CHAPTER IV

RESULT AND DISCUSSION

This chapter contains the process of the research, condition before the research, result of the research and discussion. The results of this research were taken from some sources, such as writing test, observation checklist and field notes and interview. The discussion of this research was based on the result of the research findings and some theories in the research. In briefly will be presented on the following.

4.1 Process of the Research

4.1.1 Condition before the Research

The condition before the research was described in preliminary data. The preliminary data from the teacher is used to get the baseline data of the research. From the data, 65% the students did not pass the standard score. It happened because they had some problems in learning writing. The students could not organize their ideas in writing and still had errors in their writing. The baseline data of the students’ score in writing can be seen on the appendix. The following was the students’ score category in percentage before conducting the research.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>STANDARD SCORE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

32
<table>
<thead>
<tr>
<th></th>
<th>≥70</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PASS</td>
<td></td>
<td>12</td>
<td>35%</td>
</tr>
<tr>
<td>NOT PASS</td>
<td>&lt;70</td>
<td>22</td>
<td>65%</td>
</tr>
</tbody>
</table>

*Table 2. Students’ score category before conducting the research*

The result of the baseline data showed that the students still have low ability in writing hortatory exposition text. There were only 12 (35%) students who passed the standard score. Therefore, the teacher needed a new strategy in teaching the students about hortatory exposition text so that the students can improve their ability in writing hortatory exposition text. The implementation of fishbone method was expected to be able to improve the students’ ability in writing hortatory exposition text.

### 4.2 Results/Findings

#### 4.2.1 The Implementation of the Research

The implementation of the research was described on the following:

- **Cycle 1**

  Based on the data above, the researcher arranged the plan, action, observation and reflection for class IPA 3 at eleventh grade to improve the students’ ability in writing hortatory exposition text in the first cycle. It was conducted on 23rd – 30th April 2014.

  **a. Plan**

  In this step, the researcher prepared the syllabus that the researcher got from the English teacher (collaborator), the lesson plan about teaching hortatory exposition text by using fishbone method, the learning material that the researcher got from
“Developing English Competencies” book, fishbone method that the researcher has designed before. The researcher gave a fishbone method to the students that will be used by the students to make a brainstorm about their hortatory exposition text. The observation checklist and field notes sheet were also developed to monitor students and teacher in the process of teaching and learning. The researcher also prepared the writing test for the students after the fishbone method were implemented to see the result in cycle 1.

This teaching had been planned on 23\textsuperscript{th} April 2014. The learning material and lesson plan of this research was designed based on the syllabus and the curriculum of the school. Observation checklist and field notes were also designed based on the learning strategy of this research.

b. Action

The act of this research consisted of three meetings. The researcher had already conducted the activities in the classroom based on the lesson plan that the researcher had prepared.

The first meeting was done on 23\textsuperscript{th} April 2014 at class XI IPA 3 of SMAN 4 Bengkulu. The researcher taught the students about hortatory exposition text, its generic structures and language features until the students understand then the teacher gave an example of hortatory exposition text. After that, the teacher explained about fishbone diagram, its function, parts of fishbone and
how to use fishbone diagram for brainstorming ideas. Then, the students are divided into small groups consist of five person. The researcher gave a simple structure of fishbone then explained briefly about what the students in group had to do. While the students did the activity, the researcher monitored students or group who need help.

The second meeting was done 24\textsuperscript{th} April 2014, the researcher asked the students to make their own fishbone to develop their hortatory exposition text. The students wrote their ideas in the fishbone and asked the teacher if there were difficulties in using hortatory exposition text. After the students wrote their ideas in the fishbone, the students wrote the hortatory exposition text based on the fishbone they created.

The last meeting was done on 30\textsuperscript{th} April 2014. In this meeting the researcher recalled the students” knowledge about hortatory exposition text and their reflection in using the fishbone method. Then the writing test was given to them to see the result of cycle 1.

c. Observation

In this step, the researcher was helped by the teacher as a collaborator while the researcher implemented the fishbone method. All the data was collected in this stage by using observation checklist and field notes. There were two observation checklists in this research. The first was teacher’s
observation checklist and field notes sheet (see appendix) and the second was students’ observation checklist and field notes sheet (see appendix) that had been filled by the collaborator.

In the teacher’s observation checklist, the collaborator indicated that the researcher did a good teaching which concluded all the indicators of the observation checklist. But there was one aspect that the researcher had a weakness. The researcher was less of confident to attract students in learning. According to the collaborator, the researcher was less in motivating students in order to gain students’ enthusiasm in learning. Besides, the students were ready to follow the new lesson from the researcher. Therefore, the collaborator asked the researcher to be more confident when teaching the students. The collaborator explained that the students would be more focus and active when the teacher gained students’ interest in the opening of the lesson. Moreover the collaborator monitored the researcher should be more assertive. According to the collaborator’s monitoring, the researcher did not teach students explicitly. In some conditions, there were some students did not pay attention to the lesson but the researcher did not give instruction or sign to the students to focus on the lesson. Therefore, the teaching and learning process became less attractive and interested.

The second observation was students’ observation checklist and field notes. From the observation checklist that the collaborator used to monitor teaching and learning process, the
aspects were fully completed. However, based on the researcher’s notes there were some conditions that students did not completely focus on the researcher’s lesson. First, some students sometimes still talked with each other while the researcher gave directions about what students should do. Especially, when the researcher gave students activities, the students would start to talk about something else. The second, the students chose to ask with their chairmate rather than asking to the teacher. Then, they would start again to discuss everything.

The students’ observation checklist was provided with total students who followed each aspect (see appendix). It was used to rate how many students who involved the indicator aspects. Then, the total of students was counted in percentage to reach the second indicator of the research. According to the students’ observation checklist, there were total 78.52% students followed all the aspects (see appendix). Based on this calculation, the indicator was achieved. However, there were still some important aspects which students did not give attention yet such as about using fishbone, focusing on the lesson, and understanding about the material. So, the researcher would give attention to those indicators in the next cycle.

Besides the observation checklist and field notes, there was the test at the end of cycle 1 on observation. The test was writing test. This test was assessed by five category based on the
scoring guide from Heaton (1988). They were content, organization, vocabulary, language use and mechanics. The result of the cycle 1 test could be seen on the appendix. To see the students who pass the standard score could be seen on the table below.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>STANDARD SCORE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASS</td>
<td>≥70</td>
<td>18</td>
<td>52.94%</td>
</tr>
<tr>
<td>NOT PASS</td>
<td>&lt;70</td>
<td>16</td>
<td>47.05%</td>
</tr>
</tbody>
</table>

*Table 3. Students’ score category in cycle 1*

Based on the table above, the students’ score that pass the standard score were 18 students or 52.94% and 16 students or 47.05% did not pass the standard score.

d. Reflection

The result of writing test showed that there were 18 (52.94%) students who could pass the standard score. The researcher and the collaborator concluded that there was an improvement of the students’ score in writing. It means that the fishbone diagram for writing a hortatory exposition text had been applied well by the students. Even though there was an improvement score of students who could pass the standard score, the indicator of success of this research has been not achieved yet. It meant that the study has not been successful yet. So, the research would be gone to cycle 2.

Moreover the result of the two observation checklist had indicated that there were some problems that the researcher should
anticipate in the cycle 2. The result indicated that students were still less focus and the researcher needed to be more assertive and confident in order to achieve the indicator of this research. Based on the observation above, it was needed to conduct the next cycle. From the reflection and discussion with the collaborator, the researcher would do some efforts to improve the students’ writing ability in the next cycle. They are; 1). The researcher would revise the lesson plan. 2) The researcher would really assertive and confident when giving material to the students. 3). Monitored students who still talked with their chairmates and anticipated it by asking or giving a question to those students, 4) Give some interesting topic to the students and a clear explanation to the students, 5) reflecting and summarizing what students have done in the classroom.

Cycle 2

Cycle 2 was held on 7th - 14th May 2014. This cycle had been done based on the result of the reflection from cycle 1. The description of this cycle would be explained as below.

a. Revised Plan

This step was based on the reflection of the cycle 1. The researcher had made some revised in the cycle 2 which helped by the collaborator. The researcher prepared the lesson plan about hortatory exposition text. The materials were taken from “Developing English Competencies” book; teacher’s observation
sheet and students’ observation sheet. The researcher also prepared the writing test for the students after the fishbone method was implemented. This research was planned on 7th May 2014. The learning material and lesson plan of this research had been designed based on the curriculum of the school, syllabus and reflection from the previous cycle. Then the writing test had been designed to see the students’ improvement in writing hortatory exposition text. Observation checklist and field notes also had been designed based on the learning strategy of this research. Hortatory exposition text was still being chosen for the learning material.

b. Action

The action of this research was conducted by applying fishbone method based on revised plan. This stage was consisted of three meetings. In cycle 2, the researcher prepared the class very well in order to make the condition of the class more attractive. The researcher also had been more confident to teach students and gain their motivation.

The first meeting was done on 7th May 2014 at class IPA 3 of SMAN 4 Kota Bengkulu. In this meeting, the researcher recalled the students’ knowledge about what had been taught in the previous cycle. The researcher also asked students’ knowledge about fishbone diagram. This opening was used to measure what students had learned so that the researcher would explain what students
needed. In this cycle, the researcher always monitored the students who were talking before going to the material. It was used to make students focused on the researcher’s explanation. Then, the researcher gave the material about hortatory exposition text, its generic structure, language features, and the tenses. In explaining the material, the researcher asked some students about hortatory exposition text. The purpose was to make students keep attention on the researcher’s explanation. After that, the researcher explained about fishbone diagram briefly. In this part, the researcher focused to give clear explanation about fishbone diagram. Therefore, the researcher also invited students to ask about what they did not understand. Then, the researcher gave a clear instruction about what students should do.

In the second meeting, the researcher asked students to make their own fishbone diagram. After they made their own fishbone diagram, the students should develop their own hortatory exposition text based on the ideas from their fishbone. The last meeting was done on 14th May 2014. In this meeting, the researcher recalled the students’ knowledge about hortatory text and fishbone briefly before taking the test to refresh the students. Then the writing test was taken to see the result of cycle 2.
c. Observation

In this stage, the researcher was helped by the collaborator in observing teaching and learning process. There were two observation sheets in this stage. The first was students’ observation checklist and field notes sheet and the second was teacher’s observation checklist and field notes sheet. Through the students’ observation checklist and field notes, the result showed that the students more paid attention to the teacher. The students were less of talking when teaching and learning had begun. Therefore the processed of teaching and learning became more effective because almost all the students prepared themselves to study. Although, some students still talked but they did not talk very much. The process of learning also became more enjoy because most students were focus following the lesson.

