

## Appendix 1

### The Descriptive Analysis of the Participants' Initial Competences on Writing Hortatory Exposition Text Achievement

#### Descriptives

		Statistic	Std. Error
Control	Mean	49.8333	.94332
	95% Confidence Interval for Mean	Lower Bound	47.9040
		Upper Bound	51.7626
	5% Trimmed Mean	49.8148	
	Median	50.0000	
	Variance	26.695	
	Std. Deviation	5.16676	
	Minimum	40.00	
	Maximum	60.00	
	Range	20.00	
	Interquartile Range	10.00	
	Skewness	.070	.427
	Kurtosis	-.396	.833
Experimental	Mean	51.1667	1.00811
	95% Confidence Interval for Mean	Lower Bound	49.1049
		Upper Bound	53.2285
	5% Trimmed Mean	51.2963	
	Median	50.0000	
	Variance	30.489	
	Std. Deviation	5.52164	
	Minimum	40.00	
	Maximum	60.00	
	Range	20.00	
	Interquartile Range	6.25	
	Skewness	-.168	.427
	Kurtosis	-.397	.833

## Appendix 2

### The Descriptive Analysis of the Experimental Group

#### Descriptives

			Statistic	Std. Error
Pretest	Mean		51.1667	1.00811
	95% Confidence Interval for	Lower Bound	49.1049	
	Mean	Upper Bound	53.2285	
	5% Trimmed Mean		51.2963	
	Median		50.0000	
	Variance		30.489	
	Std. Deviation		5.52164	
	Minimum		40.00	
	Maximum		60.00	
	Range		20.00	
	Interquartile Range		6.25	
	Skewness		-.168	.427
	Kurtosis		-.397	.833
Posttest	Mean		79.1667	1.20065
	95% Confidence Interval for	Lower Bound	76.7111	
	Mean	Upper Bound	81.6223	
	5% Trimmed Mean		79.2593	
	Median		80.0000	
	Variance		43.247	
	Std. Deviation		6.57625	
	Minimum		65.00	
	Maximum		90.00	
	Range		25.00	
	Interquartile Range		10.00	
	Skewness		-.061	.427
	Kurtosis		-.387	.833

### Appendix 3

#### The Descriptive Analysis of the Control Group

##### Descriptives

		Statistic	Std. Error
Pretest	Mean	49.8333	.94332
	95% Confidence Interval for		
	Lower Bound	47.9040	
	Mean		
	Upper Bound	51.7626	
	5% Trimmed Mean	49.8148	
	Median	50.0000	
	Variance	26.695	
	Std. Deviation	5.16676	
	Minimum	40.00	
	Maximum	60.00	
	Range	20.00	
	Interquartile Range	10.00	
	Skewness	.070	.427
	Kurtosis	-.396	.833
Posttest	Mean	59.0000	.87756
	95% Confidence Interval for		
	Lower Bound	57.2052	
	Mean		
	Upper Bound	60.7948	
	5% Trimmed Mean	58.8889	
	Median	60.0000	
	Variance	23.103	
	Std. Deviation	4.80660	
	Minimum	50.00	
	Maximum	70.00	
	Range	20.00	
	Interquartile Range	10.00	
	Skewness	.429	.427
	Kurtosis	-.666	.833

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## Appendix 4

### Lesson Plan 1st Meeting in Experimental Group

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School	: SMAK PENABUR Kota Wisata
Subject	: English
Class/Semester	: XI/2
Topic	: Hortatory Exposition
Aspect considered	: Writing
Time	: 2 x 45 minutes
Teacher	: Ms. Yunita Tabun

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- A. Competency Standard** : To express meanings in short functional and essay in the genres of narrative, spoof and hortatory exposition in daily life context.
- B. Basic Competency** : To express meanings and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life in the genre of hortatory exposition.
- C. Indicators** : 1. The students are able to identify the generic structures and language features of a hortatory exposition text.

2. The students are able to write a draft of a hortatory exposition text and write self-reflection on single piece of writing based on the questions provided to be included in their portfolio.
3. The students are able to revise their essay then write a reflection on revision to know their progress over time to be included in their portfolio.
4. The students are able to edit their essay before being submitted to the teacher then write reflection on growth and reflection towards portfolio assessment to know their progress after writing using portfolio assessment technique.
5. The students are able to submit their portfolio which consists of all pieces of their works, from their draft until their writing product together with all of reflections they have written.

