

## **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.

CATEGORY	STANDARD SCORE	FREQUENCY	PERCENTAGE
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PASS	$\geq 70$	12	35%
NOT PASS	$< 70$	22	65%

*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 23<sup>th</sup> – 30<sup>th</sup> 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<sup>th</sup> 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<sup>th</sup> 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<sup>th</sup> 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<sup>th</sup> 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.

CATEGORY	STANDARD SCORE	FREQUENCY	PERCENTAGE
PASS	$\geq 70$	18	52.94%
NOT PASS	$< 70$	16	47.05%

*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 7<sup>th</sup> - 14<sup>th</sup> 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 7<sup>th</sup> 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 7<sup>th</sup> 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 14<sup>th</sup> 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. Eventhough 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.

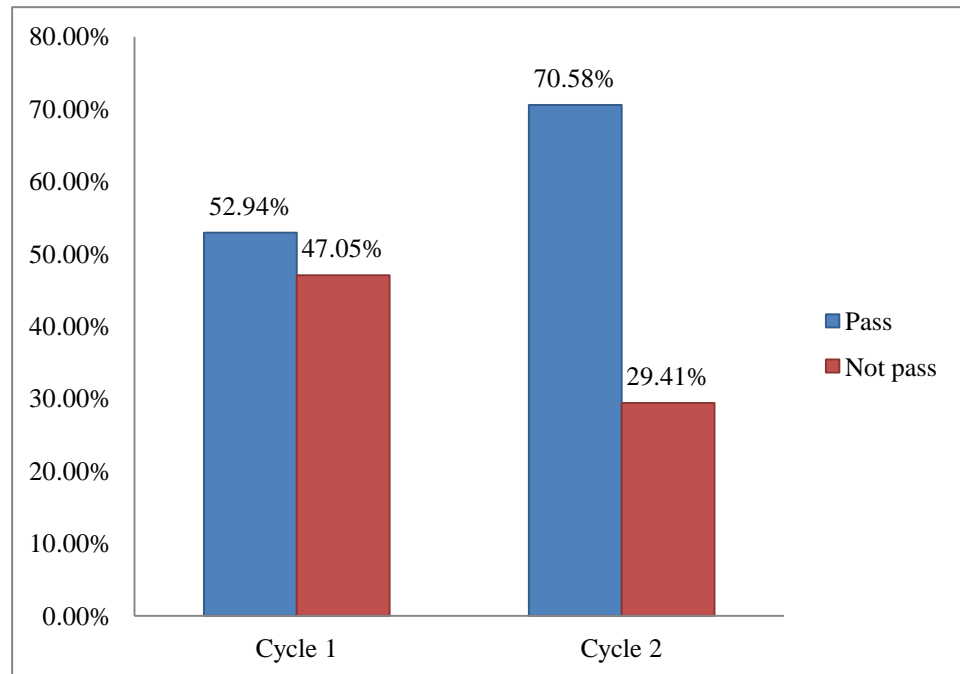
CATEGORY	STANDARD SCORE	FREQUENCY	PERCENTAGE
PASS	$\geq 70$	24	70.58%
NOT PASS	$< 70$	10	29.41%

*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.



**Chart 1: Students Who Pass Standard Score in Cycle 1 and 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.

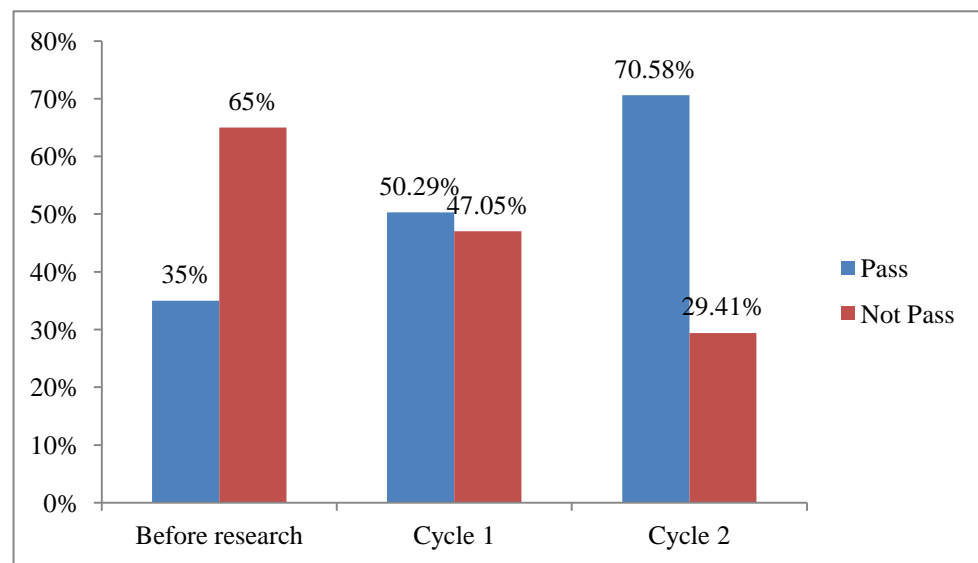
By analyzing those instruments and conducting cycles, the researcher got the students' improvement of the writing ability. The researcher found that the fishbone method can improve students' ability in writing especially writing hortatory exposition text. It happened because the students use fishbone 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 standar 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 perhatiin murid yang dibelakang yang main2 mestinya bapak datengin mereka dan kasih nasehat biar lebih perhatiin 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 reseacher'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 ( $\geq 70$ ) 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.

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## 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.

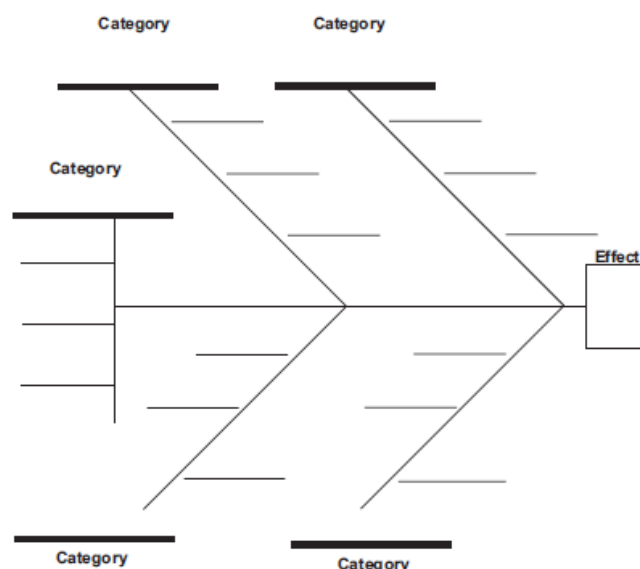
Children are precious, and are dependent on adults for guidance and we must not take advantage of this. Understanding them is the key, and to this end, both parents and schools must work hand in hand without playing the blame game.