According to the students’ observation checklist and field notes, it was seen that there were also some improvements in the students’ involvement. It was indicated from the percentage of students who followed the indicators which improved into 84.41% students (see appendix). It meant that all of the aspects had been achieved the indicator of the research. The students also more involved in the lesson rather than in the previous cycle.

Besides the students’ observation checklist and field notes, the researcher also used teacher’s observation checklist and field notes. The result of the teacher’s observation checklist
and field notes were the researcher had done all aspects. Even though the collaborator still explained that the researcher should be more confident and assertive, the collaborator told that the researcher had done better from the previous one. The researcher also could control most of the students to keep attention on the lesson and reduced students’ chatting by giving and asking a question to the students.

Furthermore besides the observation checklist and field notes, there was also the writing test in the observe stage. The writing test was held at the end of cycle 2. The result of the writing test was scored by using scoring guide that adapted from Heaton (1988). The result of students’ writing test in the cycle 2 showed that from 34 students, there were 24 students who could pass the standard score and 10 students who could not pass the standard score. It can be seen on the table below.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>STANDARD SCORE</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASS</td>
<td>≥70</td>
<td>24</td>
<td>70.58%</td>
</tr>
<tr>
<td>NOT PASS</td>
<td>&lt;70</td>
<td>10</td>
<td>29.41%</td>
</tr>
</tbody>
</table>

*Table 4. Students’ score in cycle 2*

After collecting and analyzing the students’ writing test, the researcher and the collaborator concluded that there was a significant improvement of the students’ score between the cycle 1 and the cycle 2. The chart below illustrated the students’ improvement from cycle 1 to cycle 2.
d. Reflection

The result of writing test in the cycle 2 showed a significant improvement from the previous cycle. It proved on the data of students’ writing test score from cycle 2 that from 34 students, 24 students (70.58%) could pass the standard score which was 70 and 10 students or 29.41% could not pass the standard score. Through the students’ observation checklist and field notes and teacher’s observation checklist and field notes, the students and the teacher were also showed better improvement. The teaching and learning process were more effective than the previous cycle. The teacher made a better improvement in getting the students’
attention while delivering the materials. The students were also showed a better improvement that they were more focus and active in the classroom. Based on the observation above, the indicator of success in this research had been achieved. Therefore, the research could be ended in this cycle.

Briefly, the results of the research findings were shown in the following explanation:

- **The Improvement of Students’ Skill in Writing Descriptive Text**

  Based on the data analysis above, the researcher found that the use of fishbone method in improving students’ skill in writing hortatory exposition text was effective. The improvement could be seen from the students” writing score, organizing the ideas in writing and the ability of making hortatory exposition text.

  By analyzing those instruments and conducting cycles, the researcher got the students’ improvement of the writing ability. The researcher found that the fishbone method can improve students’ ability in writing especially writing hortatory exposition text. It happened because the students use fishbone method in their learning process. According to the students, this strategy was the first time they use and they were also active and motivated.

  Before conducting the research, the researcher found that the students’ writing ability is low. The students could not organize well their writing and they were not active and motivated in writing. After conducting cycles, the students’ score in writing
ability was increased in each cycle. The percentage of students’ score that pass the standard score before implementing the research was 35%. It meant only 12 students who could pass the standard score. After implementing the research, the students’ score that pass the standard score was increased to 52.29% in cycle 1 and 70.58% in cycle 2.

The chart below illustrated the students’ improvement score before conducting the research, cycle 1 and cycle 2.

Chart 2: Students’ Improvement That Pass Standard Score before Conducting the Research, Cycle 1 and Cycle 2

Based on the chart above, it could be seen that there was a significant improvement of students’ score who could pass the standard score. Before conducting the research, there were 35.5% students who could pass the standard score and increased in cycle 1 to 50.29% students who pass the standard score, then increased.
again in cycle 2 to 70.58% students who could pass the standard score.

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

4.3 Discussion

The result of this research was compared to the previous research and some research theories in the chapter 2. The findings of this research showed the improvement of the students’ ability in writing hortatory exposition text. It could be seen from the students’ score in writing before conducting the research to cycle 1 and cycle 2. Therefore, fishbone method could improve the students’ writing ability especially in writing hortatory exposition text.

The question of this research was “To what extent can fishbone method improve students’ ability in writing hortatory exposition text at the eleventh grade of IPA 3 of SMAN 4 Kota Bengkulu?” The result of this question was that fishbone method could improve the students’ ability in writing hortatory exposition text. Garvey (2008) argued fishbone method can help to construct some factors that associated with a particular topic and show how they can relate together. It meant, the students can brainstorm their ideas about what they will write and write their text with related
arguments so their text can be arranged systematically.

The result of this research was also similar to the previous studies. The first was the research from Subaedah (2011) that using fishbone diagram could improve students’ writing skill. The last previous study was from Shan Li (2011) who did a classroom action research and the result was fishbone method could improve the quality of proposal.

Besides the result of writing test which held at the end of every cycle, the students’ improvement in writing skill by using fishbone method was also influenced by two factors. The first was the explanation factor from the teacher. Based on the teacher’s observation checklist and field notes, the teacher was less in confident and assertive students. Therefore, the students were less of focus and enthusiams. As the result of interview:

“bapak kurang tegas, pertama kali masuk juga bapak kelihatan gugup dan tidak menegur anak anak yang masih berbicara, karena itu teman teman tidak fokus, jadi bapak harus lebih tegas ngajarnya”. (Mister was too patient, when first meeting mister was still nervous and did not warn students who were still talking so they did not focus on Mister. So, next time Mister should be more assertive when teaching us).

In addition another respondent said:

“ketika bapak pertama kali ngajar, bapak terlalu fokus sama materi jadi kurang perhatian murid yang dibelakang yang main2 mestinya bapak datangin mereka dan kasih nasehat biar lebih perhatian pelajaran”. (When Mister taught us at the first time, Mister was too focus on the material so Mister was less care of students in behind. Mister should go there and give them a warn to pay attention on the lesson.)
Based on the observation checklist and field notes and interview, it could be summarized that the factor which influenced the students’ writing hortatory exposition text was teacher’s confident and assertion.

The second factor was about the students’ noise and focus. Based on the observation checklist and field notes, it was seen that the students did not focus on the lesson at sometimes. The students also still made a noise such as chatting with their classmate. But, after the researcher gave clear instruction and warn to them, the students followed the lesson with full focus. The researcher also handled these problems by giving and asking questions to the students. So, the students had no chance to chat with their friends. In researcher’s monitor, the students had understood about hortatory exposition text and fishbone diagram. But, some of them did not understand to construct ideas into the text and arrange the ideas which were important to be put in the text. But, after the teacher re-explained the using of fishbone diagram, which was helped them to brainstorm ideas and sub-ideas before putting the ideas into the text, the students understood what they had to do. The students were easy to give their ideas because there were guidelines for them to write. As the result of interview, most respondents said that fishbone diagram helped them in brainstorming their ideas. Since it was their first time writing with fishbone diagram, the students were enthusiastic
and active in writing by using fishbone diagram.

“pake fishbone diagram untuk ngumpulin ide itu bagus sekali Mister. Kami biasanya Cuma diajarin generic structure sama language featuresnya, yah kalo disuruh nulis kami langsung aja tulis gak pake metode apa-apa. Tapi, setelah diajarin fishbone kami sekarang bisa mikirin ide dulu. Walaupun agak lama dari biasanya tapi tulisan kami lebih teratur sekarang”. (Using fishbone diagram to brainstorm ideas was very good, Mister. We were usually taught its generic structure and language features. If the teacher asked us to write, we write directly without any method. But, after Mister taught us about fishbone, we could brainstorm our ideas. Eventhough, it was longer than usual but our writing was become more organized and systematic.)

In addition another respondent said:

“Menurut saya sangat membantu pak. Apalagi kami kan belum pernah diajarkan metode untuk pengumpulan ide seperti itu sebelumnya. Jadi sangat membantu dalam proses menulis tersebut. Kami tidak perlu repot memikirkan apa yang akan ditulis karena sudah ada di fishbone diagram tersebut”. (According to me, it was very helpful because we never learnt about brainstorm method like that. So, it was very helpful in writing process. We did not have to think what we should write because there was a fishbone diagram).

Therefore, the students’ understanding also influenced the factors in improving students’ writing ability which were influenced by the teacher’s explanation and the students’ understanding.

Furthermore, this research also confirms some research theories from the experts. For the first was the theory of using fishbone method could be an effective way to make students more understand how to organize information. It supports theory from
Martin (2006) said that the visual tools can help students to understand and organize information.

The second, fishbone diagram could improve the students’ writing in generating ideas. According to the theory from English Language Arts: Writing Across the Curriculum (1996) that said when students use this diagram to guide development of a writing piece, ideas will be generated as a prewriting strategy. The graphic helps students organize their drafts. Through fishbone diagram, the students could brainstorm their ideas and organize them before writing them on a paper.

The last, fishbone could develop students’ creative thinking in collecting ideas from brainstorming activities. Burtonshaw-Gunn (2010) said that fishbone diagram is a highly visual graphic technique which stimulates arranged ideas and develops creative ideas.

In conclusion, the fishbone method was an effective way in improving students’ skill in writing hortatory exposition text and could be a good way in increasing students” awareness of their own learning process and progress.
CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of the research that had been done in two cycles and in the research entitled “Improving students’ ability in writing hortatory exposition text by using fishbone method at the eleventh grade of class IPA 3 of SMAN 4 Kota Bengkulu”, it could be concluded that fishbone method improved students’ ability in writing hortatory exposition text through some ways. The first it could be seen from the students’ score in writing before conducting the research to cycle 1 and cycle 2. There was a significant improvement of the students’ writing ability in hortatory text after using fishbone method. The result was indicated an improvement from students who were able to pass standard score (≥70) from 35% in baseline data into 52.94% in the first cycle and became 70.58% in the second cycle. The students were easy in organizing their ideas through fishbone method. The students understood that there are many kinds of brainstorming activities so they can write an English text with organized step. The students also can create a brainstorming activity creatively by using kinds of graphic organizer.

The second, it was the students’ first time in using fishbone method on the process of teaching and learning in the classroom. The students were excited in writing their fishbone. They gave attention to the teacher explanation and asked question enthusiastically. The
students were also motivated and active in the classroom. They focused on the material that the researcher delivered. Therefore, the process of teaching and learning became more effective.

In conclusion, the researcher concluded that fishbone method improves students’ ability in writing hortatory exposition text at the eleventh grade of class IPA 3 of SMAN 4 Kota Bengkulu in academic year 2013/2014.

5.2 Suggestions

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

1. English teachers can use fishbone method as a method in teaching writing especially writing hortatory exposition text. Besides, the teacher should consider about the explanation and the students’ understanding.

