	22	16	17	20	3	79
21	A P	23	18	17	17	3	78
22	K B	23	17	18	16	3	77
23	R A I D	23	17	18	17	3	78
24	A F H	22	16	16	16	3	72
25	L P S	20	15	15	13	2	65
26	M K	20	16	16	16	3	70
27	P K S	23	15	17	20	4	79

28	S W	23	17	18	16	3	77
						Mean Score	74,79

APPENDIX 16

The Result of Students' Writing Test (Cycle 1)
Taken on 4th April 2014 at Grade XI IPS 1 of MAN 1 Kota Bengkulu
Scored by the Research Collaborator

No	Nama siswa	Aspek penilaian *writing* (Heaton, 1992 dalam O'Brien, 1998)					Total score
		Content quality (13-30)	Organization quality (7-20)	Vocabulary quality (7-20)	Language use quality (5-25)	Mechanics quality (2-5)	
1	M H	25	16	15	20	4	80
2	M A P	23	17	17	16	3	76
3	N F	23	16	17	15	3	74
4	F F	22	15	16	15	3	70
5	F R	23	15	15	20	4	77
6	P N W	23	17	17	15	3	75
7	S R	25	16	17	20	4	82
8	B A P	24	15	15	20	4	78
9	F K	20	15	15	13	3	66
10	R J P	23	17	17	17	3	77
11	M G R	23	17	17	18	3	78
12	D S	23	15	15	20	4	77
13	M F	24	15	17	13	3	72
14	S S	22	16	17	15	3	73
15	A F A	23	16	17	15	3	74
16	H B B	25	15	16	20	4	80
17	I F	24	16	15	20	4	79
18	M G R A	23	15	17	16	3	74
19	D N S	22	16	15	16	3	72
20	F A H	23	17	17	17	3	77
21	A P	23	18	17	16	3	77
22	K B	23	16	17	17	3	76
23	R A I D	24	16	17	16	3	76
24	A F H	23	16	16	13	3	72
25	L P S	20	15	15	13	2	65
26	M K	20	15	15	15	3	68
27	P K S	23	15	15	20	4	77
28	S W	23	16	17	16	3	75
						Mean Score	74,75

APPENDIX 17

The Result of Students' Writing Test (Cycle 2)
Taken on 30th April 2014 at Grade XI IPS 1 of MAN 1 Kota Bengkulu

No	Students' Names	Researcher	Collaborator	Mean Score
1	M H	87	88	87,5
2	M A P	80	82	81
3	N F	82	82	82
4	F F	73	74	73,5
5	F R	81	83	82
6	P N W	77	77	77
7	S R	86	86	86
8	B A P	88	89	88,5
9	F K	71	70	70,5
10	R J P	83	84	83,5
11	M G R	82	83	82,5
12	D S	82	81	81,5
13	M F	74	75	74,5
14	S S	81	81	81
15	A F A	83	81	82
16	H B B	86	84	85
17	I F	88	86	87
18	M G R A	82	82	82
19	D N S	74	76	75
20	F A H	82	82	82
21	A P	81	81	81
22	K B	83	81	82
23	R A I D	82	79	80,5
24	A F H	82	81	81,5
25	L P S	69	70	69,5
26	M K	74	73	73,5
27	P K S	86	84	85
28	S W	82	80	81
	Mean Score	80,75	80,54	80,64
			Total Passed Students	22
			Percentage	P= $\frac{F}{N}$ x 100% = $\frac{22}{28}$ x 100% = 78,57%

APPENDIX 18

The Result of Students' Writing Test (Cycle 2)
Taken on 30th April 2014 at Grade XI IPS 1 of MAN 1 Kota Bengkulu
Scored by the Researcher