Fishbone diagram

*Source: Developing English Competencies*

### F. Teaching Method/Technique

#### 1. CLT



2. Drill

3 Group work

G. Activities Plan

**Meeting 1**

Activities	Description	Allocated time
Opening Activities	<ol style="list-style-type: none"><li>1. Greeting</li><li>2. Praying</li><li>3. Checking attendance list</li><li>4. Making sure the students are ready to study and checking all the class condition</li><li>5. Teacher explains the purpose of the lesson and its indicators</li><li>6. Asking students to brainstorm ideas: teacher asks students' opinion about hortatory exposition text</li></ol>	10
Main Activities	<ol style="list-style-type: none"><li>1. Students pay attention to the teacher's explanation about hortatory exposition text</li><li>2. Students pay attention to the example that teacher explains</li><li>3. Students focus on the explanation about fishbone diagram and how to use it</li><li>4. Teacher divides students into small group consist of five person</li><li>5. Teacher gives each group a set of fishbone diagram</li><li>6. Students pay attention to the teacher's instruction about what they are going to do</li><li>7. Students brainstorm ideas and collect ideas from every member</li><li>8. Students write their ideas in the fishbone diagram</li><li>9. Students select the appropriate ideas and begin to create a hortatory exposition text</li><li>10. Teacher gives direction to the students when the activity begins</li><li>11. Teacher helps students who need help and answer students' question about the activity</li><li>12. Students collect their work</li><li>13. Teacher checks students' work</li></ol>	70
Closing Activities	<ol style="list-style-type: none"><li>1. Teacher evaluates the activities and takes a brief conclusion about the activities</li><li>2. Teacher gives an appreciation to the students</li><li>3. Teacher explains about the next meeting and closes the meeting.</li></ol>	10

## Meeting 2

Activities	Description	Allocated time
Opening Activities	<ol style="list-style-type: none"><li>1. Greeting</li><li>2. Praying</li><li>3. Checking attendance list</li><li>4. Making sure the students are ready to study and checking all the class condition</li><li>5. Teacher motivates students about the importance of brainstorming technique in writing, especially in academic writing</li><li>6. Teacher explains the indicators and the purpose of the lesson today</li></ol>	10
Main Activities	<ol style="list-style-type: none"><li>1. Students focus on the explanation about fishbone diagram and how to use it</li><li>2. Students pay attention to the example that teacher explains</li><li>3. Teacher gives students chance to ask about fishbone before giving them an activity</li><li>4. Teacher answers several question about brainstorming ideas and how to write systematically</li><li>5. Teacher gives the directions about what student will do</li><li>6. Students create a fishbone individually</li><li>7. Students brainstorms their ideas by using their own fishbone</li><li>8. Students create a short hortatory exposition text individually</li><li>9. Teacher remains students to use language features of the hortatory exposition text</li><li>10. Teacher helps students who need help and answer students' question about the activity</li><li>11. Students collect their work</li><li>12. Teacher checks students' work</li></ol>	70
Closing Activities	<ol style="list-style-type: none"><li>1. Teacher evaluates the activities and takes a brief conclusion about the activities</li><li>2. Teacher gives an appreciation to the students</li><li>3. Teacher explains about the next meeting and closes the meeting.</li></ol>	10

## Meeting 3

Activities	Description	Allocated time
Opening Activities	<ol style="list-style-type: none"><li>1. Greeting</li><li>2. Praying</li><li>3. Checking attendance list</li></ol>	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	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. Tehcnique : Writing Test
2. Form : Write a hortatory exposition text

Aspek yang dinilai	score
Content	30
Organization	20
Vocabulary	20
Language Use	25
Mechanics	5

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. 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

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 back-ground 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

Activities	Description	Allocated time
Opening Activities	<ol style="list-style-type: none"> <li>1. Greeting</li> <li>2. Praying</li> <li>3. Checking attendance list</li> <li>4. Making sure the students are ready to study and checking all the class condition</li> <li>5. Teacher explains the purpose of the lesson and its indicators</li> <li>6. Asking students to brainstorm ideas: teacher asks students' opinion about hortatory exposition text</li> </ol>	10
Main Activities	<ol style="list-style-type: none"> <li>1. Students pay attention to the teacher's explanation about hortatory exposition text</li> <li>2. Students pay attention to the example that teacher explains</li> <li>3. Students focus on the explanation about fishbone diagram and how to use it</li> <li>4. Teacher divides students into small group consist of five person</li> <li>5. Teacher gives each group a set of fishbone diagram</li> <li>6. Students pay attention to the teacher's instruction about what they are going to do</li> <li>7. Students brainstorm ideas and collect ideas</li> </ol>	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	
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

Activities	Description	Allocated time
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	70

	10. Teacher helps students who need help and answer students' question about the activity 11. Students collect their work 12. Teacher checks students' work	
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

Activities	Description	Allocated time
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

3. Internet
4. Material book

#### I. Media and Tools

4. LCD
5. Laptop
6. Fishbone Diagram

#### J. Evaluation

3. Tehcnique : Writing Test
4. Form : Write a hortatory exposition text

Aspek yang dinilai	Score
Content	30
Organization	20
Vocabulary	20
Language Use	25
Mechanics	5

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

No	Standar Competence	Basic Competence	Class/Smt	Material	Indicator
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	<ul style="list-style-type: none"><li>• Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat</li><li>• Menulis hortatory exposition text berdasarkan generic structure dan language features yang tepat</li></ul>