2. Fishbone method is recommended for English teacher to brainstorm the students’ ideas in identifying the hortatory exposition text, because the students could develop their ideas when filling the fishbone method.

3. Further researchers can use this method for other types of text beside hortatory exposition text and not only for improving writing but also other skills.
REFERENCES

Agustine, Sherli. 2011. Teaching Writing Hortatory Exposition through Outlining at the Eleventh Grade of SMAN 3 BANJARMASIN.pdf. Banjarmasin: Lambung Mangkurat University


Martin, Jacqueline. 2006. *Fish Story*. Jurnal Penyelidikan Tindakan, jilid 1, pp. 29-41


Appendix 1

LESSON PLAN

CYCLE 1

School : SMA Negeri 4 Kota Bengkulu
Class/Semester : XI IPA 3/ II
Subject : English
Text Type : Hortatory Exposition
Skill : Writing
Time Allocation : 6 X 45 minutes

A. Standar Competence
Using the meaning of the text of the essay form of report, narrative and hortatory exposition in the context of daily life activity.

B. Basic Competence
Expressing meaning and rhetorical steps in essay writing using a variety of language accurately, fluently and acceptable in the context of daily life in text form; report, narrative and hortatory exposition

C. Indicators
1. Determine the generic structure of hortatory exposition text.
2. Generate the ideas from a topic of a hortatory exposition text.
3. Write a hortatory exposition text.

D. Learning Objectives
At the end of the lesson, the students are able to:
1. Determine the generic structure of hortatory exposition text.
2. Generate the ideas from a topic of a hortatory exposition text.
3. Write a hortatory exposition text.

E. Material
1. Hortatory exposition text
**On School Discipline**

Being on time is a beautiful social ethic and one of great importance, as it creates efficiency in systems and implies respect for one another. However, it is one of the many values that a school must inculcate into its students over time.

Discipline is not something that must be slapped onto a child like handcuffs. Inner discipline, one that comes from within due to an understanding of the set rules and regulations, is the highest form of behavior. Most excellent schools try to instill this with a loving environment that follow international standards and are generally unaffordable for the majority.

Good schools create competitive students who can organize themselves effectively in society so that everyone gets a quality life as a result of ethics and values imbibed into students for as long as 12 years.

Why, even adults arrive late to meetings, work, etc–admittedly shamefaced. Here, we are talking about children.

Latecomers should not be shut out. They can be given warnings, most of which are enough to make them want to reach school on time. If this fails, talk to the parents.

By closing its gates, the school is behaving cruelly and coldly–treatment to which we prefer not to expose our children.

Every school has a responsibility to implement educational concepts in the appropriate context, not just those schools.

Children are precious, and are dependent on adults for guidance and we must not take advantage of this. Understanding them is the key, and to this end, both parents and schools must work hand in hand without playing the blame game.

Fishbone diagram

*Source: Developing English Competencies*

F. Teaching Method/Technique

1. CLT
2. Drill
3 Group work

G. Activities Plan

**Meeting 1**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Description</th>
<th>Allocated time</th>
</tr>
</thead>
</table>
| **Opening Activities** | 1. Greeting  
2. Praying  
3. Checking attendance list  
4. Making sure the students are ready to study and checking all the class condition  
5. Teacher explains the purpose of the lesson and its indicators  
6. Asking students to brainstorm ideas: teacher asks students’ opinion about hortatory exposition text | 10             |
| **Main Activities** | 1. Students pay attention to the teacher’s explanation about hortatory exposition text  
2. Students pay attention to the example that teacher explains  
3. Students focus on the explanation about fishbone diagram and how to use it  
4. Teacher divides students into small group consist of five person  
5. Teacher gives each group a set of fishbone diagram  
6. Students pay attention to the teacher’s instruction about what they are going to do  
7. Students brainstorm ideas and collect ideas from every member  
8. Students write their ideas in the fishbone diagram  
9. Students select the appropriate ideas and begin to create a hortatory exposition text  
10. Teacher gives direction to the students when the activity begins  
11. Teacher helps students who need help and answer students’ question about the activity  
12. Students collect their work  
13. Teacher checks students’ work | 70             |
| **Closing Activities** | 1. Teacher evaluates the activities and takes a brief conclusion about the activities  
2. Teacher gives an appreciation to the students  
3. Teacher explains about the next meeting and closes the meeting. | 10             |
### Meeting 2

<table>
<thead>
<tr>
<th>Activities</th>
<th>Description</th>
<th>Allocated time</th>
</tr>
</thead>
</table>
| **Opening Activities** | 1. Greeting  
2. Praying  
3. Checking attendance list  
4. Making sure the students are ready to study and checking all the class condition  
5. Teacher motivates students about the importance of brainstorming technique in writing, especially in academic writing  
6. Teacher explains the indicators and the purpose of the lesson today | 10             |
| **Main Activities** | 1. Students focus on the explanation about fishbone diagram and how to use it  
2. Students pay attention to the example that teacher explains  
3. Teacher gives students chance to ask about fishbone before giving them an activity  
4. Teacher answers several question about brainstorming ideas and how to write systematically  
5. Teacher gives the directions about what student will do  
6. Students create a fishbone individually  
7. Students brainstorms their ideas by using their own fishbone  
8. Students create a short hortatory exposition text individually  
9. Teacher remains students to use language features of the hortatory exposition text  
10. Teacher helps students who need help and answer students’ question about the activity  
11. Students collect their work  
12. Teacher checks students’ work | 70             |
| **Closing Activities** | 1. Teacher evaluates the activities and takes a brief conclusion about the activities  
2. Teacher gives an appreciation to the students  
3. Teacher explains about the next meeting and closes the meeting. | 10             |

### Meeting 3

<table>
<thead>
<tr>
<th>Activities</th>
<th>Description</th>
<th>Allocated time</th>
</tr>
</thead>
</table>
| **Opening Activities** | 1. Greeting  
2. Praying  
3. Checking attendance list | 10             |
4. Making sure the students are ready to study and checking all the class condition

| Main Activities | 1. Teacher recall the knowledge of students about hortatory exposition  
|                 | 2. Teacher explains about hortatory exposition in a brief to recall students’ background knowledge  
|                 | 3. Teacher asks students to prepare for the test  
|                 | 4. Teacher gives the test to the students about writing hortatory exposition text  
|                 | 5. Students do the test based on the teacher instruction  
|                 | 6. Students collect their work to the teacher  
|                 | 7. Teacher checks the students’ work  

| Closing Activities | 1. Teacher gives an appreciation to the students  
|                   | 2. Teacher explains about the next meeting and closes the meeting.  

<table>
<thead>
<tr>
<th>Aspek yang dinilai</th>
<th>score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>30</td>
</tr>
<tr>
<td>Organization</td>
<td>20</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>Language Use</td>
<td>25</td>
</tr>
<tr>
<td>Mechanics</td>
<td>5</td>
</tr>
</tbody>
</table>

Bengkulu, 23 April 2014

Researcher

(Riki Agus Setiawan)

A1B010011
Appendix 2

LESSON PLAN

CYCLE 2

School : SMA Negeri 4 Kota Bengkulu
Class/Semester : XI IPA 3/ II
Subject : English
Text Type : Hortatory Exposition
Skill : Writing
Time Allocation : 6 X 45 minutes

A. Standard Competence
Using the meaning of the text of the essay form of report, narrative and hortatory exposition in the context of daily life activity.

B. Basic Competence
Expressing meaning and rhetorical steps in essay writing using a variety of language accurately, fluently and acceptable in the context of daily life in text form; report, narrative and hortatory exposition

C. Indicators
1. Determine the generic structure of hortatory exposition text.
2. Generate the ideas from a topic of a hortatory exposition text.
3. Write a hortatory exposition text.

D. Learning Objectives
At the end of the lesson, the students are able to:
1. Determine the generic structure of hortatory exposition text.
2. Generate the ideas from a topic of a hortatory exposition text.
3. Write a hortatory exposition text.

E. Material
2. Hortatory exposition text
Helping Children Discover Their Own Identity

Children of today's advanced world are different from those in the past. With easy access to modern technology, children of today are able to learn everything they encounter in their life, including world-class information. In terms of knowledge of the world, one must admit, they seem to surpass children brought up in the era when technological equipment was still traditional.

The rapid growth of children's cognitive, physical and social adaptations is an indication of how they can be easily shaped by the modern vicinity. This is a critical period when children are beginning to try to discover their own true identity.

Parental guidance is necessary to assist them in leading to the correct path. To do this, intervention, however, is not always mandatory if parents are upbeat that their offspring can handle the conundrum they are facing on their own. Self-reliance, in any occasion, needs to be stressed.

What parents need to do is to respect the changes going on within their child's world, and respond appropriately to their changing needs. Here a close monitoring rather than control taking is essential.

This may sound like ideal advice; yet not all parents may agree with this. A parent who was raised in a democratic family atmosphere will certainly pass down the freedom he/she had enjoyed during childhood to his/her offspring. On the other hand, those who were brought up in a conservative and authoritative family will inculcate traditional values to their children, restricting them by tightly abiding to what the parents believe to be the correct norms.

Clearly, a parent's family background will exert a considerable influence in helping his/her children to learn both formally and informally. It is more likely that parents will consistently follow the mind-set they adopted from their father or mother if they think that it is beneficial. Today's parents, however, need to be aware that not all values and norms that their parents implanted in them during their childhood are compatible with modern reality. Things have changed considerably, and parents should take this into account.

It might, for example, be felt less relevant to impose traditional control over their children's conduct about what they need to do to attain academic achievement. However, most parents still cling to this, acting as if they are omniscient and know perfectly what is best for their children.

In guiding children in search of true identity, it is important for today's parents to listen and accommodate all feedback from their children. Though it seems too difficult for some conservative parents to implement this, it is essential to a child's development into an emotionally mature adult.

Parents also should not exercise too much authority so as to overprotect their children to develop their potential to the fullest. Parental intervention, if it is done in an improper manner, can do more harm than good.

If not in accord with children's interests, parents' excessive intervention is seen by children as something that inhibits rather than facilitates their academic excursions. Parents
may probably not realize that their children simply want them to stay in the background and to provide whatever support and resources they need to venture out into the world.

This does not imply that intervention is not necessary. At the very young age when the influence of a peer group is extremely powerful, parents need to intervene by setting a strong measure to help their children resist the pressure to behave in ways that do not meet family standards.

The best way parents can aid their children is by successfully discovering their true identity and growing up to be an emotionally mature adult is to take a flexible approach. Parents need not always rigidly follow and impose certain norms and values, which are imbued with their family tradition during their childhood, on their children. Understanding children from the way they see the reality is surely a far more rewarding experience.