No	Nama siswa	Aspek penilaian *writing* (Heaton, 1992 dalam O'Brien, 1998)					Total score
		Content quality (13-30)	Organization quality (7-20)	Vocabulary quality (7-20)	Language use quality (5-25)	Mechanics quality (2-5)	
1	M H	26	18	17	22	4	87
2	M A P	23	17	17	20	3	80
3	N F	25	17	18	19	3	82
4	F F	22	16	16	16	3	73
5	F R	23	17	17	20	4	81
6	P N W	23	17	16	18	3	77
7	S R	26	17	17	22	4	86
8	B A P	26	18	18	22	4	88
9	F K	18	16	17	17	3	71
10	R J P	24	18	17	20	4	83
11	M G R	24	17	17	20	4	82
12	D S	23	17	18	20	4	82
13	M F	23	16	17	15	3	74
14	S S	25	17	17	18	4	81
15	A F A	25	17	17	20	4	83
16	H B B	24	18	18	22	4	86
17	I F	26	18	18	22	4	88
18	M G R A	24	18	17	19	4	82
19	D N S	23	17	15	16	3	74
20	F A H	24	17	17	20	4	82
21	A P	24	17	17	19	4	81
22	K B	24	17	17	21	4	83
23	R A I D	24	17	17	20	4	82
24	A F H	25	17	17	19	4	82
25	L P S	20	16	15	15	3	69
26	M K	22	17	17	15	3	74
27	P K S	25	17	18	22	4	86
28	S W	24	17	17	20	4	82
						Mean Score	80,75

APPENDIX 19

The Result of Students' Writing Test (Cycle 2)
Taken on 30th April 2014 at Grade XI IPS 1 of MAN 1 Kota Bengkulu
Scored by the Research Collaborator

No	Nama siswa	Aspek penilaian *writing* (Heaton, 1992 dalam O'Brien, 1998)					Total score
		Content quality (13-30)	Organization quality (7-20)	Vocabulary quality (7-20)	Language use quality (5-25)	Mechanics quality (2-5)	
1	M H	26	18	18	22	4	88
2	M A P	25	17	17	20	3	82
3	N F	25	17	18	19	3	82
4	F F	22	16	17	16	3	74
5	F R	24	17	17	21	4	83
6	P N W	25	16	15	18	3	77
7	S R	26	17	18	21	4	86
8	B A P	26	18	19	22	4	89
9	F K	18	15	17	17	3	70
10	R J P	26	17	17	20	4	84
11	M G R	24	17	17	21	4	83
12	D S	23	16	17	21	4	81
13	M F	25	15	17	15	3	75
14	S S	25	17	17	18	4	81
15	A F A	25	17	16	19	4	81
16	H B B	24	17	18	21	4	84
17	I F	26	18	17	21	4	86
18	M G R A	24	17	17	20	4	82
19	D N S	24	17	15	17	3	76
20	F A H	24	17	17	20	4	82
21	A P	24	17	17	19	4	81
22	K B	24	17	17	20	3	81
23	R A I D	23	17	17	19	3	79
24	A F H	25	17	16	19	4	81
25	L P S	20	15	15	17	3	70
26	M K	22	16	17	15	3	73
27	P K S	25	17	18	20	4	84
28	S W	24	17	17	19	3	80
						Mean Score	80,54

Appendix 20.

Students' Worksheets in cycle 1

C = 23
O = 17
V = 15
L = 20
M = 4
79

A STUDENT'S WORK SHEET

Name : HABIBURAHMAN...

Class : XI IPS I.....

WEARING A HELMET WHEN RIDING A MOTORCYCLE

Have you ever seen a motorist ~~who was~~ not wearing a helmet when riding a motorcycle on the highway ? this (T) can affect motorists who ~~are~~ (do) not wearing a helmet. One of them is death.

There (are) various advantages of wearing a helmet while driving (F). first, the helmet can protected the rider from during impact an accident. (Protect)

Second, the helmet can protect the eyes from dust and dirt. (T) this is because glass has a helmet that can protect the rider's eyes. If someone does not use a helmet, it would be (will) difficult to see clearly because of the dust and dirt in the air.