**D. Purposes of Academic Learning:**

At the end of the lesson, the students are able to write a simple short essay in the form of hortatory exposition text accurately, fluently, and appropriately.

**E. Learning Method and Strategy:**

1. Learning Strategy : Think-Pair-Share
2. Learning Method : Writing Skill

## F. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p><b>Orientation</b></p> <ol style="list-style-type: none"> <li>Greeting students</li> <li>Checking the students' attendance</li> </ol> <p><b>Apperception</b></p> <p>Asking the students the lesson that they have learned the last meeting</p> <p><b>Motivation</b></p> <ol style="list-style-type: none"> <li>Informing the students that they are going to practice using think-pair-share strategy</li> <li>Giving direction about the role of TPS</li> <li>Telling the students the learning goals which will take place</li> </ol> <p><b>Giving reference</b></p> <ol style="list-style-type: none"> <li>Brainstorming students knowledge about hortatory exposition text by giving them some question:               <ol style="list-style-type: none"> <li>Have you ever read hortatory exposition text?</li> <li>What is hortatory exposition text?</li> </ol> </li> </ol>	<p><b>Orientation</b></p> <ol style="list-style-type: none"> <li>Greeting back the teacher</li> <li>Giving response</li> </ol> <p><b>Apperception</b></p> <p>Answering the teacher's question</p> <p><b>Motivation</b></p> <ol style="list-style-type: none"> <li>Listening to teacher's explanation</li> <li>Listening to teacher's explanation</li> <li>Listening to teacher's explanation</li> </ol> <p><b>Giving reference</b></p> <ol style="list-style-type: none"> <li>Listening and response by giving the teacher example</li> </ol>	20 minutes
2	Whilst-Activity	<p><b>Eksplorasi</b></p> <ol style="list-style-type: none"> <li>Exploring students to the related topic by explaining about hortatory exposition text (social function, generic structures, and language features: simple present tense)</li> <li>Giving the example of hortatory exposition text and teacher gives time for students to ask some question</li> </ol> <p><b>Elaboration</b></p> <ol style="list-style-type: none"> <li>Asking the students to think the material carefully individually</li> <li>Asking the students to make a pair</li> <li>Asking every pair to write a hortatory exposition text</li> <li>Asking the students to share their work to the class</li> </ol>	<p><b>Eksplorasi</b></p> <ol style="list-style-type: none"> <li>Listening to the teacher</li> <li>Identifying generic structures and language features of the text given by the teacher and discussing the content of the text by translating the text together</li> </ol> <p><b>Elaboration</b></p> <ol style="list-style-type: none"> <li>Thinking and taking a note the main information of the text carefully individually</li> <li>Making pair that consist of two persons</li> <li>Comparing and combining the note with their pair</li> <li>Sharing their work with the whole class</li> </ol>	50 minutes
3	Post-Activity	<p><b>Confirmation</b></p> <ol style="list-style-type: none"> <li>Showing the original text in LCD Projector</li> <li>Review the materials that had been learned</li> <li>Giving students chance to ask questions or unclear explanation</li> <li>Closing the class</li> </ol>	<p><b>Confirmation</b></p> <ol style="list-style-type: none"> <li>Comparing their text with the original version: grammar and content of the text)</li> <li>Paying attention to the teacher</li> <li>Asking question if any</li> </ol>	20 inutes

**G. Learning Resource:**

<https://www.englishindo.com/2012/03/hortatory-exposition-penjelasan-contoh.html>

**H. Learning Media:**

Laptop, Handbook, Worksheet, Power Point

**I. Learning Material:**

**Definition of Hortatory Exposition**

Hortatory Exposition is a type of English text that belongs to the class of Argumentation.

Hortatory Exposition is a type of English text that influences the reader to do something or act in a certain way.

In Hortatory Exposition, there are some opinions about certain things to reinforce the main ideas of the text.

**The Purpose of Hortatory Exposition**

The Purpose Hortatory exposition is to presenting and influencing the readers that should be so, and should not be.