Source: Developing English Competencies

F. Teaching Method/Technique

1. CLT
2. Drill
3. Group work

G. Activities Plan

Meeting 1

<table>
<thead>
<tr>
<th>Activities</th>
<th>Description</th>
<th>Allocated time</th>
</tr>
</thead>
</table>
| Opening Activities  | 1. Greeting  
2. Praying  
3. Checking attendance list  
4. Making sure the students are ready to study and checking all the class condition  
5. Teacher explains the purpose of the lesson and its indicators  
6. Asking students to brainstorm ideas: teacher asks students’ opinion about hortatory exposition text | 10             |
| Main Activities     | 1. Students pay attention to the teacher’s explanation about hortatory exposition text  
2. Students pay attention to the example that teacher explains  
3. Students focus on the explanation about fishbone diagram and how to use it  
4. Teacher divides students into small group consist of five person  
5. Teacher gives each group a set of fishbone diagram  
6. Students pay attention to the teacher’s instruction about what they are going to do  
7. Students brainstorm ideas and collect ideas | 70             |
from every member
8. Students write their ideas in the fishbone diagram
9. Students select the appropriate ideas and begin to create a hortatory exposition text
10. Teacher gives direction to the students when the activity begins
11. Teacher helps students who need help and answer students’ question about the activity
12. Students collect their work
13. Teacher checks students’ work

<table>
<thead>
<tr>
<th>Closing Activities</th>
<th>Description</th>
<th>Allocated time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher evaluates the activities and takes a brief conclusion about the activities</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>2. Teacher gives an appreciation to the students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teacher explains about the next meeting and closes the meeting.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Meeting 2

<table>
<thead>
<tr>
<th>Activities</th>
<th>Description</th>
<th>Allocated time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Activities</td>
<td>1. Greeting 2. Praying 3. Checking attendance list 4. Making sure the students are ready to study and checking all the class condition 5. Teacher motivates students about the importance of brainstorming technique in writing, especially in academic writing 6. Teacher explains the indicators and the purpose of the lesson today</td>
<td>10</td>
</tr>
<tr>
<td>Main Activities</td>
<td>1. Students focus on the explanation about fishbone diagram and how to use it 2. Students pay attention to the example that teacher explains 3. Teacher gives students chance to ask about fishbone before giving them an activity 4. Teacher answers several question about brainstorming ideas and how to write systematically 5. Teacher gives the directions about what student will do 6. Students create a fishbone individually 7. Students brainstorm their ideas by using their own fishbone 8. Students create a short hortatory exposition text individually 9. Teacher remains students to use language features of the hortatory exposition text</td>
<td>70</td>
</tr>
</tbody>
</table>
### Meeting 3

<table>
<thead>
<tr>
<th>Activities</th>
<th>Description</th>
<th>Allocated time</th>
</tr>
</thead>
</table>
| **Opening Activities** | 1. Greeting  
                      2. Praying  
                      3. Checking attendance list  
                      4. Making sure the students are ready to study and checking all the class condition | 10              |
| **Main Activities**   | 1. Teacher recall the knowledge of students about hortatory exposition  
                      2. Teacher explains about hortatory exposition in a brief to recall students’ background knowledge  
                      3. Teacher asks students to prepare for the test  
                      4. Teacher gives the test to the students about writing hortatory exposition text  
                      5. Students do the test based on the teacher instruction  
                      6. Students collect their work to the teacher  
                      7. Teacher checks the students’ work | 70              |
| **Closing Activities** | 1. Teacher gives an appreciation to the students  
                      2. Teacher explains about the next meeting and closes the meeting. | 10              |

**H. Learning Sources**
1. Internet  
2. Material book

**I. Media and Tools**
1. LCD  
2. Laptop  
3. Fishbone Diagram

**J. Evaluation**
1. Technique : Writing Test  
2. Form : Write a hortatory exposition text
<table>
<thead>
<tr>
<th>Aspek yang dinilai</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>30</td>
</tr>
<tr>
<td>Organization</td>
<td>20</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>20</td>
</tr>
<tr>
<td>Language Use</td>
<td>25</td>
</tr>
<tr>
<td>Mechanics</td>
<td>5</td>
</tr>
</tbody>
</table>

Bengkulu, 23 April 2014
Researcher

(Riki Agus Setiawan)
A1B010011
Appendix 3

ITEM SPECIFICATION FOR WRITING TEST

School: SMAN 4 Kota Bengkulu
Subject: Hortatory Exposition Text
Skill: Writing
Time Allocation: 60 Minutes

<table>
<thead>
<tr>
<th>No</th>
<th>Standar Competence</th>
<th>Basic Competence</th>
<th>Class/Smt</th>
<th>Material</th>
<th>Indicator</th>
</tr>
</thead>
</table>
| 1. | Mengungkapkan makna dalam teks essay berbentuk report, narrative, dan hortatory exposition dalam konteks kehidupan sehari-hari | Mengungkapkan makna dan langkah retorika dalam essay dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: report, narrative, dan hortatory exposition | XI/II | Hortatory Exposition Text | • Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat  
• Menulis hortatory exposition text berdasarkan generic structure dan language features yang tepat |
Appendix 4

Writing Test (cycle 1)

Mata Pelajaran : Bahasa Inggris
Kelas/Semester  : XI IPA 3/ II
Hari/Tanggal    :
Jam             :

Soal

1. Write a hortatory exposition text about 3-4 paragraphs, choose one of the following topics!
   a. Health
   b. Environment
   c. Tourism

2. You have 60 minutes to collect your test!
Appendix 5

Writing Test (cycle 2)

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI IPA 3/ II
Hari/Tanggal :
Jam :

Soal

1. Write a hortatory exposition text about 4-5 paragraphs (free topics).
2. You have 60 minutes to collect your test!
Grading Rubric for Written Assignments
By J.B. Heaton

<table>
<thead>
<tr>
<th>Content</th>
<th>30-27</th>
<th>EXCELLENT TO VERY GOOD</th>
<th>knowledgeable - substantive - etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>26-22</td>
<td>GOOD TO AVERAGE</td>
<td>some knowledge of subject – adequate range - etc.</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td>FAIR TO POOR</td>
<td>limited knowledge of subject - little substance - etc.</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td>VERY POOR</td>
<td>does not show knowledge of subject - non-substantive - Etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>20-18</th>
<th>EXCELLENT TO VERY GOOD</th>
<th>fluent expression - ideas clearly stated - etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17-14</td>
<td>GOOD TO AVERAGE</td>
<td>somewhat choppy - loosely organized but main ideas stand out - etc.</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>FAIR TO POOR</td>
<td>non-fluent - ideas confused or disconnected - etc.</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>VERY POOR</td>
<td>does not communicate - no organization - etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>20-18</th>
<th>EXCELLENT TO VERY GOOD</th>
<th>sophisticated range -effective-word/idiom choice and usage - etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17-14</td>
<td>GOOD TO AVERAGE</td>
<td>adequate range - occasional errors of word/idiom form, choice, usage but meaning not obscured.</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>FAIR TO POOR</td>
<td>limited range - frequent errors of word/idiom form, choice, usage - etc.</td>
</tr>
<tr>
<td></td>
<td>9-7</td>
<td>VERY POOR</td>
<td>essentially translation - little knowledge of English vocabulary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language use</th>
<th>25 - 22</th>
<th>EXCELLENT TO VERY GOOD</th>
<th>effective complex constructions - etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21 - 19</td>
<td>GOOD TO AVERAGE</td>
<td>effective but simple constructions – etc.</td>
</tr>
<tr>
<td></td>
<td>17 - 11</td>
<td>FAIR TO POOR</td>
<td>major problems in simple/complex constructions - etc.</td>
</tr>
<tr>
<td></td>
<td>10 - 5</td>
<td>VERY POOR</td>
<td>virtually no mastery of sentence construction rules - etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mechanics</th>
<th>5</th>
<th>EXCELLENT TO VERY GOOD</th>
<th>demonstrates mastery of conventions - etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>GOOD TO AVERAGE</td>
<td>occasional errors of spelling, punctuation - etc.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>FAIR TO POOR</td>
<td>frequent errors of spelling punctuation, capitalization - etc.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>VERY POOR</td>
<td>no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.</td>
</tr>
</tbody>
</table>

*Source: Writing English Language Tests - Longman*
Appendix 7

**BASELINE DATA**

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ANH</td>
<td>68</td>
</tr>
<tr>
<td>2</td>
<td>AGS</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>AUL</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>BME</td>
<td>77</td>
</tr>
<tr>
<td>5</td>
<td>CMW</td>
<td>55</td>
</tr>
<tr>
<td>6</td>
<td>DAP</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>DPS</td>
<td>48</td>
</tr>
<tr>
<td>8</td>
<td>DRA</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>EMS</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>FSF</td>
<td>63</td>
</tr>
<tr>
<td>11</td>
<td>FNS</td>
<td>77</td>
</tr>
<tr>
<td>12</td>
<td>IMS</td>
<td>65</td>
</tr>
<tr>
<td>13</td>
<td>JMH</td>
<td>68</td>
</tr>
<tr>
<td>14</td>
<td>LPP</td>
<td>80</td>
</tr>
<tr>
<td>15</td>
<td>MWd</td>
<td>54</td>
</tr>
<tr>
<td>16</td>
<td>MRU</td>
<td>60</td>
</tr>
<tr>
<td>17</td>
<td>MIZ</td>
<td>75</td>
</tr>
<tr>
<td>18</td>
<td>MNS</td>
<td>65</td>
</tr>
<tr>
<td>19</td>
<td>NAW</td>
<td>50</td>
</tr>
<tr>
<td>20</td>
<td>NSW</td>
<td>68</td>
</tr>
<tr>
<td>21</td>
<td>PSP</td>
<td>85</td>
</tr>
<tr>
<td>22</td>
<td>RII</td>
<td>80</td>
</tr>
<tr>
<td>23</td>
<td>RDA</td>
<td>55</td>
</tr>
<tr>
<td>24</td>
<td>RAP</td>
<td>50</td>
</tr>
<tr>
<td>25</td>
<td>RMS</td>
<td>70</td>
</tr>
<tr>
<td>26</td>
<td>RPG</td>
<td>48</td>
</tr>
<tr>
<td>27</td>
<td>ROV</td>
<td>60</td>
</tr>
<tr>
<td>28</td>
<td>SAM</td>
<td>60</td>
</tr>
<tr>
<td>29</td>
<td>SJT</td>
<td>70</td>
</tr>
<tr>
<td>30</td>
<td>SMS</td>
<td>55</td>
</tr>
<tr>
<td>31</td>
<td>TGZ</td>
<td>60</td>
</tr>
<tr>
<td>32</td>
<td>TMS</td>
<td>68</td>
</tr>
<tr>
<td>33</td>
<td>VEF</td>
<td>50</td>
</tr>
<tr>
<td>34</td>
<td>WAP</td>
<td>75</td>
</tr>
</tbody>
</table>