Helmets (are) important (fixtures) in the drives (T). therefore should wear a helmet when riding a motorcycle for the convenience of motorists.

A STUDENT'S WORK SHEET

Name : MUNTIA GUSTIKA

Class : XI IPS 1

80

WEARING A HELMET WHEN RIDING A MOTORCYCLE

There are many accidents that occur on the highway. one is a motor accident. the reason was not comply with the rules and riders do not wear helmets. The impacts is Paralysis and even death to the rider.

There are many advatages to users helmet when driving. First, the helmet can protect the eyes from dust. If the dust (terkena) eyes while driving, this can cause the rider can not see the road and have and impact on the occurrence of accidents.

Second, the helmet protected the head from the rain water when it rains, a helmet can help us to keep the head, face and hair we stay dry. It also can prevent the disease.

From the above we can conclude that every rider should wear a helmet when riding a motorcycle. Safety is the most importane thing when driving.

C = 24
O = 17
V = 17
L = 18
M = 4
80

A STUDENT'S WORK SHEET

Name : Bella Adi Pertawi

Class : XI IPS I

80

Wearing A Helmet when Riding A motorcycle

There is (are) many numbers of die (death) that occured on the road. The cause was (is) an accident. Many (M) motorists who violate traffic laws. One of them was (is) not wearing a helmet when riding on the road so that when an accident occurs, it will have an impact that is fatal to the rider that can be death.

Everyone know (knows) that helmets can should provide many benefits to motorist. First, a helmet to protect the eyes from dust.

Second, the helmet can make us appear confident. because (B) the helmet has attractive colors and patterns that can make bikers look batter (better) and confident. Helmets were (are) also on sale from the relatively cheap Price to a high price.

Based on the above, every rider motorcycle should wear a helmet when riding a motorcycle. because (B) there is (are) a lot of benefits from the use of a helmet when riding a motorcycle.

C = 23

O = 17

V = 17

L = 19

M = 4

80 +

A STUDENT'S WORK SHEET

82

Name : Mefta Huyana

Class : XI IPS 1

WEARING A HELMET WHEN RIDING A MOTORCYCLE

What equipment should be used use when riding a motorcycle ?

It is a helmet. In these days many teenegers who do not wear a helmet when riding a motorcycle. the reasons are the helmet makes them hot heads.

There is many benefits of helmets. First, the helmet protected Protects the head in the event of an accident. This is because the helmet is made of a hard material so that when an accident helem helmet will protect your head from concussion.

Second, using a helmet can avoid the rider from the raid traffic by the police. Helmets are mandatory equipment motorcyclists set out in the legislation. Everyone must abide by these rules.

A Helmet provide provides benefits for motorcyclists. Therefore, use a helmet when riding a motorcycle.

C = 29

O = 17

V = 18

L = 20

M = 4 +

82

A STUDENT'S WORK SHEET

Name : SEPTIA RAHLIANA

Class : XI IPS 1

80

WEARING A HELMENT WHEN RIDING A MOTORCYCLE

At this time there (are) a lot of motorcycle accidents that cause the rider died. One is the rider not wearing a helmet when riding on the road. If someone do not (does) use a helmet when riding, this can have a impact (negative impact) negative for the rider. One of them is die. (death)

There (are) many benefits of using a helmet. First, use a helmet can make us avoid Punishment or Sanction. If someone (does) do not wear a helmet when driving, then he will be chased by the Police and sanctioned.

Second, the helmet can Protect your head and eyes. (W)when riding a motorcycle helmet can protect the eyes from dust and the head of the crunch. (A)a helmet (has)have a protective glass and is made of hard materials.

Helmets (are)is a driving tool. everyone should wear a helmet to avoid the Polite and road accidents.

C = 24
O = 16
V = 16
L = 20
M = 4 +
80

Appendix 21.