**Generic Structure of Hortatory Exposition**

**Thesis**

The contain of thesis is introduction to the main idea of a effect or event that will be raised or discussed.

**Arguments**

The contain of argument is the opinions of the writer that support the main idea. The more opinions the authors write, the more attractive a Hortatory Exposition Text, because readers tend to believe in an event if there are many opinions that support in it.

### **Recommendation**

Recommendation contains a recommendation or solicitation writer to the reader.

### **Language Structure of Hortatory Exposition**

- The use Simple present tense

Ex : ( is, am, are, and Verb 1 )

- The use temporal connectives

Ex: firstly, secondly, thirdly, etc

- The use evaluative words

Ex : importantly, valuably, trustworthy,etc

### **J. Scoring:**

1. Technique : Written test
2. Form : Essay and Words Matching
3. Rubric for Writing Hortatory Exposition Text :



Criteria	Score	Indicators	Weighting
CONTENT	4	EXCELENTTO VERY GOOD: knowledgeable • substantive • through development of thesis • relevant to assigned topic	
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	1	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	4	EXCELENTTO VERY GOOD: fluent expression • ideas clearly stated / supported • succinct • well-organized • logical sequencing • cohesive	X5
	3	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing••	
	2	FAIR TO POOR: non-fluent • idea confused or disconnected • lacks logical sequencing and development	
	1	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	4	EXCELENTTO VERY GOOD: sophisticated range • effective word / idiom choice and usage • word from mastery • appropriate register	X5
	3	GOOD TO AVERAGE: adequate range • occasional errors of word / idiom from, choice, usage but meaning not obscured	
	2	FAIR TO POOR: limited rage • frequent errors of word/ idiom form, choice, usage • meaning confused or obscured	
	1	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE	4	EXCELENTTO VERY GOOD: effective complex construction • few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions	X5
	3	GOOD TO AVERAGE: effective but simple construction • minor problems in complex construction • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured	
	2	FAIR TO POOR: major problems in simple / complex constructions • frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletion • meaning confused or obscured ••	
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	4	EXCELENTTO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	X5
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured	
	1	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

Approved by

English Teacher



Onna Hartati, S.Pd

Researcher



Yunita Tabun

Principal



Drs. Yanner, S.Pd

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## Appendix 5

### Lesson Plan 1st Meeting in Control Group

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School	: SMAK PENABUR Kota Wisata
Subject	: English
Class/Semester	: XI/2
Topic	: Hortatory Exposition
Aspect considered	: Writing
Time	: 2 x 45 minutes
Teacher	: Ms. Yunita Tabun

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2. The students are able to write a draft of a hortatory exposition text and write self-reflection on single piece of writing based on the questions provided to be included in their portfolio.
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**D. Purposes of Academic Learning:**

At the end of the lesson, the students are able to write a simple short essay in the form of hortatory exposition text accurately, fluently, and appropriately.

**E. Learning Method and Strategy:**

Learning Method : Writing Skill

## F. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p><b>Orientation</b></p> <p>a. Greeting students</p> <p>b. Checking the students' attendance</p> <p><b>Apperception</b></p> <p>Asking the students the lesson that they have learned the last meeting</p> <p><b>Giving reference</b></p> <p>a. Brainstorming students knowledge about hortatory exposition text by giving them some question:</p> <ol style="list-style-type: none"> <li>1. Have you ever read hortatory exposition text?</li> <li>2. What is hortatory exposition text?</li> </ol>	<p><b>Orientation</b></p> <p>a. Greeting back the teacher</p> <p>b. Giving response</p> <p><b>Apperception</b></p> <p>Answering the teacher's question</p> <p><b>Giving reference</b></p> <p>Listening and response by giving the teacher example</p>	20 minutes
2	Whilst-Activity	<p><b>Eksploration</b></p> <p>a. Exploring students to the related topic by explaining about hortatory exposition text (social function, generic structures, and language features: simple present tense)</p> <p>b. Giving the example of hortatory exposition text and teacher gives time for students to ask some question</p> <p><b>Elaboration</b></p> <p>a. Asking the students to write a hortatory exposition text individually and submit their work on time</p> <p>b. Helping the students to solve the difficulties they encounter in writing hortatory exposition text</p>	<p><b>Eksploration</b></p> <p>a. Listening to the teacher</p> <p>b. Identifying generic structures and language features of the text given by the teacher and discussing the content of the text by translating the text together</p> <p><b>Elaboration</b></p> <p>a. Writing a hortatory exposition text individually</p> <p>b. Listening to the teacher</p>	50 minutes
3	Post-Activity	<p><b>Confirmation</b></p> <p>a. Showing the original text in LCD Projector</p> <p>b. Review the materials that had been learned</p> <p>c. Giving students chance to ask questions or unclear explanation</p> <p>d. Closing the class</p>	<p><b>Confirmation</b></p> <p>a. Comparing their text with the original version: grammar and content of the text)</p> <p>b. Paying attention to the teacher</p> <p>c. Paying attention to the teacher</p> <p>d. Asking question if any</p>	20 inutes