## 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!

## Appendix 6

### Grading Rubric for Written Assignments By J.B. Heaton

<b>Content</b>		
<b>30-27</b>	<b>EXCELLENT TO VERY GOOD</b>	knowledgeable - substantive - etc.
<b>26-22</b>	<b>GOOD TO AVERAGE</b>	some knowledge of subject – adequate range - etc.
<b>21-17</b>	<b>FAIR TO POOR</b>	limited knowledge of subject - little substance - etc.
<b>16-13</b>	<b>VERY POOR</b>	does not show knowledge of subject - non-substantive - Etc.
<b>Organization</b>		
<b>20-18</b>	<b>EXCELLENT TO VERY GOOD</b>	fluent expression - ideas clearly stated - etc.
<b>17-14</b>	<b>GOOD TO AVERAGE</b>	somewhat choppy - loosely organized but main ideas stand out - etc.
<b>13-10</b>	<b>FAIR TO POOR</b>	non-fluent - ideas confused or disconnected - etc.
<b>9-7</b>	<b>VERY POOR</b>	does not communicate - no organization - etc.
<b>Vocabulary</b>		
<b>20-18</b>	<b>EXCELLENT TO VERY GOOD</b>	sophisticated range -effective-word/idiom choice and usage - etc.
<b>17-14</b>	<b>GOOD TO AVERAGE</b>	adequate range - occasional errors of word/idiom form, choice, usage but meaning not obscured.
<b>13-10</b>	<b>FAIR TO POOR</b>	limited range - frequent errors of word/idiom form, choice, usage - etc.
<b>9-7</b>	<b>VERY POOR</b>	essentially translation - little knowledge of English vocabulary.
<b>Language use</b>		
<b>25 - 22</b>	<b>EXCELLENT TO VERY GOOD</b>	effective complex constructions - etc.
<b>21 - 19</b>	<b>GOOD TO AVERAGE</b>	effective but simple constructions – etc.
<b>17 - 11</b>	<b>FAIR TO POOR</b>	major problems in simple/complex constructions - etc.
<b>10 - 5</b>	<b>VERY POOR</b>	virtually no mastery of sentence construction rules - etc.
<b>Mechanics</b>		
<b>5</b>	<b>EXCELLENT TO VERY GOOD</b>	demonstrates mastery of conventions - etc.
<b>4</b>	<b>GOOD TO AVERAGE</b>	occasional errors of spelling, punctuation - etc.
<b>3</b>	<b>FAIR TO POOR</b>	frequent errors of spelling punctuation, capitalization - etc.
<b>2</b>	<b>VERY POOR</b>	no mastery of conventions - dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.

*Source: Writing English Language Tests - Longman*

## Appendix 7

### BASELINE DATA

NO	NAME	SCORE
1	ANH	68
2	AGS	65
3	AUL	65
4	BME	77
5	CMW	55
6	DAP	80
7	DPS	48
8	DRA	70
9	EMS	75
10	FSF	63
11	FNS	77
12	IMS	65
13	JMH	68
14	LPP	80
15	MWd	54
16	MRU	60
17	MIZ	75
18	MNS	65
19	NAW	50
20	NSW	68
21	PSP	85
22	RII	80
23	RDA	55
24	RAP	50
25	RMS	70
26	RPG	48
27	ROV	60
28	SAM	60
29	SJT	70
30	SMS	55
31	TGZ	60
32	TMS	68
33	VEF	50
34	WAP	75
	$P = \frac{f}{n} \times 100\%$ $P = \frac{12}{34} \times 100\%$	P = 35%

## Appendix 8

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

No	Nama	Scoring Aspects					Score from researcher	Score from collaborator	Total score
		content	organization	vocabulary	Language use	Mechanics			
1	ANH	18	15	17	17	4	71	75	73
2	AGS	19	18	15	17	4	73	75	74
3	AUL	17	16	15	15	4	67	65	65.5
4	BME	20	17	15	18	5	75	75	75
5	CMW	14	15	14	15	3	61	56	58.5
6	DAP	20	18	18	20	5	81	85	83
7	DPS	13	10	12	12	3	50	55	52.5
8	DRA	18	16	17	16	4	71	70	70.5
9	EMS	19	17	15	17	5	73	75	74
10	FSF	17	15	17	14	3	66	70	68
11	FNS	20	16	19	20	5	80	85	82.5
12	IMS	17	15	14	15	4	65	67	66
13	JMH	20	15	18	21	5	79	81	79.5
14	LPP	22	17	17	20	5	81	88	84.5
15	MWd	16	13	15	13	3	60	60	60
16	MRU	18	15	17	15	4	69	72	70.5
17	MIZ	22	15	17	20	5	79	82	80.5
18	MNS	20	16	16	20	5	77	78	77.5
19	NAW	18	14	15	14	3	64	65	64.5
20	NSW	18	16	16	17	4	71	69	70.5
21	PSP	21	17	18	21	5	82	90	86
22	RII	20	16	17	20	5	78	75	76.5
23	RDA	15	12	13	13	4	57	60	58.5
24	RAP	15	13	10	12	3	53	56	54.5
25	RMS	19	15	15	20	5	74	77	75.5
26	RPG	14	12	13	10	2	51	50	50.5
27	ROV	18	16	14	15	4	67	70	68.5
28	SAM	15	13	15	13	3	59	55	57
29	SJT	20	15	17	20	5	77	80	78.5
30	SMS	16	13	12	15	3	59	60	59.5
31	TGZ	16	14	16	13	5	64	60	62
32	TMS	19	16	15	17	4	71	70	70.5
33	VEF	11	12	15	10	3	51	50	50.5
34	WAP	22	16	17	19	5	79	82	80.5
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

No	Nama	Scoring Aspects					Score from collaborator	Score from researcher	Total score
		content	organization	vocabulary	Language use	Mechanics			
1	ANH	18	17	20	15	5	75	71	73
2	AGS	18	20	17	16	4	75	73	74
3	AUL	16	15	17	13	4	65	67	65.5
4	BME	18	19	18	15	5	75	75	75
5	CMW	15	12	14	12	3	56	61	58.5
6	DAP	20	21	20	18	5	85	81	83
7	DPS	14	12	16	10	3	55	50	52.5
8	DRA	17	16	18	15	4	70	71	70.5
9	EMS	19	17	16	18	5	75	73	74
10	FSF	17	18	17	14	4	70	66	68
11	FNS	22	19	20	19	5	85	80	82.5
12	IMS	18	17	15	13	4	67	65	66
13	JMH	21	18	20	17	5	81	79	79.5
14	LPP	22	23	20	18	5	88	81	84.5
15	MWd	15	14	13	14	4	60	60	60
16	MRU	18	18	16	15	5	72	69	70.5
17	MIZ	22	20	18	17	5	82	79	80.5
18	MNS	19	18	18	18	5	78	77	77.5
19	NAW	17	15	16	14	3	65	64	64.5
20	NSW	18	17	16	14	4	69	71	70.5
21	PSP	22	23	20	20	5	90	82	86
22	RII	18	16	19	17	5	75	78	76.5
23	RDA	15	13	15	13	4	60	57	58.5
24	RAP	16	14	11	12	3	56	53	54.5
25	RMS	19	17	20	16	5	77	74	75.5
26	RPG	12	14	13	9	2	50	51	50.5
27	ROV	17	16	18	15	4	70	67	68.5
28	SAM	12	14	13	13	3	55	59	57
29	SJT	21	17	17	20	5	80	77	78.5
30	SMS	14	16	15	12	3	60	59	59.5
31	TGZ	14	13	16	13	4	60	64	62
32	TMS	17	16	17	15	5	70	71	70.5
33	VEF	11	12	15	9	3	50	51	50.5
34	WAP	20	19	18	20	5	82	79	80.5
Mean score from collaborator							$\frac{2528}{34} = 74.35$		
Mean score from researcher							$\frac{2334}{34} = 68.64$		