\[
P = \frac{f}{n} \times 100\
\[
P = \frac{12}{34} \times 100\%
\]

\[
P = 35\%
\]
### Appendix 8

#### The Result of Students’ Writing Scores in Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Scoring Aspects</th>
<th>Score from researcher</th>
<th>Score from collaborator</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>content</td>
<td>organization</td>
<td>vocabulary</td>
<td>Language use</td>
</tr>
<tr>
<td>1</td>
<td>ANH</td>
<td>18</td>
<td>15</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>AGS</td>
<td>19</td>
<td>18</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>AUL</td>
<td>17</td>
<td>16</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>BME</td>
<td>20</td>
<td>17</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>CMW</td>
<td>14</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>DAP</td>
<td>20</td>
<td>18</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>DPS</td>
<td>13</td>
<td>10</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>DRA</td>
<td>18</td>
<td>16</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>9</td>
<td>EMS</td>
<td>19</td>
<td>17</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>10</td>
<td>FSF</td>
<td>17</td>
<td>15</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>11</td>
<td>FNS</td>
<td>20</td>
<td>16</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>12</td>
<td>IMS</td>
<td>17</td>
<td>15</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>13</td>
<td>JMH</td>
<td>20</td>
<td>15</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>14</td>
<td>LPP</td>
<td>22</td>
<td>17</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>15</td>
<td>MWd</td>
<td>16</td>
<td>13</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>16</td>
<td>MRU</td>
<td>18</td>
<td>15</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>17</td>
<td>MIZ</td>
<td>22</td>
<td>15</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>18</td>
<td>MNS</td>
<td>20</td>
<td>16</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>19</td>
<td>NAW</td>
<td>18</td>
<td>14</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>20</td>
<td>NSW</td>
<td>18</td>
<td>16</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>21</td>
<td>PSP</td>
<td>21</td>
<td>17</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>22</td>
<td>RII</td>
<td>20</td>
<td>16</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>23</td>
<td>RDA</td>
<td>15</td>
<td>12</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>24</td>
<td>RAP</td>
<td>15</td>
<td>13</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>25</td>
<td>RMS</td>
<td>19</td>
<td>15</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>26</td>
<td>RPG</td>
<td>14</td>
<td>12</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>27</td>
<td>ROV</td>
<td>18</td>
<td>16</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>28</td>
<td>SAM</td>
<td>15</td>
<td>13</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>29</td>
<td>SJT</td>
<td>20</td>
<td>15</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>30</td>
<td>SMS</td>
<td>16</td>
<td>13</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>31</td>
<td>TGCZ</td>
<td>16</td>
<td>14</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>32</td>
<td>TMS</td>
<td>19</td>
<td>16</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>33</td>
<td>VEF</td>
<td>11</td>
<td>12</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>34</td>
<td>WAP</td>
<td>22</td>
<td>16</td>
<td>17</td>
<td>19</td>
</tr>
</tbody>
</table>

| Mean score from collaborator | \[ \frac{2528}{34} = 74.35 \] |
| Mean score from researcher   | \[ \frac{2334}{34} = 68.64 \] |

*Note: The score from researcher*
The Result of Students’ Writing Scores in Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Scoring Aspects</th>
<th>Score from collaborator</th>
<th>Score from researcher</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>content</td>
<td>organization</td>
<td>vocabulary</td>
<td>Language use</td>
</tr>
<tr>
<td>1</td>
<td>ANH</td>
<td>18</td>
<td>17</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>AGS</td>
<td>18</td>
<td>20</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>AUL</td>
<td>16</td>
<td>15</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>BME</td>
<td>18</td>
<td>19</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>CMW</td>
<td>15</td>
<td>12</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>DAP</td>
<td>20</td>
<td>21</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>DPS</td>
<td>14</td>
<td>12</td>
<td>16</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>DRA</td>
<td>17</td>
<td>16</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>9</td>
<td>EMS</td>
<td>19</td>
<td>17</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>10</td>
<td>FSF</td>
<td>17</td>
<td>18</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>11</td>
<td>FNS</td>
<td>22</td>
<td>19</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>12</td>
<td>IMS</td>
<td>18</td>
<td>17</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>13</td>
<td>JMH</td>
<td>21</td>
<td>18</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>14</td>
<td>LPP</td>
<td>22</td>
<td>23</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>15</td>
<td>MWd</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>16</td>
<td>MRU</td>
<td>18</td>
<td>18</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>17</td>
<td>MIZ</td>
<td>22</td>
<td>20</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>18</td>
<td>MNS</td>
<td>19</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>19</td>
<td>NAW</td>
<td>17</td>
<td>15</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>20</td>
<td>NSW</td>
<td>18</td>
<td>17</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>21</td>
<td>PSP</td>
<td>22</td>
<td>23</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>22</td>
<td>RII</td>
<td>18</td>
<td>16</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>23</td>
<td>RDA</td>
<td>15</td>
<td>13</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>24</td>
<td>RAP</td>
<td>16</td>
<td>14</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>25</td>
<td>RMS</td>
<td>19</td>
<td>17</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>26</td>
<td>RPG</td>
<td>12</td>
<td>14</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>27</td>
<td>ROV</td>
<td>17</td>
<td>16</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>28</td>
<td>SAM</td>
<td>12</td>
<td>14</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>29</td>
<td>SJT</td>
<td>21</td>
<td>17</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>30</td>
<td>SMS</td>
<td>14</td>
<td>16</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>31</td>
<td>TGZ</td>
<td>14</td>
<td>13</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>32</td>
<td>TMS</td>
<td>17</td>
<td>16</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>33</td>
<td>VEF</td>
<td>11</td>
<td>12</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>34</td>
<td>WAP</td>
<td>20</td>
<td>19</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

| Mean score from collaborator | $\frac{2528}{34} = 74.35$ |
| Mean score from researcher  | $\frac{2334}{34} = 68.64$ |

Note: The score from collaborator
### The Result of Students’ Writing Scores in Cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Scoring Aspects</th>
<th>Score from researcher</th>
<th>Score from collaborator</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>content</td>
<td>organization</td>
<td>vocabulary</td>
<td>Language use</td>
</tr>
<tr>
<td>1</td>
<td>ANH</td>
<td>19</td>
<td>17</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>AGS</td>
<td>18</td>
<td>20</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>AUL</td>
<td>16</td>
<td>14</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>BME</td>
<td>21</td>
<td>20</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>CMW</td>
<td>19</td>
<td>17</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>6</td>
<td>DAP</td>
<td>23</td>
<td>18</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>DPS</td>
<td>15</td>
<td>13</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>8</td>
<td>DRA</td>
<td>25</td>
<td>17</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>EMS</td>
<td>19</td>
<td>18</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>10</td>
<td>FSF</td>
<td>15</td>
<td>15</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>FNS</td>
<td>21</td>
<td>18</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>12</td>
<td>IMS</td>
<td>19</td>
<td>16</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>13</td>
<td>JMH</td>
<td>20</td>
<td>17</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>14</td>
<td>LPP</td>
<td>28</td>
<td>18</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>15</td>
<td>MWd</td>
<td>15</td>
<td>13</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>16</td>
<td>MRU</td>
<td>16</td>
<td>15</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>17</td>
<td>MIZ</td>
<td>22</td>
<td>15</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>18</td>
<td>MNS</td>
<td>22</td>
<td>17</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td>19</td>
<td>NAW</td>
<td>20</td>
<td>16</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>NSW</td>
<td>21</td>
<td>20</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>21</td>
<td>PSP</td>
<td>19</td>
<td>17</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>22</td>
<td>RII</td>
<td>20</td>
<td>18</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>23</td>
<td>RDA</td>
<td>11</td>
<td>10</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>24</td>
<td>RAP</td>
<td>16</td>
<td>12</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>25</td>
<td>RMS</td>
<td>20</td>
<td>17</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>26</td>
<td>RPG</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>27</td>
<td>ROV</td>
<td>18</td>
<td>20</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>28</td>
<td>SAM</td>
<td>18</td>
<td>14</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>29</td>
<td>SJT</td>
<td>21</td>
<td>18</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>30</td>
<td>SMS</td>
<td>20</td>
<td>18</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>31</td>
<td>TGZ</td>
<td>17</td>
<td>15</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>32</td>
<td>TMS</td>
<td>19</td>
<td>17</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>33</td>
<td>VEF</td>
<td>17</td>
<td>14</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>34</td>
<td>WAP</td>
<td>18</td>
<td>16</td>
<td>19</td>
<td>17</td>
</tr>
</tbody>
</table>

| Mean score from collaborator | $\frac{2465}{34} = 72.5$ |
| Mean score from researcher   | $\frac{2493}{34} = 73.32$ |

Note: The score from researcher
## The Result of Students’ Writing Scores in Cycle 2

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Scoring Aspects</th>
<th>Score from collaborator</th>
<th>Score from researcher</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>content</td>
<td>organization</td>
<td>vocabulary</td>
<td>Language use</td>
</tr>
<tr>
<td>1</td>
<td>ANH</td>
<td>20</td>
<td>20</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>AGS</td>
<td>20</td>
<td>18</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>AUL</td>
<td>16</td>
<td>15</td>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>BME</td>
<td>21</td>
<td>22</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>CMW</td>
<td>19</td>
<td>21</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>DAP</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>DPS</td>
<td>17</td>
<td>15</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>8</td>
<td>DRA</td>
<td>21</td>
<td>20</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>9</td>
<td>EMS</td>
<td>18</td>
<td>17</td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>10</td>
<td>FSF</td>
<td>14</td>
<td>17</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>11</td>
<td>FNS</td>
<td>21</td>
<td>21</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>12</td>
<td>IMS</td>
<td>19</td>
<td>17</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>13</td>
<td>JMH</td>
<td>18</td>
<td>16</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>14</td>
<td>LPP</td>
<td>23</td>
<td>21</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>15</td>
<td>MWd</td>
<td>13</td>
<td>14</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>MRU</td>
<td>18</td>
<td>16</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>17</td>
<td>MIZ</td>
<td>20</td>
<td>17</td>
<td>20</td>
<td>19</td>
</tr>
<tr>
<td>18</td>
<td>MNS</td>
<td>20</td>
<td>18</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>19</td>
<td>NAW</td>
<td>18</td>
<td>17</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>20</td>
<td>NSW</td>
<td>19</td>
<td>17</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>21</td>
<td>PSP</td>
<td>23</td>
<td>21</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>22</td>
<td>RII</td>
<td>18</td>
<td>17</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>23</td>
<td>RDA</td>
<td>11</td>
<td>12</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>24</td>
<td>RAP</td>
<td>14</td>
<td>14</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>25</td>
<td>RMS</td>
<td>18</td>
<td>20</td>
<td>19</td>
<td>15</td>
</tr>
<tr>
<td>26</td>
<td>RPG</td>
<td>15</td>
<td>14</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>27</td>
<td>ROV</td>
<td>19</td>
<td>18</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>28</td>
<td>SAM</td>
<td>18</td>
<td>16</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>29</td>
<td>SJT</td>
<td>21</td>
<td>20</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>30</td>
<td>SMS</td>
<td>19</td>
<td>20</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>31</td>
<td>TGZ</td>
<td>20</td>
<td>18</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>32</td>
<td>TMS</td>
<td>17</td>
<td>15</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>33</td>
<td>VEF</td>
<td>17</td>
<td>15</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>34</td>
<td>WAP</td>
<td>19</td>
<td>18</td>
<td>17</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mean score from collaborator</th>
<th>Mean score from researcher</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ \frac{2465}{34} = 72.5 ]</td>
<td>[ \frac{2493}{34} = 73.32 ]</td>
</tr>
</tbody>
</table>