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### **J. Scoring:**

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	1	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
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LANGUAGE	4	EXCELENTTO VERY GOOD: effective complex construction • few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions	X5
	3	GOOD TO AVERAGE: effective but simple construction • minor problems in complex construction • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured	
	2	FAIR TO POOR: major problems in simple / complex constructions • frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletion • meaning confused or obscured ••	
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	4	EXCELENTTO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	X5
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Approved by

English Teacher



Onna Hartati, S.Pd

Researcher



Yunita Tabun

Principal



Drs. Yanner, S.Pd

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## Appendix 6

### Lesson Plan 2nd Meeting in Experimental Group

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School	: SMAK PENABUR Kota Wisata
Subject	: English
Class/Semester	: XI/2
Topic	: Hortatory Exposition
Aspect considered	: Writing
Time	: 2 x 45 minutes
Teacher	: Ms. Yunita Tabun

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- A. Competency Standard** : To express meanings in short functional and essay in the genres of narrative, spoof and hortatory exposition in daily life context.
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- C. Indicators** : 1. The students are able to identify the generic structures and language features of a hortatory exposition text.

2. The students are able to write a draft of a hortatory exposition text and write self-reflection on single piece of writing based on the questions provided to be included in their portfolio.
3. The students are able to revise their essay then write a reflection on revision to know their progress over time to be included in their portfolio.
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**D. Purposes of Academic Learning:**

At the end of the lesson, the students are able to write a simple short essay in the form of hortatory exposition text accurately, fluently, and appropriately.

**E. Learning Method and Strategy:**

1. Learning Strategy : Think-Pair-Share
2. Learning Method : Writing Skill

## F. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<b>Orientation</b> a. Greeting students b. Checking the students' attendance  <b>Apperception</b> Asking the students the lesson that they have learned the last meeting	<b>Orientation</b> a. Greeting back the teacher b. Giving response  <b>Apperception</b> Answering the teacher's question	20 minutes
2	Whilst-Activity	<b>Eksporation</b> a. Warming up students' knowledge about the lesson by giving some question: 1. Did you find the difficulties when you make the text in the last meeting? 2. Have you discussed it with your pair?  b. Teacher explain the material and gives the example  <b>Elaboration</b> a. Asking the students to think the material carefully individually b. Asking the students to make a pair c. Asking every pair to write hortatory exposition text d. Asking the students to share their work to the class	<b>Eksporation</b> a. Answering the teacher b. Listening to the teacher       <b>Elaboration</b> a. Thinking and taking a note the main information of the text carefully individually b. Making pair that consist of two persons c. Comparing and combining the note d. Sharing their work with the whole class	50 minutes
3	Post-Activity	<b>Confirmation</b> a. Showing the original text in LCD Projector b. Review the materials that had been learned c. Giving students chance to ask questions or unclear explanation d. Closing the class	<b>Confirmation</b> a. Comparing their text with the original version: grammar and content of the text) b. Paying attention to the teacher c. Paying attention to the teacher	20 minutes

**G. Learning Resource:**

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**H. Learning Media:**

Laptop, Handbook, Worksheet, Power Point

**I. Scoring:**

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Approved by

English Teacher



Onna Hartati, S.Pd

Researcher



Yunita Tabun

Principal



Drs. Yanner, S.Pd

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## Appendix 7

### Lesson Plan 2nd Meeting in Control Group

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School	: SMAK PENABUR Kota Wisata
Subject	: English
Class/Semester	: XI/2
Topic	: Hortatory Exposition
Aspect considered	: Writing
Time	: 2 x 45 minutes
Teacher	: Ms. Yunita Tabun

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5. The students are able to submit their portfolio which consists of all pieces of their works, from their draft until their writing product together with all of reflections they have written.