*Note: The score from collaborator*

## Appendix 9

### The Result of Students' Writing Scores in Cycle 2

No	Nama	Scoring Aspects					Score from researcher	Score from collaborator	Total score
		content	organization	vocabulary	Language use	Mechanics			
1	ANH	19	17	17	20	4	77	79	76
2	AGS	18	20	14	18	5	75	75	75
3	AUL	16	14	18	14	4	66	68	67
4	BME	21	20	17	18	5	81	85	83
5	CMW	19	17	16	17	4	73	77	75
6	DAP	23	18	18	20	5	84	85	84.5
7	DPS	15	13	15	16	4	63	65	64
8	DRA	25	17	15	20	5	82	80	81
9	EMS	19	18	16	19	4	76	75	75.5
10	FSF	15	15	17	12	4	63	67	65
11	FNS	21	18	18	20	5	82	85	83.5
12	IMS	19	16	14	17	4	70	70	70
13	JMH	20	17	20	16	4	78	74	76
14	LPP	28	18	18	21	5	90	89	89.5
15	MWd	15	13	18	12	3	61	63	62
16	MRU	16	15	18	13	4	66	67	66.5
17	MIZ	22	15	18	21	4	80	81	80.5
18	MNS	22	17	14	28	3	74	75	74.5
19	NAW	20	16	17	19	5	77	75	76
20	NSW	21	20	16	17	5	79	76	77.5
21	PSP	19	17	20	19	5	82	85	83.5
22	RII	20	18	17	19	4	78	75	76.5
23	RDA	11	10	15	13	2	51	55	53
24	RAP	16	12	15	11	3	57	58	56.5
25	RMS	20	17	15	19	4	75	77	76
26	RPG	12	13	14	10	3	52	55	53.5
27	ROV	18	20	16	15	5	74	77	75.5
28	SAM	18	14	18	13	4	67	65	66
29	SJT	21	18	16	20	4	79	82	80.5
30	SMS	20	18	14	17	4	73	75	74
31	TGZ	17	15	14	19	5	70	72	71
32	TMS	19	17	14	19	4	74	70	72
33	VEF	17	14	12	15	3	61	63	62
34	WAP	18	16	19	17	5	75	73	74
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

No	Nama	Scoring Aspects					Score from collaborator	Score from researcher	Total score
		content	organization	vocabulary	Language use	Mechanics			
1	ANH	20	20	16	18	5	79	77	76
2	AGS	20	18	16	16	5	75	75	75
3	AUL	16	15	19	14	4	68	66	67
4	BME	21	22	20	18	5	85	81	83
5	CMW	19	21	17	15	5	77	73	75
6	DAP	20	20	20	20	5	85	84	84.5
7	DPS	17	15	15	14	4	65	63	64
8	DRA	21	20	16	18	5	80	82	81
9	EMS	18	17	19	16	5	75	76	75.5
10	FSF	14	17	17	15	4	67	63	65
11	FNS	21	21	18	20	5	85	82	83.5
12	IMS	19	17	16	14	4	70	70	70
13	JMH	18	16	19	17	4	74	78	76
14	LPP	23	21	20	20	5	89	90	89.5
15	MWd	13	14	18	15	3	63	61	62
16	MRU	18	16	15	13	5	67	66	66.5
17	MIZ	20	17	20	19	5	81	80	80.5
18	MNS	20	18	17	15	5	75	74	74.5
19	NAW	18	17	17	18	5	75	77	76
20	NSW	19	17	20	15	5	76	79	77.5
21	PSP	23	21	19	17	5	85	82	83.5
22	RII	18	17	20	16	4	75	78	76.5
23	RDA	11	12	16	13	3	55	51	53
24	RAP	14	14	15	12	3	58	57	56.5
25	RMS	18	20	19	15	4	77	75	76
26	RPG	15	14	13	10	3	55	52	53.5
27	ROV	19	18	18	17	5	77	74	75.5
28	SAM	18	16	14	13	4	65	67	66
29	SJT	21	20	19	17	5	82	79	80.5
30	SMS	19	20	17	14	5	75	73	74
31	TGZ	20	18	16	14	4	72	70	71
32	TMS	17	15	18	16	4	70	74	72
33	VEF	17	15	15	12	4	63	61	62
34	WAP	19	18	17	15	4	73	75	74
Mean score from collaborator							$\frac{2465}{34} = 72.5$		
Mean score from researcher							$\frac{2493}{34} = 73.32$		

*Note: The score from collaborator*



### Teacher's Observation Checklist

The researcher : RIKI AGUS SETIAWAN

Subject of the research : HORTATORY EXPOSITION

The observer : Dra. ESTOMIHI. Y, M.Si.

Cycle : 1

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

Bengkulu, April 2014

Dra. ESTOMIHI. Y, M.Si.

# Students' Observation Checklist

The researcher : RIKI AGUS SETIAWAN

Subject of the research : HORTATORY EXPOSITION

The observer : Dra. ESTAMIHATI, Y, M.Si.

Cycle : 1

Indicators	Yes	Number	No	Notes
1. Students are enthusiams in the classroom	✓	27		Performace in teaching required more assertive and confident. so that the condition of teaching and learning process is more attractive.
2. Students give attentions to the teacher's explanation	✓	25		
3. Students are motivated in studying text by using fishbone	✓	26		
4. Students are active in the classroom	✓	29		
5. Students are able to use fishbone diagram	✓	24		
6. Students understand about the material	✓	24		
7. Students ask questions	✓	30		
8. Students follow the learning process	✓	30		
9. Students are happy to study the material by using fishbone	✓	27		
10. Students focus in following the teaching and learning process	✓	25		

Total

$$267 : 10 = 26,7$$

$$\text{Students} = \frac{\text{Number of students}}{\text{total indicators}} = \frac{267}{10} = 26,7$$

Bengkulu, April 2014

$$\text{Students Percentage} = \frac{\text{Students}}{\text{total Students}} \times 100$$

$$= \frac{26.7}{34} \times 100 = 78.52\%$$

*[Signature]*

DRA. ESTAMIHATI, Y, M.Si.

### Teacher's Observation Checklist

The researcher : RIKI AGUS SETIAWAN

Subject of the research : Hortatory Exposition

The observer : Dra. ESTOMIHI, Y. Msi.

Cycle : II

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

Bengkulu, Mei 2014

Dra. ESTOMIHI, Y. Msi.