*Note: The score from collaborator*
Teacher's Observation Checklist

The researcher: RIKI PLUS SITAWAN
Subject of the research:HORTICULTURAL EXPOSITION
The observer: Dra. ESTOMIH Y, M.Si.
Cycle: 1

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher opens the class by giving the questions, or</td>
<td></td>
<td></td>
<td>Teacher is required more assertive and confident, so that the condition of teaching and learning process is more attractive</td>
</tr>
<tr>
<td>brainstorm activities to call the students' background knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teacher explains the materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teacher explains the use of fishbone diagram</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teacher gives example how to use a fishbone diagram</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Teacher gives questions to the students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Teacher answers the students' questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Teacher checks students' understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Teacher gives feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Teacher observes the students work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Teacher helps the students in group work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Teacher gives reinforcement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bengkulu, April 2014
Dra. ESTOMIH Y, M.Si.
# Students' Observation Checklist

**The researcher**: RIKI AGUS SEDIANAN  
**Subject of the research**: HORTIPTORY EXPEDITION  
**The observer**: UMG. ESTOMIHITI Y, M.Si.  
**Cycle**: 1

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Yes</th>
<th>Number</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students are enthusiastic in the classroom</td>
<td>✔</td>
<td>27</td>
<td></td>
<td>Performance in learning required more</td>
</tr>
<tr>
<td>2. Students give attentions to the teacher’s explanation</td>
<td>✔</td>
<td>25</td>
<td></td>
<td>remain and still confident so that the</td>
</tr>
<tr>
<td>3. Students are motivated in studying text by using fishbone</td>
<td>✔</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Students are active in the classroom</td>
<td>✔</td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Students are able to use fishbone diagram</td>
<td>✔</td>
<td>24</td>
<td></td>
<td>Learning process is more attract</td>
</tr>
<tr>
<td>6. Students understand about the material</td>
<td>✔</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Students ask questions</td>
<td>✔</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Students follow the learning process</td>
<td>✔</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Students are happy to study the material by using fishbone</td>
<td>✔</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Students focus in following the teaching and learning process</td>
<td>✔</td>
<td>25</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total**: 267 (10 = 267)

Students = \( \frac{\text{Number of students}}{\text{total indicators}} \) = \( \frac{267}{10} \) = 26.7

Students Percentage = \( \frac{\text{Students}}{\text{total Students}} \times 100 \) = \( \frac{26.7 \times 100}{39} \) = 78.52%

Bengkulu, April 2014

[Signature]
Teacher's Observation Checklist

The researcher          : RIKI AGUS SETIYAWAN
Subject of the research : HORTATORY EXPOSITION
The observer           : DDI. ESTOMIH, Y. Msi.
Cycle                  : Y

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher opens the class by giving the questions, or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brainstorm activities to call the students' background</td>
<td></td>
<td></td>
</tr>
<tr>
<td>knowledge</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2. Teacher explains the materials</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3. Teacher explains the use of fishbone diagram</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4. Teacher gives example how to use a fishbone</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>diagram</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>5. Teacher gives questions to the students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6. Teacher answers the students' questions</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>7. Teacher checks students' understanding</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8. Teacher gives feedback</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9. Teacher observes the students work</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10. Teacher helps the students in group work</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11. Teacher gives reinforcement</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Bengkelu, Mei 2019

DDI. ESTOMIH, Y. Msi.
Students’ Observation Checklist

The researcher : RIKI AGUS SETIYOWAN.
Subject of the research : HORTATORY EXPOSITION.
The observer : Igra. ESTAMNH. Y, M.Si.
Cycle : 2,

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Yes</th>
<th>Number</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students are enthusiasm in the classroom</td>
<td>✓</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Students give attentions to the teacher’s explanation</td>
<td>✓</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Students are motivated in studying text by using</td>
<td>✓</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fishbone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Students are active in the classroom</td>
<td>✓</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Students are able to use fishbone diagram</td>
<td>✓</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Students understand about the material</td>
<td>✓</td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Students ask questions</td>
<td>✓</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Students follow the learning process</td>
<td>✓</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Students are happy to study the material by using</td>
<td>✓</td>
<td>29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fishbone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Students focus in following the teaching and learning process</td>
<td>✓</td>
<td>27</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[
\text{Students} = \frac{\text{Number of students}}{\text{total indicators}} = \frac{287}{10} = 28.7
\]

Bengkulu, Mei 2014

Students Percentage = \( \frac{\text{Students}}{\text{total Students}} \times 100 \) = \( \frac{28.7}{34} \times 100 = 84.41\% \)
Appendix 14

List of Interview Questions to the Students

1. Apakah kamu suka menulis? Mengapa/Mengapa tidak?
2. Apa saja kesulitan dalam menulis yang kamu hadapi?
3. Bagaimana pendapatmu setelah menggunakan fishbone?
4. Apakah fishbone membantumu dalam menulis hortatory? Mengapa/Mengapa tidak?
5. Apakah kamu menemukan kesulitan dalam menggunakan fishbone? Apa saja kesulitannya?
6. Apa perbedaan yang kamu rasakan setelah menggunakan fishbone dalam menulis dengan sebelum menggunakan fishbone?
Appendix 15

Interview to the students after Implementing Fishbone Method to the students at XI IPA 3 of SMAN 4 Kota Bengkulu

Interviewer : Riki Agus Setiawan
Interviewee : Dara Aprita

1. Tanya : Apakah kamu suka menulis? Mengapa/Mengapa tidak?
Jawab : Ya, saya suka menulis Mister apalagi menulis diary. Saya suka menulis karena saya merasa dengan menulis bisa mencurahkan semua isi dipikiran dan hati saya dan saya merasa mendapatkan kebebasan dalam menulis tersebut.

2. Tanya : Apa saja kesulitan dalam menulis yang kamu hadapi?

3. Tanya : Bagaimana pendapatmu setelah menggunakan fishbone?
Jawab : Menurut pendapat saya pake fishbone diagram untuk ngumpulin ide itu bagus sekali Mister. Kami biasanya Cuma diajarin generic structure sama language featuresnya, yah kalo disuruh nulis kami langsung aja tulis gak pakai metode apa-apa. Tapi, setelah diajarin fishbone kami sekarang bisa mikirin ide dulu. Walaupun agak lama dari biasanya tapi tulisan kami lebih teratur sekarang.

4. Tanya : Apakah fishbone membantumu dalam menulis hortatory? Mengapa/Mengapa tidak?
Jawab : Kalau menurut saya sangat membantu, ya itu tadi. Saya merasa dengan pake fishbone diagram itu kami bisa ngumpulin ide dulu dan mengatur tulisan kami sehingga pada saat menulis ke dalam kertas kami sudah tau apa yang mau kami tulis. Semacam punya panduan gitu Mister.

5. Tanya : Apakah kamu menemukan kesulitan dalam menggunakan fishbone? Apa saja kesulitannya?
Jawab : Kalau dalam menggunakan fishbone, saya rasa nggak ada Mister. Paling karena kami baru memakainya beberapa kali jadi belum terbiasa, masih agak susah mengumpulkan ide. Tapi, kalo menurut saya kelasnya terlalu bising pak apalagi waktu kerja kelompok. Bapak juga kurang tegas, pertama kali masuk juga bapak kelihatan gugup dan tidak menegur anak anak yang masih berbicara, karena itu teman teman tidak fokus, jadi bapak harus lebih tegas ngajarnya.

6. Tanya : Apa perbedaan yang kamu rasakan setelah menggunakan fishbone dalam menulis dengan sebelum menggunakan fishbone?
Jawab : Menggunakan fishbone itu lebih membantu saya dalam menuangkan ide, jadi saya bisa kumpulin ide – ide dulu terus saya coret yang tidak perlu,,semacam kerangkanya gitu Pak, tetapi lebih banyak memakan waktu.
Interviewee : Fitri Novita Sari

1. Tanya : Apakah kamu suka menulis? Mengapa/Mengapa tidak?
   Jawab : Saya sangat suka menulis pak, karena menulis itu membuat saya mampu mengungkapkan isi pikiran saya. Saya suka sekali menulis apalagi menulis cerpen.

2. Tanya : Apa saja kesulitan dalam menulis yang kamu hadapi?
   Jawab : Kalo kesulitan menulis dalam bahasa inggris paling vocabularynya pak. Kan kita harus banyak tau vocabulary,terus generic structure dalam text tersebut dan yang pasti tenses yang digunakan.

3. Tanya : Bagaimana pendapatmu setelah menggunakan fishbone?

4. Tanya : Apakah fishbone membantumu dalam menulis hortatory? Mengapa/Mengapa tidak?

5. Tanya : Apakah kamu menemukan kesulitan dalam menggunakan fishbone? Apa saja kesulitannya?
   Jawab : kalo dari saya sih tidak ada pak. Cuma menurut saya yang kurang itu ketika bapak pertama kali ngajar, bapak terlalu fokus sama materi jadi kurang perhatian murid yang dibelakang yang main2 mestinya bapak datangin mereka dan kasih nasehat biar lebih perhatian pelajaran.

6. Tanya : Apa perbedaan yang kamu rasakan setelah menggunakan fishbone dalam menulis dengan sebelum menggunakan fishbone?
   Jawab : perbedaannya, kalau pake fishbone itu tulisannya lebih teratur, kita sudah tau apa yang harus ditulis, terus kita bisa ngecek dulu kerangka fishbone itu sebelum benar – benar ditulis. Tapi kalo tidak pake fishbone, itu memang menulisnya lebih cepat, tapi agak susah apalagi kalo kehabisan ide atau idenya terbalik jadi kita banyak coret – coretan karena tidak berurutan tulisannya.