**D. Purposes of Academic Learning:**

At the end of the lesson, the students are able to write a simple short essay in the form of hortatory exposition text accurately, fluently, and appropriately.

**E. Learning Method and Strategy:**

Learning Method : Writing Skill

## F. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p><b>Orientation</b></p> <p>a. Greeting students</p> <p>b. Checking the students' attendance</p> <p><b>Apperception</b></p> <p>Asking the students the lesson that they have learned the last meeting</p>	<p><b>Orientation</b></p> <p>a. Greeting back the teacher</p> <p>b. Giving response</p> <p><b>Apperception</b></p> <p>Answering the teacher's question</p>	20 minutes
2	Whilst-Activity	<p><b>Eksplorasi</b></p> <p>a. Warming up students' knowledge about the lesson by giving some question:</p> <p>Did you find the difficulties when you make the text in the last meeting?</p> <p>b. Teacher explain the material and gives the example</p> <p><b>Elaborasi</b></p> <p>a. Asking the students to write a hortatory exposition text individually and submit their work on time</p> <p>b. Helping the students to solve the difficulties they encounter in writing hortatory exposition text</p>	<p><b>Eksplorasi</b></p> <p>a. Answering the teacher</p> <p>b. Listening to the teacher</p> <p><b>Elaborasi</b></p> <p>a. Writing a hortatory exposition text individually</p> <p>b. Listening to the teacher</p>	50 minutes
3	Post-Activity	<p><b>Confirmation</b></p> <p>a. Showing the original text in LCD Projector</p> <p>b. Review the materials that had been learned</p> <p>c. Giving students chance to ask questions or unclear explanation</p> <p>d. Closing the class</p>	<p><b>Confirmation</b></p> <p>a. Comparing their text with the original version: grammar and content of the text)</p> <p>b. Paying attention to the teacher</p> <p>c. Paying attention to the teacher</p> <p>d. Asking question if any</p>	20 minutes

**G. Learning Resource:**

<https://www.englishindo.com/2012/03/hortatory-exposition-penjelasan-contoh.html>

**H. Learning Media:**

Laptop, Handbook, Worksheet, Power Point

**I. Scoring:**

1. Technique : Written test
2. Form : Essay and Words Matching
3. Rubric for Writing Hortatory Exposition Text :

Criteria	Score	Indicators	Weighting
CONTENT	4	EXCELENTTO VERY GOOD: knowledgeable • substantive • through development of thesis • relevant to assigned topic	
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	1	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	4	EXCELENTTO VERY GOOD: fluent expression • ideas clearly stated / supported • succinct • well-organized • logical sequencing • cohesive	X5
	3	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing••	
	2	FAIR TO POOR: non-fluent • idea confused or disconnected • lacks logical sequencing and development	
	1	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	4	EXCELENTTO VERY GOOD: sophisticated range • effective word / idiom choice and usage • word from mastery • appropriate register	X5
	3	GOOD TO AVERAGE: adequate range • occasional errors of word / idiom from, choice, usage but meaning not obscured	
	2	FAIR TO POOR: limited rage • frequent errors of word/ idiom form, choice, usage • meaning confused or obscured	
	1	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE	4	EXCELENTTO VERY GOOD: effective complex construction • few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions	X5
	3	GOOD TO AVERAGE: effective but simple construction • minor problems in complex construction • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured	
	2	FAIR TO POOR: major problems in simple / complex constructions • frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletion • meaning confused or obscured ••	
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	4	EXCELENTTO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	X5
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured	
	1	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

Approved by

English Teacher



Onna Hartati, S.Pd

Researcher



Yunita Tabun

Principal



Drs. Yanner, S.Pd

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## Appendix 8

### Lesson Plan 3rd Meeting in Experimental Group

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School	: SMAK PENABUR Kota Wisata
Subject	: English
Class/Semester	: XI/2
Topic	: Hortatory Exposition
Aspect considered	: Writing
Time	: 2 x 45 minutes
Teacher	: Ms. Yunita Tabun

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- A. Competency Standard** : To express meanings in short functional and essay in the genres of narrative, spoof and hortatory exposition in daily life context.
- B. Basic Competency** : To express meanings and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life in the genre of hortatory exposition.
- C. Indicators** : 1. The students are able to identify the generic structures and language features of a hortatory exposition text.