Students' Observation Checklist

The researcher : RIKI AGUS SETIAPAWAN.  
 Subject of the research : HORTATORY EXPOSITION.  
 The observer : Dra. ESTOMIH. Y, M.Si.  
 Cycle : 2

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

$$\text{Students} = \frac{\text{Number of students}}{\text{total indicators}} = \frac{287}{10} = 28,7. \quad \text{Total } 287$$

$$\text{Students Percentage} = \frac{\text{Students}}{\text{total Students}} \times 100$$

$$= \frac{28,7}{34} \times 100 = 84,41\%$$

Bengkulu, Mei 2014



Dra. ESTOMIH. Y, M.Si.

## **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?  
Jawab : Menulis dalam bahasa inggris itu banyak kesulitannya Mister. Contohnya menulis text hortatory itu. Kita harus hafal bagian – bagiannya, terus tenses apa yang dipakai dll. Tapi juga ada keuntungannya karena dengan menulis kita tahu beda setiap text dalam bahasa inggris.
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 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.
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?  
Jawab : Setelah menggunakan fishbone saya jadi paham kalo menulis itu harus tersusun rapi, setiap paragraph harus nyambung. Dan setelah diajarkan menulis menggunakan fishbone ini, saya bisa membuat gambaran untuk tulisan saya. Jadi tidak seperti dulu, sebelum diajarkan fishbone.
4. Tanya : Apakah fishbone membantumu dalam menulis hortatory? Mengapa/Mengapa tidak?  
Jawab : ya, 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.
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 perhatiin murid yang dibelakang yang main2 mestinya bapak datengin mereka dan kasih nasehat biar lebih perhatiin 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 susahny di grammarnya pak, kadang saya lupa tensesnya, selain itu saya juga susah untuk mengembangkan ide.

3. Tanya : Bagaimana pendapatmu setelah menggunakan fishbone?

Jawab : Menurut saya, pake fishbone itu bagus sekali pak. Apalagi kita bisa buat kerangkanya dulu, terus ngumpulin ide – idenya dalam fishbone itu. Jadi sewaktu kita mau nulis gak perlu ngembangin ide lagi. Menurut saya sangat bagus pak fishbone itu.

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

Jawab : ya, membantu sekali. Apalagi saya kan kurang suka menulis. Tapi setelah tau metode seperti itu saya merasa tulisan saya jauh lebih baik dari sebelumnya.

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

Jawab : kesulitannya karena belum terbiasa aja pak. Biasanya kan menulis langsung di kertas sekarang harus ngumpulin ide dan buat kerangkanya dulu. Selain itu, sedikit lebih lama prosesnya.

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

Jawab : perbedaannya kalo pake fishbone tu ide kita tertata terus kita bisa ngaturinya. Kalo gk pake 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?

Jawab : Kurang suka pak, saya lebih suka membaca seperti novel, komik, Pak. Saya kurang suka menulis karena menurut saya lama pak. Apalagi tulisan saya gak bagus pak.

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

Jawab : kalo menulis dalam bahasa inggris itu sangat sulit pak, apalagi tenses sama vocabularynya itu. Belum lagi kita harus tau language featuresnya. Susah sih menurut saya.

3. Tanya : Bagaimana pendapatmu setelah menggunakan fishbone?

Jawab : pendapat saya setelah pakai fishbone ini, menulis jadi agak mudah pak. Karena kalo biasanya kita langsung nulis terus kita gak koreksi lagi, tapi kalo pake fishbone kan kita tulis coret – coretannya dulu. Jadi kita bisa cek lagi mana yang perlu ditambah mana yang harus dikurangi.

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

Jawab : membantu pak. Kalo pake fishbone kan kita nulis gak sembarangan karena ada kerangkanya. Juga kita gak ada batasnya dalam ngumpulin ide sebanyak – banyaknya di fishbone tersebut.



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

Jawab : kesulitannya ya saya kurang paham ngurutin ide – idenya pak. Mana yang harus jadi paragraf pertama dll.

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

Jawab : bedanya, kalo menulis sebelum pake fishbone itu kita gak tau apa tulisan kita itu benar atau nggak. Karena nggak pernah dikoreksi lagi sebelum dikumpul. Tapi kalo pake fishbone kan bisa kita koreksi dulu sebelum benar – benar kita tulis. Jadi lebih efektif menurut saya pak.

**Interviewee : Risckhel 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 diajarkan 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?

Jawab : Membantu sekali Mister. Apalagi kan kami sekelas belum pernah pakai – pakai semacam itu, jadi belajar writing di kelas jadi lebih semangat karena pakai teknik baru kayak fishbone itu.

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

Jawab : kesulitannya paling waktu di group work itu, karena ide setiap orang kan beda – beda jadi kadang gak sejalan. Selain itu kesulitannya waktu kelas terlalu rame, jadi mikirin idenya susah. Menurut saya, Mister harus kondisikan kelas dulu biar gak terlalu rame, kan menulis butuh ketenangan gitu mister.

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

## **Appendix 16**

### **FISHBONE DIAGRAM IN CYCLE 1**

Group 1:  
Febry Syahfitri  
Jumhari  
M. Wira  
Rischel M  
Sely Justina

XI IPA 3

Gadget is  
good for us.

Firstly, Help you in education  
when you study you can browsing  
in internet and make easier  
to study.

Secondly,  
Make you cool in your style when you use it.

Thirdly, you can get new  
friend from social media  
as like  
twitter facebook

Make you fun.

Based on my  
opinion, you should  
use gadget because  
many good function  
of it.

## Gadget for student

Gadget is good for us.

Firstly, Help you in education when you study you can browsing in internet and make it easier to study.

Secondly, Gadget is made you cool by use it.

Thirdly, by using gadget you can get new friend from social media in gadget.

~~Last~~

~~And the last~~

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.

---

## Gadget for student

Gadget is good for student. Why? Because gadget have good function.

Firstly, gadget help you in education when you study you can browse in internet and make it easier, so when you need other reference you can browse and get the information.

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. ~~the~~ gadget have many social media as like Facebook, Twitter, and etc. So when you use gadget and surfing in social media, you will get new friend.

Lastly, by using gadget you will have fun when gaming and listen to music. Maybe when you in airport and waiting, you can play game or listen to music in gadget. It make you fun.

Based on my opinion, you should use gadget because gadget give positive impact to you.

Uuina reompon

1. Ari gunawan Sianturi
2. Bramasti mardhea eflin
3. Tilry Novita Sari
4. M. noer syahputra

thirdly,

easier maintenance

we must, make motorcycle  
best for forward. ~~Because~~  
the motorcycle  
can facilitate many  
advantages for the  
wider community

firstly, make it easy of students go to school

function of motorcycle

fourthly

driving it more  
easily

Secondly, can shorten the travel time

## function Motorcycle

Everyday, many people always use motorcycle, motorcycle is now a huge Contributor to the economies of most countries. The motorcycle has become the primary needs for the community.

firstly, make it easy of students go to school. Because, it's been a lot of students who use the motorcycle to depart go to school.