Students' Worksheets in cycle 2

C = 26
O = 18
V = 17
L = 22
M = 4 +

87

A STUDENT'S WORK SHEET

Name : Mefta Huljana

Class : XI IPS 1

SMOKING

What is a cigarette? What are the dangers of smoking? Everyone must know the answer, but they still continue to smoke. They smoking in public places. Smoking has become a habit for some people.

There are many dangers of smoking. First, smoking can cause lung cancer. Many people who suffer from lung cancer cause by smoking yang. Substances from cigarette smoke into the lungs and cause disease.

Secondly, cigarettes can cause addiction. people who never smoking, they would be difficult to quit smoking. This is because they are addicted to nicotine in cigarettes.

Third, cigarettes can cause heart attracks. Most heart patients. is active smokers. That means that cigarettes can damage organs in the human body.

Smoking is a dangerous substance. Avoid smoking because smoking is very detrimental to our lives

C = 26
O = 18
V = 18
L = 22
M = 4 +
88

A STUDENT'S WORK SHEET

Name : Bella Adi Pertiwi

Class : XI IPS 1

smoking

Do you know how many brands of cigarrates in Indonesia? There (are) many brands of cigarrates. (T)hey are surya, Classmild, and sampoerna. That is because (a) cigarette factory in Indonesia is growing rapidy, There (are) a lot of smokers. They consist of adults, teenagers and even children.

There are some dangers of smoking. First, smoking causes coughing. This is due to [cigarette smoke] enters the body through the esophagus. (T)ypically, smokers experience a dry cough.

Second, smoking causes asthma. (is) It also caused by cigarette smoke. (C)igarette smoke and substances contained in it will damage the lungs if it enters the body. People with asthma will be hard to do the activity..

Third, cigarettes cause [addiction]. (A)ctive smokers smoking will be difficult. (C)igarettes are the basic necessities for them. Most of them [are more like] cigarettes than food. It can cause dangerous diseases.

From the above, we should avoid smoking. Do not smoke because smoking is a poison that can kill humans.

C = 24
O = 18
V = 18
L = 22
M = 9
86

A STUDENT'S WORK SHEET

Name : HABIBURAHMAN

Class : XI IPS I

SMOKING

At this time, there many brands (of) cigarettes are sold in Indonesia in particular. (a) Cigarette factory developed in Indonesia. The (penyebabnya) is the large number of smokers in Indonesia. Most smokers are men. Smoking has become a lifestyle. (T) there is an expression about the spread of smoking among young people, which is not cool if you do not smoke.

Everyone either adults, adolescents and children must know that there are types dangers of smoking. First, cigarettes (cause) caused addiction. (M) mat smokers can not quit from smoking. It is the effect of the nicotine in cigarettes.

Second, (cigarette smoking) causes a decrease in activity. People who smoke will be hard to concentrate and get tired. they can not work too hard.

Cigarettes are our enemy. Avoid smoking before the kill.

C = 26
O = 17
V = 17
L = 22
M = 4 +

86

A STUDENT'S WORK SHEET

Name : SEPTIA RAHLIANA

Class : XI IPS 1

SMOKING

In the present age, smoking has become a staple, especially for most men. They consist of adults, adolescents and children. That means there are more number of smokers in Indonesia. This cause smoke become a lifestyle for men.

This causes smoking

All men should know that there are many dangers if → of cigarette consumption. First, smoking can cause heart disease. Smoking mean damage organs in the body. One is a heart. If your heart is damaged, it can cause death.

Secondly, cigarettes can cause people hard to concentrate. They only think of cigarettes alone. They can not focuses ← focus on doing something.

Third, cigarettes cause addiction. People would be difficult to stop smoking. If people smoke continuously, then it can lead to death.