2. The students are able to write a draft of a hortatory exposition text and write self-reflection on single piece of writing based on the questions provided to be included in their portfolio.
3. The students are able to revise their essay then write a reflection on revision to know their progress over time to be included in their portfolio.
4. The students are able to edit their essay before being submitted to the teacher then write reflection on growth and reflection towards portfolio assessment to know their progress after writing using portfolio assessment technique.
5. The students are able to submit their portfolio which consists of all pieces of their works, from their draft until their writing product together with all of reflections they have written.

**D. Purposes of Academic Learning:**

At the end of the lesson, the students are able to write a simple short essay in the form of hortatory exposition text accurately, fluently, and appropriately.

**E. Learning Method and Strategy:**

1. Learning Strategy : Think-Pair-Share
2. Learning Method : Writing Skill

## F. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<b>Orientation</b> a. Greeting students b. Checking the students' attendance  <b>Apperception</b> Asking the students the lesson that they have learned the last meeting	<b>Orientation</b> a. Greeting back the teacher b. Giving response  <b>Apperception</b> Answering the teacher's question	20 minutes
2	Whilst-Activity	<b>Eksporation</b> a. Warming up students' knowledge about the lesson by giving some question: 1. Did you find the difficulties when you make the text in the last meeting? 2. Have you discussed it with your pair?  b. Teacher explain the material and gives the example  <b>Elaboration</b> a. Asking the students to think the material carefully individually b. Asking the students to make a pair c. Asking every pair to write hortatory exposition text d. Asking the students to share their work to the class	<b>Eksporation</b> a. Answering the teacher b. Listening to the teacher          <b>Elaboration</b> a. Thinking and taking a note the main information of the text carefully individually b. Making Pair that consist of two persons c. Comparing and combining the note d. Sharing their work with the whole class	50 minutes
3	Post-Activity	<b>Confirmation</b> a. Showing the original text in LCD Projector b. Review the materials that had been learned c. Giving students chance to ask questions or unclear explanation d. Closing the class	<b>Confirmation</b> a. Comparing their text with the original version: grammar and content of the text) b. Paying attention to the teacher c. Paying attention to the teacher d. Asking question if any	20 minutes



**G. Learning Resource:**

<https://www.englishindo.com/2012/03/hortatory-exposition-penjelasan-contoh.html>

**H. Learning Media:**

Laptop, Handbook, Worksheet, Power Point

**I. Scoring:**

1. Technique : Written test
2. Form : Essay and Words Matching
3. Rubric for Writing Hortatory Exposition Text :

Criteria	Score	Indicators	Weighting
CONTENT	4	EXCELENTTO VERY GOOD: knowledgeable • substantive • through development of thesis • relevant to assigned topic	X5
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	1	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	4	EXCELENTTO VERY GOOD: fluent expression • ideas clearly stated / supported • succinct • well-organized • logical sequencing • cohesive	X5
	3	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing••	
	2	FAIR TO POOR: non-fluent • idea confused or disconnected • lacks logical sequencing and development	
	1	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	4	EXCELENTTO VERY GOOD: sophisticated range • effective word / idiom choice and usage • word from mastery • appropriate register	X5
	3	GOOD TO AVERAGE: adequate range • occasional errors of word / idiom from, choice, usage but meaning not obscured	
	2	FAIR TO POOR: limited rage • frequent errors of word/ idiom form, choice, usage • meaning confused or obscured	
	1	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE	4	EXCELENTTO VERY GOOD: effective complex construction • few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions	X5
	3	GOOD TO AVERAGE: effective but simple construction • minor problems in complex construction • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured	
	2	FAIR TO POOR: major problems in simple / complex constructions • frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletion • meaning confused or obscured ••	
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	4	EXCELENTTO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	X5
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured	
	1	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