Secondly, can shorten the travel time, so the students to school come faster and are not afraid of being late again.

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

fourthly, driving it more easily. Because, can avoid congestion and more easy to learn.

So we must, make motorcycle bes for forward. Because, the motorcycle can facilities many advantages for the wider community.

## **Appendix 17**

### **FISHBONE DIAGRAM IN CYCLE 2**



## Bringing Handphone to School

Gadget

Nama: M. Iman Zahri

Bringing  
handphone to  
school should be  
allowed for students,  
because many function  
of it.

Handphone  
has many  
function and  
facilities for students.

Firstly, Handphone can make our communication  
with: Parents  
Teacher  
Friends

Thirdly, Handphone is also useful to save data:  
save  
Record Agenda  
or all events  
which need to  
remember.

Secondly, Handphone can make for searching information  
Searching information  
in internet.



Thesis

## Bringing Handphone to School

Handphone is a communication tool which has many functions and 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 to school 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 for searching information in internet easily. Handphone is more simple to bring than laptop or notebook.

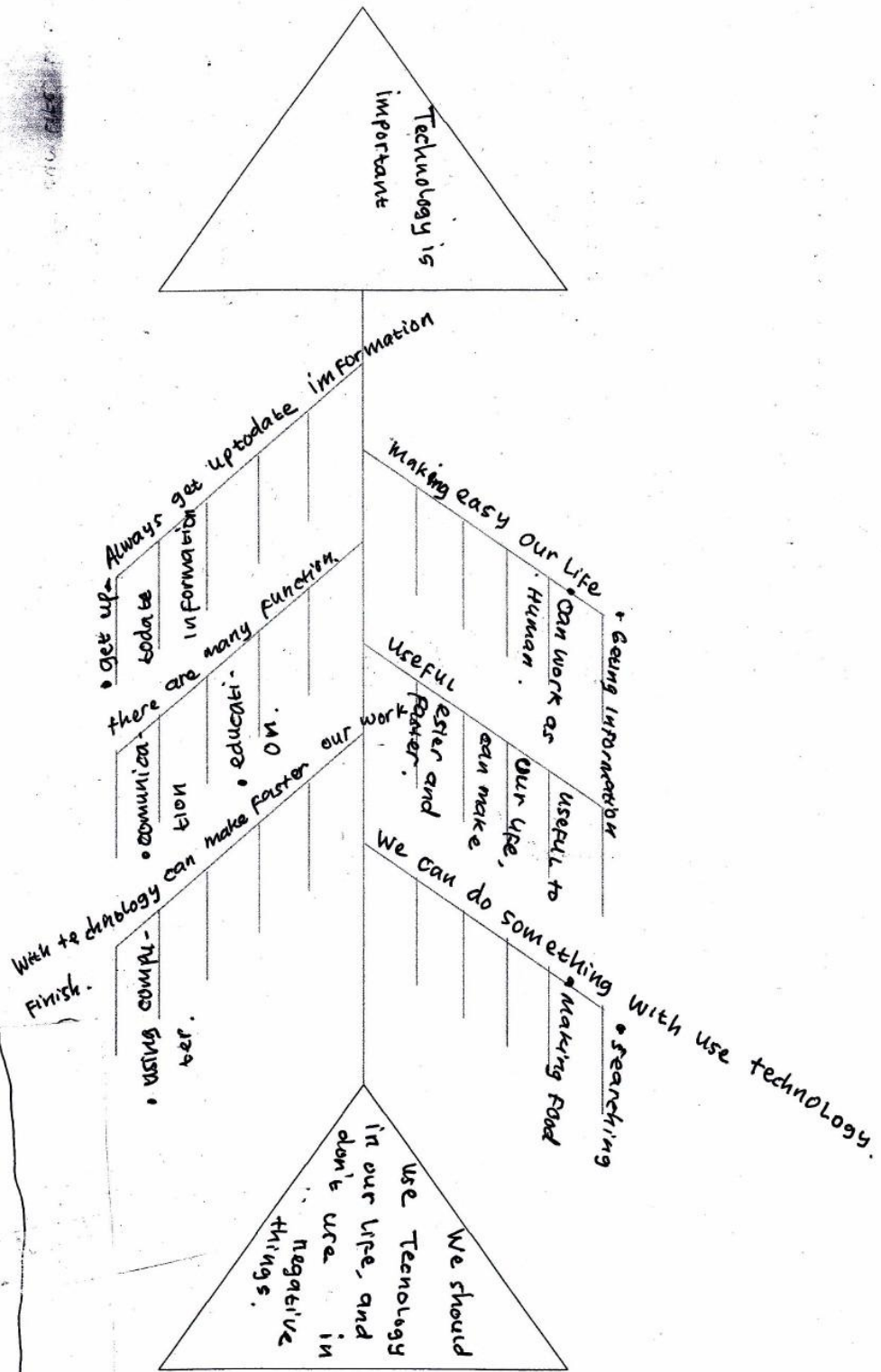
Thirdly, handphone is also useful to save data, record agenda or all events which need to remember.

Argument

Based on the above discussion, bring handphone to school should be allowed for students, because many function of it.

Recommendation

Nama: Sely Justina



## Technology is important.

Technology is important in our life, technology has an important role in our life. Why do I say that? because:

Firstly, technology make our life easy. Why? because with technology we can get information and technology can be at human such as work.

Secondly, technology is useful, because with technology we can do something easier and faster.

Thirdly, we can do something with technology, such as searching information about food, a place.

Fourthly, with technology can make faster our work finish, such as using computer or internet.

Fifthly, Technology there are many function, such as communication, and our education.

Sixthly, With technology we can update our information, such as about artist, about government and all about our life.

Base on my arguments, I can say technology is important and has an important role in our life. So, we should use technology in our life, but do not use in negative things.