Interviewee : Jumhari

1. Tanya : Apakah kamu suka menulis? Mengapa/Mengapa tidak?
   Jawab : saya tidak terlalu suka menulis pak. Karena bukan hobi saya, saya lebih suka dengan yang bersifat olahraga.

2. Tanya : Apa saja kesulitan dalam menulis yang kamu hadapi?
   Jawab : kesulitan dalam menulis di pelajaran bahasa inggris itu, karena terlalu banyak aturannya pak. Tetapi dengan adanya aturan tersebut kita juga bisa tau jenis
text apa yang kita tulis dan baca. Kalo saya susahnya di grammarnya pak, kadang saya lupa tensesnya, selain itu saya juga susah untuk mengembangkan ide.

3. Tanya : Bagaimana pendapatmu setelah menggunakan fishbone?

4. Tanya : Apakah fishbone membantumu dalam menulis hortatory? Mengapa/Mengapa tidak?

5. Tanya : Apakah kamu menemukan kesulitan dalam menggunakan fishbone? Apa saja kesulitannya?

6. Tanya : Apa perbedaan yang kamu rasakan setelah menggunakan fishbone dalam menulis dengan sebelum menggunakan fishbone?
Jawab : perbedaannya kalo sake fishbone tu ide kita tertata terus kita bisa ngaturnya. Kalo gk sake fishbone tu kita nulis apa yang ada dipikiran kita aja, jadi kadang gak nyambung antara kalimat tu.

**Interviewee : M. Noer Syahputra**

1. Tanya : Apakah kamu suka menulis? Mengapa/Mengapa tidak?

2. Tanya : Apa saja kesulitan dalam menulis yang kamu hadapi?

3. Tanya : Bagaimana pendapatmu setelah menggunakan fishbone?

4. Tanya tidak?
5. Tanya : Apakah kamu menemukan kesulitan dalam menggunakan fishbone? Apa saja kesulitannya?

6. Tanya : Apa perbedaan yang kamu rasakan setelah menggunakan fishbone dalam menulis dengan sebelum menggunakan fishbone?

Interviewee : Riskhkel Maichaki S.

1. Tanya : Apakah kamu suka menulis? Mengapa/Mengapa tidak?
   Jawab : suka Mister, tapi gak terlalu sih. Saya suka menulis pada saat tertentu aja, jadi gak terlalu sering.

2. Tanya : Apa saja kesulitan dalam menulis yang kamu hadapi?
   Jawab : Kesulitannya pada waktu menuangkan ide di kepala tu ke tulisan Mister. Agak susah karena kadang saya tau apa yang harus ditulis tapi gak tau cara ngungkapinnya.

3. Tanya : Bagaimana pendapatmu setelah menggunakan fishbone?
   Jawab : pendapat saya setelah diajaran fishbone itu sangat bagus Mister. Karena saya merasa tulisan saya lebih bagus dari sebelumnya, lebih tertata karena saya pake fishbone jadi ide yang ada dalam otak tu bisa di atur di fishbone sebelum ditulis jadi text.

4. Tanya : Apakah fishbone membantumu dalam menulis hortatory? Mengapa/Mengapa tidak?

5. Tanya : Apakah kamu menemukan kesulitan dalam menggunakan fishbone? Apa saja kesulitannya?

6. Tanya : Apa perbedaan yang kamu rasakan setelah menggunakan fishbone dalam menulis dengan sebelum menggunakan fishbone?
   Jawab : bedanya kalo pake fishbone lebih efektif dan mudah mengerjakan tulisannya kalo ada panduannya gitu. Kalo sebelumnya kan saya Cuma nulis tanpa mikirin ide, jadi ide apa yang ada di kepala saya tulis
FISHBONE DIAGRAM IN CYCLE 1
Gadget is good for us.

Firstly, help you in education, when you study you can bring
Internet and make easier
to study.

Secondly, make you cool in your style when you use it

Finally, you can get news
from social media
like Facebook, Twitter.

Based on my opinion, you should buy a gadget because
many of its good function
of it.
Gadget for student

Gadget is good for us.
Firstly, gadget help you in education when you study and you can browse in internet and make it easy to study.
Secondly, gadget make you cool by use it.
Thirdly, by using gadget you can get new friend from social media in gadget.
Lastly, gadget make you cool by use it. When you travel to some place and you take photo with gadget, you look cool and improve your confident.

Secondly, gadget make you cool by use it. When you travel to some place and you take photo with gadget, you look cool and improve your confident.

Thirdly, by using gadget you can get new friend from social media in gadget. You can Surfing in Social media, you will get new friend.

Lastly, by using gadget you will have fun when gaming and listen to music.

Based on my opinion, you should use gadget because gadget give positive impact to you.
Firstly, make it easy for students to go to school.

Secondly, can shorten the travel time.

Thirdly, easier maintenance.

Fourthly, driving it more easily.

Because the motorcycle can facilitate many advantages for the wider community.
So we must make motorcycle not for forward. Because the motorcycle can easy to learn.}

Specifically, driving it more easily. Because, can avoid congestion and more.

Firstly, easier maintenance. Because, the motorcycle spare parts are cheaper than car parts.

Secondly, can shorten the travel time, so the students to school come faster and

Lastly, make it easy for students go to school. Because it’s been a lot of students who

Contribute to the economics of most countries. The motorcycle has become the primary

function motorcycle.
FISHBONE DIAGRAM IN CYCLE 2
Bring a Handphone to School

Based on the above discussion, bring a handphone to school should be

allowed for students. Because knowing function of it.

Events which need to remember.

Firstly, Handphone is also useful to save data, record agenda or all

Handphone is more simple to bring than laptop or notebook.

Secondly, Handphone can make our searching information in internet easier.

Contact friends to pick up on time.

Thirdly, Handphone can make our communication easier with parents.

Teacher and friends. For example, if students are late important plan, we can

state that students should be allowed to

use Handphone in school because it allows students to access online resources, search for information, and stay connected. It also provides a way for students to stay informed about important details. In conclusion, Handphone is a communication tool which has many functions and
Name: Sely Justina

Technology:

We can make information available and use it to benefit our lives. Our lives can also benefit from technology. We can make something meaningful from technology. We use technology in our daily life, and we should use it responsibly.

Getting Information

Searching

Our lives can be easier and more comfortable with technology. Technology is important in our lives, and we should use it responsibly.
In our daily lives, technology plays an important role. Technology has become an indispensable part of our lives, influencing various aspects such as communication, education, and government. With technology, we can communicate faster, make better decisions, and improve our quality of life. For instance, technology enables us to access information from anywhere, at any time, making it easier to stay connected and informed.

Technology is important in our lives because it makes our lives easier. It has revolutionized the way we live, work, and communicate. From smartphones to social media, technology has transformed the way we interact with each other. It has also made education more accessible, allowing people to learn from anywhere in the world.

Furthermore, technology has revolutionized industries such as healthcare, finance, and transportation. It has made it possible to perform complex tasks more efficiently and accurately. For example, medical technologies have improved diagnosis and treatment, while financial technologies have made transactions faster and more secure.

In conclusion, technology is a crucial part of our lives. It has transformed the way we live, work, and communicate, making our lives easier and more convenient. As technology continues to evolve, it will continue to play an essential role in our lives, shaping the future of humanity.
STUDENTS’ WORKSHEETS IN CYCLE 1
SCORED BY RESEARCHER AND
COLLABORATOR
STUDENTS’ WORKSHEETS IN CYCLE 1
SCORED BY COLLABORATOR
As we know, there is much water in the world. There are many kinds of water that we can consume everyday all the time.

Consuming water can be made as a therapy of diverse. Because water that we consume with enough amounts and the right method can purify or poison on our body. Thus, the therapy of water can save human availability in this body.

Therapy of water can keep the beauty too. Skin is the oil part of the body that has connect with dry air, sunlight, and pollution. To keep the skin elasticity, water is needed in the enough amounts. Water can keep up of skin until not easy to dry and make oily.

So, let’s consume water everyday at least eight glasses to keep our healthy and beauty. But, the water must be clean and hygienic. Find a key and consume the best mineral water!

Calcium: 19
Oxygen: 18
Vit: 18
Lithium: 18
Mg: 6
Name: Seli Junaina
Class: XI IP A 3

Never try smoking

As far as we know, smoking is very dangerous for health. And nearly with our life. Specially teenagers in the school such as in the Junior High School, SMA.

Firstly, smoke can make active smoker get Lung Cancer, bronchitis, TB, C, and until die. Because of smoker always smoke, their lung contain many disease.

Secondly, smoking only spend your money, without benefit for you. That's only negative effects for your health and for your life.

So, are you still need smoking? I think no. You should never and never try smoking.

C = 21
O = 17
V = 17
L = 20
M = \frac{5}{80} \times \frac{80}{80}

\[ \text{Total: } 80 \]
"More Dust Bins in School"

There should be an increasing number of dust bins when we look at classrooms, school corridors, and playgrounds. There are papers, mineral water, cups, straws, and napkins everywhere. The condition of unresponsiveness really hinders learning and teaching environment. They can be filled out with water coming from the rain. This can be placed for mosquitoes to spread out.

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

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

What is the benefit of tourism for local people?

Well... Tourism is now a huge contributor to the economies of most countries. Tourism industries can bring money, job vacancy and advancement especially to develop regions. However, this money often goes into the pockets of foreign investors, and only rarely benefit for local people.

Tourism industries will not give much benefit for local people. If for example, multinational hotel chains don't care about the surrounding nature when they build new hotels. This can cause many social, cultural and geographical problems. Some local people may get job and money from that international hotel chain. However in case of missing that opportunity, some of them still have their own environment.
STUDENTS’ WORKSHEETS IN CYCLE 1
SCORED BY RESEARCHER
Water Makes Beautiful

As we know that so much water in the world. There are many kinds of water that we can consume every day all time.

Consuming water can be made as therapy of disease, because water that we consume with enough amounts and the right method can purify our poison in our body. The therapy of water can save water availability in the body.

Therapy of water can keep the beauty too. Skin is the out part of the body that has contact with dirty our sun light and pollution. To keep the skin elasticity, water is needed in the enough amounts. Water can improve of skin until not easy to dry and make smooth.

So, let's consume water everyday at least by eight glasses to keep our healthy and beauty, but, the water must be clean and hygiene. Find, buy and consume the best mineral water! 

Content = 2.0
Organization = 1.6
Vocabulary = 1.6
Language use = 2.0
Mechanics = 5
Tourism Benefi ts to Local People

What is the Benefit of tourism to local People?

Well... Tourism is now... a major contributor to the economies of most countries. Tourism industries can bring money, job vacancy and advancement especially to develop regions. However, this money often goes into the pockets of foreign investors, and only rarely benefits local people.