Based on the above, everyone should avoid smoking especially for men because smoking has no benefits for the ba body

C = 24
O = 17
V = 17
L = 20
M = 4 +
82

A STUDENT'S WORK SHEET

Name : MUNTIA GUSTIKA

Class : XI IPS 1

SMOKING

There are many kinds of cigarette brands in Indonesia. From cheap to expensive. This is due to the large number of smokers in Indonesia. (N) not only adults, but children are also smoked. Each person can buy cigarettes without any age limit.

First, smoking may cause lung damage. If a person smokes each day, they can suffer from shortness of breath and coughing. (T) they can not do a solid activity.

Second, cigarettes cause addition. most people smoke every day more than one pack. If that happens, then that person would be difficult to quit smoking.

Cigarettes have a negative human impact. Every parent should educate their children about the dangers of smoking and forbade him to not smoke.

APPENDIX 22

Research Pictures in Cycle 1

The researcher explained a hortatory exposition text

The students brainstorm their ideas by using spider web diagram

The research collaborator observed the researcher's and students' activities during implementing spider web diagram

APPENDIX 23

Research Pictures in Cycle 2

The researcher explained language features of a hortatory exposition text

The researcher helped the students to brainstorm their ideas

The researcher and the research collaborator discussed the students' writing products

APPENDIX 24

INTERVIEW

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BENGKULU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan WR.Supratman Kandang Limun Bengkulu 38371A
Telepon (0736) 21170.Psw.203-232, 21186 Faksimile : (0736) 21186
Laman: www.fkip.unib.ac.id e-mail: dekanat.fkip@unib.ac.id

Nomor : 1143 /UN30.3/PL/2014 28 Februari 2014
Lamp : 1 (satu) Expl Proposal
Perihal : Izin Penelitian

Yth. Kepala Kementrian Agama Propinsi Bengkulu
Di Bengkulu

Untuk kelancaran dalam penulisan Skripsi mahasiswa, bersama ini kami mohon bantuan Saudara untuk dapat memberikan izin melakukan penelitian / pengambilan data kepada:

Nama : **Fitri Ramadhania**
NPM : **A1B010010**
Program Studi : **Pendidikan Bahasa Ingris**
Tempat penelitian : **MAN 1 Model Kota Bengkulu**
Waktu Penelitian : **3 Maret s.d # April 2014.**

dengan judul : **"Using Spider Web Diagram To Improve Students, Skill in Writing a Hartatory Exposition Text Grade XI IPS 1 of Man 1 Model Kota Bengkulu"**. Proposal terlampir.

Atas bantuan dan kerjasama yang baik kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan Bidang Akademik

Prof. Dr. Bambang Sahono, M.Pd
NIP. 19501015 198503 1 016

Tembusan :
Yth. Dekan FKIP Sebagai Laporan

KEMENTERIAN AGAMA
KANTOR WILAYAH PROVINSI BENGKULU
Jl. Jend. Basuki Rahmat No. 10 Bengkulu, Telp. (0736) 21097, Fax.(0736) 21597
Website : bengkulu.kemenag.go.id *E-mail* : kanwilbengkulu@kemenag.go.id
BENGKULU

Nomor : Kw.07.2/1/PP.00/01220 /2014
Lampiran : -
Perihal : Izin Penelitian

Bengkulu, 07 Maret 2014

Kepada
Yth. Wakil Dekan Bidang Akademik
Fakultas Keguruan dan Ilmu Pendidikan, Universitas Bengkulu
Di -
Bengkulu

Menindaklanjuti Surat dari Dekan FKIP Universitas Bengkulu, nomor : 1143/UN30.3/PL/2014, tanggal 28 Februari 2014, perihal mohon izin penelitian, pada prinsipnya kami izinkan mahasiswi saudara :

Nama	: Fitri Ramadhania
NPM	: A1B010010
Jurusan/Prodi	: FKIP/Bahasa Inggris
Judul Skripsi	: "Using Spider Web Diagram To Improve Students, Skill in Writing a Hartatory Exposition Text Grade XI IPS 1 of MAN 1 Model Kota Bengkulu"
Waktu Penelitian	: 1 bulan (03 Maret s/d April 2014).
Tempat Penelitian	: MAN 1 Model Kota Bengkulu

Untuk melakukan koordinasi dan penelitian di MAN 1 Model Kota Bengkulu dengan ketentuan :

1. Selama penelitian tidak mengganggu proses belajar mengajar.
2. Melampirkan 1 (satu) eksamplar hasil penelitian tersebut sebagai bahan pembinaan.