**STUDENTS' WORKSHEETS IN CYCLE 1  
SCORED BY RESEARCHER AND  
COLLABORATOR**

**STUDENTS' WORKSHEETS IN CYCLE 1  
SCORED BY COLLABORATOR**

Name: M. Noer Syahputra  
Kelas: XI IPA 5

No. \_\_\_\_\_  
Date: \_\_\_\_\_

### Water Makes Beautiful

<input type="checkbox"/>	
<input type="checkbox"/>	As we know there is so much water in the world. There are
<input type="checkbox"/>	many kinds of water that we can consume every day all time.
<input type="checkbox"/>	
<input type="checkbox"/>	Consuming water can be made as therapy of disease,
<input type="checkbox"/>	because water that we consume with enough amounts
<input type="checkbox"/>	and the right method can purify of poisons in our body.
<input type="checkbox"/>	The therapy of water can save water availability in
<input type="checkbox"/>	the body.
<input type="checkbox"/>	
<input type="checkbox"/>	Therapy of water can keep the beauty too. Skin is
<input type="checkbox"/>	the out part of the body that has contact with dirty
<input type="checkbox"/>	air, sun light and pollution. To keep the skin elasticity,
<input type="checkbox"/>	water is needed in the enough amounts. Water can dampen
<input type="checkbox"/>	of skin until not easy to dry and make aging
<input type="checkbox"/>	
<input type="checkbox"/>	So, let's consume water everyday at least eight glasses
<input type="checkbox"/>	to keep our healthy and beauty. But, the water must
<input type="checkbox"/>	be clean and hygiene. Find, buy and consume the best
<input type="checkbox"/>	mineral water!
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

You!

$$\begin{array}{r}
 C = 19 \\
 O = 18 \\
 V = 18 \\
 L = 18 \\
 M = 5 \quad +
 \end{array}$$

78



No. \_\_\_\_\_

Date: \_\_\_\_\_

☐ Name : Sely Jurtina☐ 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, TBC 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.

$$C = 21$$

$$O = 17$$

$$V = 17$$

$$L = 20$$

$$M = \frac{5}{80} +$$

80

Raudha Isminiarti  
 XI IPA 3.

C = 18  
 O = 16  
 V = 19

L = 17  
 M = 5

75

- ☐ "More Dust Bins in cleaner."
- ☐ to improve comfort and cleanliness at the school, there should be an increasing number of dust bins.
- ☐ when we look at classrooms, school corridors and schoolyard, there papers, mineral water corps, straws and napkin everywhere. The Condition of Unseemliness really hinders learning and teaching environment. They can be filled out with water coming from the rain. This can be placed for mosquito to spread out.
- ☐ Anyway, I notice that most of the students have responsibilities for their school environment.
- ☐ They put their 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 <sup>beside each step</sup>
- ☐ outside at the classrooms and some along of the corridors. Probably one dust bins in every ten meters so when students want to throw away their litters, they can find the dust bins easily.
- ☐ When school is ~~equi~~ equipped with sufficient dust bins students do not have Problem of discomfort any more.
- ☐ So provide more dust bins and school will be very clean and become a very nice place to study.

You'll never know till you have tried





C = 22  
O = 19  
V = 20  
L = 19  
M = 5

85

Nama = Fitri Nourta Sari

Kelas = XI IPA 3

Tourism Benefit for local people

What is the Benefit of tourism for local people?

Well... Tourism is now 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 benefits 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**

Name: M Noer Syahputra  
Kelas: XI IPA 5

No. \_\_\_\_\_

Date: \_\_\_\_\_

## 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 of poisons 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 air, sun light and pollution. To keep the skin elasticity, water is needed in the enough amounts. Water can keep skin can't not easy to dry and make crimp.

So, let's consume water everyday at least 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 = 20

Organization = 16

Vocabulary = 16

Language use = 20

Mechanics = 5

77

You'll never know till you have tried





Content = 20

Organization = 16

Language use = 20

Mechanics = 5

Vocabulary = 19

80

No.

Date :

Nama = Fitri Nourta Sari

Kelas = XI IPA 3

## Tourism Benefit on local people

What is the Benefit of tourism for local people?  
Well... Tourism is now 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 benefits 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.

No. \_\_\_\_\_

Date: \_\_\_\_\_

<input type="checkbox"/>	Name : Sely Justina
<input type="checkbox"/>	Class : XI IPA 3
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	Never try smoking
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	As far as we know,
<input type="checkbox"/>	smoking is very dangerous for health. And nearly with
<input type="checkbox"/>	our life. Specially teenagers in the school such as in
<input type="checkbox"/>	the Junior High School, SMA.
<input type="checkbox"/>	Firstly, smoke can make active smoker get Lung
<input type="checkbox"/>	Cancer, bronchitis, TBC and until die. Because of smoker
<input type="checkbox"/>	always smoke, their lung contain many disease.
<input type="checkbox"/>	Secondly, smoking only spend your money, without
<input type="checkbox"/>	benefit for you. That's only negative effects for your
<input type="checkbox"/>	health and for your life.
<input type="checkbox"/>	So, are you still need smoking? I think no. You should
<input type="checkbox"/>	never and never try smoking.
<input type="checkbox"/>	
<input type="checkbox"/>	Content = 23
<input type="checkbox"/>	Organisation = 15
<input type="checkbox"/>	Vocabulary = 14
<input type="checkbox"/>	Language use = 20
<input type="checkbox"/>	Mechanics = 5
<input type="checkbox"/>	<del>25</del> +
<input type="checkbox"/>	77
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

To be a winner, all you need is to give all you have





Raudha Isminiarti 1220  
XI IPA 3.

Remedial

87

No. 

☐ "More Dust Bins in cleaner."  
☐  
☐ to improve comfort and cleanliness at the  
☐ school, there should be an increasing number of  
☐ dust bins.

20 ☐ when we look at <sup>the</sup> classrooms, school  
16 ☐ corridors and schoolyard, there papers, mineral  
17 ☐ water corps, straws and napkin everywhere.

20 ☐ The Condition of Unseemliness really hinders  
5 ☐ learning and teaching environment. They can be  
78 ☐ 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 <sup>beside each step</sup>  
☐ outside at the classrooms and some along of  
☐ the corridors. Probably one dust bins in every ten  
☐ meters. so when students want to throw away their  
☐ litters, they can find the dust bins easily.

☐ When school is ~~equi~~ 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.

You'll never know till you have tried



**STUDENTS' WORKSHEETS IN CYCLE 2  
SCORED BY RESEARCHER AND  
COLLABORATOR**

**STUDENTS' WORKSHEETS IN CYCLE 2  
SCORED BY COLLABORATOR**



No. \_\_\_\_\_

Date. \_\_\_\_\_

☐ 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

C = 20

O = 20

V = 20

L = 20

M = 5

85

Name: M Noer Syahputra  
Class: XI IPA 3

No. \_\_\_\_\_  
Date. \_\_\_\_\_

## Function Handphone for Students

Handphone is a communication tool which has many functions and 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 for 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 function of it.