Tourism industries will not give much benefit for local people. If for example, multinational hotel chains don’t care about the surrounding nature when they build new hotels, this can cause many social, cultural, and geographical problems. Some local people may get job and money from that international hotel chain. However, in case of missing that opportunity, some of them still have their own environment.
Name: Sely Justina
Class: XI IPA 3

Never try smoking

As far as we know, smoking is very dangerous for health. And nearly with our life. Specially teenagers in the school such as in the Junior High School, SMA.

Firstly, smoke can make active smoker get Lung Cancer, bronchitis, TB, and until die. Because of smoker always smoke, their lung contain many disease.

Secondly, smoking only spend your money, without benefit for you. That's only negative effects for your health and for your life.

So, are you still need smoking? I think no. You should never and never try smoking.

Content: 23
Organization: 15
Vocabulary: 14
Language Use: 20
Mechanics: 5

Total: 77

To be a winner, all you need is to give all you have — Boss
to improve comfort and cleanliness at the school, there should be an increasing number of dust bins.

20. when we look at the classrooms, school corridors, and schoolyard, there are papers, mineral water corps, straws and napkins everywhere.

20. The condition of unsuitability really hinders learning and teaching environment. They can be filled out with water coming from the rain. This can be placed for mosquito to spread out.

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

When school is equipped with sufficient dust bins, students do not have problem of discomfort anymore. So provide more dust bins and school will be very clean and become a very nice place to study.
STUDENTS’ WORKSHEETS IN CYCLE 2
SCORED BY RESEARCHER AND COLLABORATOR
STUDENTS’ WORKSHEETS IN CYCLE 2
SCORED BY COLLABORATOR
Nama : Dara Aprita
Kelas : XI IPA 3

Should not bring cell phone to school

Nowadays, younger people or kids has been known
with cell phone. Cell phone as new technology
give some negative effect to our student.

Firstly, increase of technology make student
lazy. For example, student lazy to study
and write a task.

Secondly, student less concentrate in the time
of learning and teaching process. So this condition
affect study result. Student often play
games in class and out class so then
student be tired in class.

Thirdly, searching information by cell phone
make student more satisfied with information
only by internet and won’t look for
information by their idea or other media.
They also use the calculator and camera
features in the class.

Based on the arguments, student should not
bring cell phone to school

\[
\begin{align*}
C &= 2.0 \\
O &= 2.0 \\
V &= 2.0 \\
L &= 2.0 \\
M &= 5
\end{align*}
\]
Name: M Neeur Syahpur
Class: XI IPA 3

Function of Handphone for Students

Handphone is a communication tool which has many functions and features. It can function as a telephone and short message service (SMS) sender. Moreover, modern handphones also can be used for searching information on internet, recording and saving data. So that, students should be allowed to bring handphones because of some good reasons.

Firstly, handphones can make our communication easier with parents, teachers and friends. For example, if suddenly we have important plans, we can contact friends to pick up on time.

Secondly, handphones can make searching information in internet easier. Handphones are more simple to bring than laptop or notebook.

Thirdly, handphones are also useful to save data, record agenda, or all events which need to remember.

Based on the above discussion, bringing handphones should be allowed for students because many functions of it.

C = 20
O = 18
V = 17
L = 15
M = 5

\[ \frac{20 + 18 + 17 + 15 + 5}{5} = 15 \]
Hortatory Exposition.

Cars should be banned.

Cars should be banned in the city. As we all know, cars create pollution and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know, contribute to the most of the pollution in the world. Cars emit a deadly gas that causes illness such as bronchitis, lung cancer, and triggers off asthma. Some of these illnesses are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wonder everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads’ biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reason listed:

C = 18
D = 17
U = 17
L = 18
M = 5 +

75

People become fools when they stop asking questions.
A lot of people, especially teenagers, who do not smoke, always want to try smoking. They know it is bad for them and all, but it is just something they want to try, so they ask one of their smoker friends for a cigarette. Unfortunately, they usually cannot light it on their own, so they ask his friend to do it. Then they inhale the cigarette and smoke occasionally. It apparently makes them the born smokers, now they do smoke regularly. They can not avoid smoking when they enjoy too. They have smoker friends every day, they buy a pack in their pockets. For them, a pack of cigarette is as important as a wallet for their money.

Suddenly, for certain reason, they realize the fact that tobacco is the cause of many types of deadly diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreas can even be caused. It was reported that around 400,000 Americans died each year, it was one every 20 seconds from tobacco-related illnesses.

Then they decide it is stupid to harm selves, they want to quit smoking. Unfortunately, they find that quitting smoking is so difficult. "Why can't I stop smoking? I really want to stop it", it is hard to quit because nicotine is..."
STUDENTS’ WORKSHEETS IN CYCLE 2
SCORED BY RESEARCHER
Nama  : Dara Aprita
Kelas : XI IPA 3

Should not Bring Cell Phone to School

Nowadays, younger people or kids has been known with cell phone. Cell phone as new technology give some negative effect to our student.

Firstly, increase of technology make student lazy. For example, student lazy to study and write a task.

Secondly, student less concentrate in the time of learning and teaching process. So this condition effect study result. Student often play games in class and out class so then student be tired in class.

Thirdly, searching information by cell phone make student more satisfied with information only by internet and won’t look for information by their idea, or other media. They also use the calculator and camera features in the class.

Based on the arguments, student should not bring cell phone to school.
Handphone is a communication tool which has many functions and extra facilities. It can function as telephone and short message service (SMS) sender. Moreover, modern handphone also can be used for searching information in internet, sending and saving data. So that, students should be allowed to bring handphone because of some good reasons.

Firstly, handphone can make our communication easier with parents, teacher and friends. For example, if suddenly we have important plan, we can contact parents to pick up on time.

Secondly, handphone can make searching information in internet easily. Handphone is more simple to bring than laptop or notebook.

Thirdly, handphone is also useful to save data, record agenda or all events which needs to remember.

Based on the above discussion, bring handphone should be allowed for students, because many functions.

Content = 22
Organization = 17
Language Use = 18
Vocabulary = 14
Mechanics = \[\frac{3}{4}\]

Total = 74
Hortatory Exposition.

Cars should be banned.

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents.

Firstly, cars, as we all know, contribute to the most of the pollution in the world. Cars emit a deadly gas that causes illness such as bronchitis, lung cancer, and triggers off asthma. Some of these illnesses are so bad that people can die from them.

Secondly, the city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die. Cars today are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

In conclusion, cars should be banned from the city for the reasons listed:

Content = 20
Organization = 16
Vocabulary = 17
Language use = 19
Mechanics = 5

77

People become fools when they stop asking questions.
Never Try Smoking

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

Apparent that makes them the born smokers now they do smoke fairly regularly. They can not avoid smoking and the enjoy too. The have smoker friends everyday they keep a packet in their pocket. For them, a packet of cigarette is as important as a wallet for their money.

Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic can even it was reported that around 400,000 Americans died each year. If was one every 80 seconds from tobacco-related illnesses.

Then they decide it is stupid to harm selves, they want to quit smoking unfortunately, they find that quitting smoking is so difficult "why can’t I stop smoking? I really want to stop it", it is hard to quit because nicotine is
PEMERINTAH KOTA BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
Jl. Mahoni Nomor 57 Bengkulu 38227
Telp. (0736) 21429, 21725 Fax. (0736) 345444

SURAT IZIN PENELITIAN
Nomor: 423.Y/144/V.Dikbud

Yang bertanda tangan dibawah ini Kepala Dinas Pendidikan dan Kebudayaan Kota Bengkulu, Memperhatikan:

1. Surat
   : Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
   Universitas Bengkulu Kementerian Pendidikan dan Kebudayaan

2. Surat Izin Penelitian
   : Riki Agus Setiawan

3. Judul Skripsi
   : “Improving student’s ability in writing hortatory exposition text by using fishbone method at the elevent grade of class IPA 3 of SMA N 4 Kota Bengkulu”.

Dengan ini menyatakan dapat memberi izin mengadakan penelitian kepada:

1. Nama
   : Riki Agus Setiawan
2. NPM
   : A1B010011
3. Program Studi
   : Pendidikan Bahasa Inggris

Dengan ketentuan sebagai berikut:

1. a. Tempat penelitian SMA Negeri 4 Kota Bengkulu
   b. Waktu penelitian 21 April s/d 17 Mei 2014
2. Penelitian tersebut khusus terbatas untuk kepentingan studi ilmiah;
3. Tidak diperbolehkan dipublikasikan sebelum mendapat izin tertulis dari Kepala Dinas Pendidikan dan Kebudayaan Kota Bengkulu;
4. Harus melapor kepada Kepala Sekolah sebelum melaksanakan penelitian;

Demikian surat izin penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Bengkulu, 21 April 2014

Kepala Dinas Pendidikan dan Kebudayaan
Kota Bengkulu
Kabid Ptk.

Drs. Rosmayetti, MM
Pembina Tk.J/NIP. 196306051990032003

Tembusan Yth:
1. Walikota Bengkulu
2. Dekan FKIP Universitas Bengkulu
3. Kepala SMA Negeri 4 Kota Bengkulu
SURAT KETERANGAN PENELITIAN
NOMOR : 423.4/26 / SMAN4

Berdasarkan Surat Izin Penelitian dari Pemerintah Kota Bengkulu Dinas Pendidikan Nomor : 421.3/144/V.Diknas Kepala Sekolah Menengah Atas (SMA) Negeri 4 Bengkulu, menerangkan bahwa :

Nama : RIKI AGUS SETIAWAN
NPM : A1B610011
Program Study : Pendidikan Bahasa Inggris
Perguruan Tinggi : Universitas Bengkulu

Telah melaksanakan penelitian di SMA Negeri 4 Kota Bengkulu tanggal 22 April 2014 sd. 17 Mei 2014.

Dengan Judul : “Improving Student’s ability in writing hortatory exposition text by using fishbone method at the elevent grade of class IPA 3 of SMA N 4 Kota Bengkulu”.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Bengkulu, 28 Mei 2014

Kepala SMAN 4 Kota Bengkulu

Dra. DENI ASIAH
NIP 19640920 199102 2001
SURAT KETERANGAN

Yang bertanda tangan dibawah ini:

NAMA : RIKI AGUS SETIAWAN
NPM : AIB010011
PRODI : Pendidikan Bahasa Inggris

Menyatakan dengan sesungguhnya bahwa skripsi dengan judul:

Improving Students’ ability in writing expository text by using fishbone method at the eleventh grade of class IPA 3 of SMAN 4 Bengkulu

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

Ketua Prodi,

Drs. Syafizal M.A.
NIP 19570603 198803 1 006

Bengkulu,
FOTO CYCLE 1

Teacher explain the material

teacher checks the group’s work

Students do the writing test
The researcher control students’ activities

students listen to the teacher’s explanation

Students did a writing test
FOTO INTERVIEW