Approved by

English Teacher



Onna Hartati, S.Pd

Researcher



Yunita Tabun

Principal



Drs. Yanner, S.Pd

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## Appendix 9

### Lesson Plan 3rd Meeting in Control Group

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School : SMAK PENABUR Kota Wisata

Subject : English

Class/Semester : XI/2

Topic : Hortatory Exposition

Aspect considered : Writing

Time : 2 x 45 minutes

Teacher : Ms. Yunita Tabun

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- A. Competency Standard** : To express meanings in short functional and essay in the genres of narrative, spoof and hortatory exposition in daily life context.
- B. Basic Competency** : To express meanings and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life in the genre of hortatory exposition.
- C. Indicators** : 1. The students are able to identify the generic structures and language features of a hortatory exposition text.

2. The students are able to write a draft of a hortatory exposition text and write self-reflection on single piece of writing based on the questions provided to be included in their portfolio.
3. The students are able to revise their essay then write a reflection on revision to know their progress over time to be included in their portfolio.
4. The students are able to edit their essay before being submitted to the teacher then write reflection on growth and reflection towards portfolio assessment to know their progress after writing using portfolio assessment technique.
5. The students are able to submit their portfolio which consists of all pieces of their works, from their draft until their writing product together with all of reflections they have written.

**D. Purposes of Academic Learning:**

At the end of the lesson, the students are able to write a simple short essay in the form of hortatory exposition text accurately, fluently, and appropriately.

**E. Learning Method and Strategy:**

Learning Method : Writing Skill

## F. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p><b>Orientation</b></p> <p>a. Greeting students</p> <p>b. Checking the students' attendance</p> <p><b>Apperception</b></p> <p>Asking the students the lesson that they have learned the last meeting</p>	<p><b>Orientation</b></p> <p>a. Greeting back the teacher</p> <p>b. Giving response</p> <p><b>Apperception</b></p> <p>Answering the teacher's question</p>	20 minutes
2	Whilst-Activity	<p><b>Eksplorasi</b></p> <p>a. Warming up students' knowledge about the lesson by giving some question:</p> <p>Did you find the difficulties when you make the text in the last meeting?</p> <p>b. Teacher explain the material and gives the example</p> <p><b>Elaborasi</b></p> <p>a. Asking the students to write a hortatory exposition text individually and submit their work on time</p> <p>b. Helping the students to solve the difficulties they encounter in writing hortatory exposition text</p>	<p><b>Eksplorasi</b></p> <p>a. Answering the teacher</p> <p>b. Listening to the teacher</p> <p><b>Elaborasi</b></p> <p>a. Writing a hortatory exposition text individually</p> <p>b. Listening to the teacher</p>	50 minutes
3	Post-Activity	<p><b>Confirmation</b></p> <p>a. Showing the original text in LCD Projector</p> <p>b. Review the materials that had been learned</p> <p>c. Giving students chance to ask questions or unclear explanation</p> <p>d. Closing the class</p>	<p><b>Confirmation</b></p> <p>a. Comparing their text with the original version: grammar and content of the text)</p> <p>b. Paying attention to the teacher</p> <p>c. Paying attention to the teacher</p> <p>d. Asking question if any</p>	20 minutes

**G. Learning Resource:**

<https://www.englishindo.com/2012/03/hortatory-exposition-penjelasan-contoh.html>