$$C = 20$$

$$O = 18$$

$$V = 17$$

$$L = 15$$

$$M = 5$$

$$\begin{array}{r} 20 \\ 18 \\ 17 \\ 15 \\ 5 \\ \hline 75 \end{array} +$$

75

# Hortatory Exposition.

No. \_\_\_\_\_

Date: \_\_\_\_\_

☐ 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, contribution 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 reason listed

$$C = 18$$

$$O = 17$$

$$V = 17$$

$$L = 18$$

$$M = 5 +$$

$$75$$

75



Nama = M. Imam Rahri  
Kelas = XI IPA2

C = 20 L = 19  
O = 17 M = 5  
V = 20 +

81

<input type="checkbox"/>	Never Try Smoking
<input type="checkbox"/>	
<input type="checkbox"/>	A lot of people, especially teenagers, who do not
<input type="checkbox"/>	smoke, always want to try smoking. They know it is
<input type="checkbox"/>	bad for them and all, but it is just something they
<input type="checkbox"/>	want to try, so they ask one of <u>their smoker friends</u>
<input type="checkbox"/>	for cigarette. Admittedly, they firstly can not light
<input type="checkbox"/>	it on their own so they ask his friend to do it. Then
<input type="checkbox"/>	they inhale that cigarette and smoke occasionally
<input type="checkbox"/>	Apparently that makes them the born smokers, now they
<input checked="" type="checkbox"/>	<u>do smoke</u> fairly regularly. They can not avoid smoking
<input type="checkbox"/>	and they enjoy too. They have smoker friends everyday
<input checked="" type="checkbox"/>	they bring a pack in their pocket. For them, a pack of cigarette
<input type="checkbox"/>	is as important as a wallet for their money.
<input type="checkbox"/>	Suddenly, for certain reason, they realize the fact that
<input type="checkbox"/>	tobacco is the cause of along list of nasty diseases.
<input type="checkbox"/>	it is not only hear disease, stroke, and chronic lung
<input type="checkbox"/>	disease but also bladder, lung, and pancreatic can even
<input type="checkbox"/>	it was reported that around 400,000 Americans died each
<input type="checkbox"/>	year. it was one every 80 seconds from tobacco-related
<input type="checkbox"/>	injuries.
<input type="checkbox"/>	Then they decide it is stupid to harm selves, they want
<input type="checkbox"/>	to quit smoking unfortunately, they find that quitting
<input type="checkbox"/>	smoking is so difficult "why can't I stop smoking? I really
<input type="checkbox"/>	want to stop it". it is hard to quit because nicotine is

You'll never know till you have tried



**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

Content =	23
Organization =	18
Language use =	20
Vocabulary =	18
Mechanics =	5 +

84



Name: M Noer Syahputra

Class: XI IPA 3

No.

Date.

## Function Handphone for Students

Thesis  
Handphone is a communication tool which has many functions and 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.

Argument 1  
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.

Argument 2  
Secondly, handphone can make for searching information in internet easily. Handphone is more simple to bring than laptop or notebook.

Argument 3  
Thirdly, Handphone is also useful to save data, record agenda or all events which needs to remember.

Recommendation  
Based on the above discussion, bring handphone should be allowed for students, because many function of it.

Content = 22  
Organization = 17  
Language use = 18  
Vocabulary = 14  
Mechanics = 3  
74

No. \_\_\_\_\_

Date: \_\_\_\_\_

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 reason listed.

Content = 20

Organization : 16

Vocabulary = 17

language use = 19

Mechanics = 5 +

77

77



+



Nama = M. Imam Zahri

No. \_\_\_\_\_

Kelas = XI IPA3

Date : \_\_\_\_\_

## Never Try Smoking

Content = 22

Organization = 15

Vocabulary = 18

Language use = 22

Mechanic = 4

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, if 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

↓ Apparently that makes them the born smokers. now they do smoke fairly regularly. They can not avoid smoking and they enjoy too. They have smoker friends everyday they bring a pack in their pocket. 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 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. it 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

You'll never know till you have tried







**PEMERINTAH KOTA BENGKULU  
DINAS PENDIDIKAN DAN KEBUDAYAAN**

Jl. Mahoni Nomor 57 Bengkulu 38227  
Telp. (0736) 21429, 21725 Fax. (0736) 345444

**SURAT IZIN PENELITIAN**

Nomor : 421.3/ 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  
Nomor: 1691/UN30.7/PL/2014 tanggal 04 April 2014.
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 eleventh 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;
5. Menyampaikan laporan hasil penelitian tersebut kepada Kepala Dinas Pendidikan dan  
Kebudayaan Kota Bengkulu dan Kepala SMA Negeri 4 Kota Bengkulu.

Demikian surat izin penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Bengkulu, 21 April 2014



a.n Kepala Dinas Pendidikan dan Kebudayaan  
Kota Bengkulu  
Kabid Dikmen,

**Dra. Rosmayetti, MM**

Pembina Tk.I/ NIP. 196306051990032003

Tembusan Yth:

1. Walikota Bengkulu
2. Dekan FKIP Universitas Bengkulu
3. Kepala SMA Negeri 4 Kota Bengkulu





PEMERINTAH KOTA BENGKULU  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH ATAS (SMA) NEGERI 4  
(TERAKREDITASI A)

Jalan Zainul Arifin Bengkulu 38229 ☎(Telp) /Fax (0736) 22061  
e-mail : [sman4bki@yahoo.co.id](mailto:sman4bki@yahoo.co.id) website : [www.smanpa-kotabengkulu.com](http://www.smanpa-kotabengkulu.com)



## SURAT KETERANGAN PENELITIAN

NOMOR : 423.4/261 / 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 : A1B010011  
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 eleventh 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



**Dr. A. DENI ASIAH**

NIP. 19640920 199102 2001



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS BENGKULU  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JURUSAN PENDIDIKAN BAHASA DAN SENI  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jln. WR. Supratman, Kandang Limun Bengkulu 38371 A  
Telp./Faksimile (0736) 21186  
Laman: [www.fkip.unib.ac.id](http://www.fkip.unib.ac.id) email: [dekanat.fkip@unib.ac.id](mailto:dekanat.fkip@unib.ac.id)

**SURAT KETERANGAN**

Yang bertanda tangan dibawah ini:

Nama : RIKI AGUS SETIAWAN  
NPM : A1B010011  
Prodi : Pendidikan Bahasa Inggris

Menyatakan dengan sesungguhnya bahwa skripsi dengan judul :

Improving Students' ability in writing hortatory exposition text  
by using fishbone method at the eleventh grade of Class IPA 3 of  
SMAN 4 KORA BENGKULU

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

Ketua Prodi,

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

Bengkulu,

METERAI  
TEMPEL

81AB4AAC288855275

3000

t saya,

DJP

(RIKI AGUS SETIAWAN)

## FOTO CYCLE 1



Teacher explain the material



teacher checks the group's work



Students do the writing test



## FOTO CYCLE 2



The researcher control students' activities



students listen to the teacher's explanation



Students did a writing test

## FOTO INTERVIEW