Demikian izin ini dibuat, atas kerjasamanya diucapkan terimakasih.

An. Kepala
Kepala Bidang Pendidikan Madrasah

KEMENTERIAN AGAMA KANTOR WILAYAH PROVINSI BENGKULU

Dra. Hj. Khairiah, M. Pd
NIP 196805151997032004

Tembusan :
1. *Ka. Kanwil Kemenag Provinsi Bengkulu (sebagai laporan).*
2. *Ka. MAN 1 Model Kota Bengkulu.*
3. *Yang bersangkutan.*

KEMENTERIAN AGAMA
MADRASAH ALIYAH NEGERI 1 BENGKULU
Jalan Cimanuk Km. 6,5 Telp. (0736) 21854 Fax. 0736 345973 Bengkulu

SURAT KETERANGAN SELESAI PENELITIAN

Nomor : MA.07.08/TL.00/271 /2014

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri 1 Kota Bengkulu :

Nama	: **Dr. Misrip, M.Pd**
NIP	: 196801101997031002
Pangkat / Gol	: Pembina, IV/a
Jabatan	: Kepala MAN 1 Kota Bengkulu

Menerangkan bahwa :

Nama	: Fitri Ramadhania
NPM	: A1B010010
Program Studi	: FKIP/ Bahasa Inggris Universitas Bengkulu
Judul Penelitian	: Using Spider Web Diagram To Improve Students, Skill in Writing a Hartatory Exposition Text Grade XI IPS 1 of MAN 1 Model Kota Bengkulu

Bahwa yang bersangkutan **telah selesai melakukan Penelitian** untuk bahan skripsi/ thesis sesuai Judul diatas pada Madrasah Aliyah Negeri 1 Kota Bengkulu, terhitung tanggal 03 Maret 2014 s.d. 30 April 2014.

Demikian, surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Bengkulu, 16 Mei 2014

An. Kepala,
Kepala Tata Usaha

KEMENTERIAN AGAMA MADRASAH ALIYAH NEGERI BENGKULU

Junaendi, S.Sos, MM
NIP. 196510171991031003

Tembusan Yth, :
1. Ka. Kanwil Kementerian Agama Prov. Bengkulu
   Up. Kabid Pendidikan Madrasah
2. Ka. Kantor Kementerian Agama Kota Bengkulu
3. Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Bengkulu
4. Yang bersangkutan.

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BENGKULU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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SURAT KETERANGAN

Yang bertanda tanggan dibawah ini:

Nama : FITRI RAMADHANIA
NPM : A1B010010
Prodi : Pendidikan Bahasa Inggris

Menyatakan dengan sesungguhnya bahwa skripsi dengan judul :
Using Spider Web Diagram to Improve Students' Skill in Writing a Hortatory Exposition Text at Grade XI IPS 1 of MAN 1 Kota Bengkulu

adalah benar karya saya sendiri, bebas dari plagiat atau penyontekan. Apabila di kemudian hari ternyata terdapat permasalahan berkaitan dengan penyusunan skripsi ini, maka semua akibat dari hal itu merupakan tanggung jawab saya sendiri.

Bengkulu, 13 Juni 2014
Hormat saya,

METERAI TEMPEL
22B02ACC302598701
TIGA RIBU RUPIAH 3000 DJP

Fitri Ramadhania

Ketua Prodi,

Drs. Syafrizal, M.A.
NIP 19570603 198803 1 006