**H. Learning Media:**

Laptop, Handbook, Worksheet, Power Point

**I. Scoring:**

1. Technique : Written test
2. Form : Essay and Words Matching
3. Rubric for Writing Hortatory Exposition Text :

Criteria	Score	Indicators	Weighting
CONTENT	4	EXCELENTTO VERY GOOD: knowledgeable • substantive • through development of thesis • relevant to assigned topic	
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	1	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	4	EXCELENTTO VERY GOOD: fluent expression • ideas clearly stated / supported • succinct • well-organized • logical sequencing • cohesive	X5
	3	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing••	
	2	FAIR TO POOR: non-fluent • idea confused or disconnected • lacks logical sequencing and development	
	1	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	4	EXCELENTTO VERY GOOD: sophisticated range • effective word / idiom choice and usage • word from mastery • appropriate register	X5
	3	GOOD TO AVERAGE: adequate range • occasional errors of word / idiom from, choice, usage but meaning not obscured	
	2	FAIR TO POOR: limited rage • frequent errors of word/ idiom form, choice, usage • meaning confused or obscured	
	1	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE	4	EXCELENTTO VERY GOOD: effective complex construction • few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions	X5
	3	GOOD TO AVERAGE: effective but simple construction • minor problems in complex construction • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured	
	2	FAIR TO POOR: major problems in simple / complex constructions • frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletion • meaning confused or obscured ••	
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	4	EXCELENTTO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	X5
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured	
	1	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	



Approved by

English Teacher



Onna Hartati, S.Pd

Researcher



Yunita Tabun

Principal



Drs. Yanner, S.Pd

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## Appendix 10

### Lesson Plan 4th Meeting in Experimental Group

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School : SMAK PENABUR Kota Wisata

Subject : English

Class/Semester : XI/2

Topic : Hortatory Exposition

Aspect considered : Writing

Time : 2 x 45 minutes

Teacher : Ms. Yunitha Tabun

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- A. Competency Standard** : To express meanings in short functional and essay in the genres of narrative, spoof and hortatory exposition in daily life context.
- B. Basic Competency** : To express meanings and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life in the genre of hortatory exposition.
- C. Indicators** : 1. The students are able to identify the generic structures and language features of a hortatory exposition text.

2. The students are able to write a draft of a hortatory exposition text and write self-reflection on single piece of writing based on the questions provided to be included in their portfolio.
3. The students are able to revise their essay then write a reflection on revision to know their progress over time to be included in their portfolio.
4. The students are able to edit their essay before being submitted to the teacher then write reflection on growth and reflection towards portfolio assessment to know their progress after writing using portfolio assessment technique.
5. The students are able to submit their portfolio which consists of all pieces of their works, from their draft until their writing product together with all of reflections they have written.

**D. Purposes of Academic Learning:**

At the end of the lesson, the students are able to write a simple short essay in the form of hortatory exposition text accurately, fluently, and appropriately.

**E. Learning Method and Strategy:**

1. Learning Strategy : Think-Pair-Share
2. Learning Method : Writing Skill

## F. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<b>Orientation</b> a. Greeting students b. Checking the students' attendance  <b>Apperception</b> Asking the students the lesson that they have learned the last meeting	<b>Orientation</b> a. Greeting back the teacher b. Giving response  <b>Apperception</b> Answering the teacher's question	20 minutes
2	Whilst-Activity	<b>Eksporation</b> a. Warming up students' knowledge about the lesson by giving some question: 1. Did you find the difficulties when you make the text in the last meeting? 2. Have you discussed it with your pair?  b. Teacher explain the material and gives the example  <b>Elaboration</b> a. Asking the students to think the material carefully individually b. Asking the students to make a pair c. Asking every pair to write hortatory exposition text d. Asking the students to share their work to the class	<b>Eksporation</b> a. Answering the teacher b. Listening to the teacher          <b>Elaboration</b> a. Thinking and taking a note the main information of the text carefully individually b. Making pair that consist of two persons c. Comparing and combining the note d. Sharing their work with the whole class	50 minutes
3	Post-Activity	<b>Confirmation</b> a. Showing the original text in LCD Projector b. Review the materials that had been learned c. Giving students chance to ask questions or unclear explanation d. Closing the class	<b>Confirmation</b> a. Comparing their text with the original version: grammar and content of the text) b. Paying attention to the teacher c. Paying attention to the teacher d. Asking question if any	20 minutes

**G. Learning Resource:**

<http://britishcourse.com/example-of-hortatory-exposition-text-corruption.php>

**H. Learning Media:**

Laptop, Handbook, Worksheet, Power Point

**I. Scoring:**

1. Technique : Written test
2. Form : Essay and Words Matching
3. Rubric for Writing Hortatory Exposition Text :

Criteria	Score	Indicators	Weighting
CONTENT	4	EXCELENTTO VERY GOOD: knowledgeable • substantive • through development of thesis • relevant to assigned topic	
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	1	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	4	EXCELENTTO VERY GOOD: fluent expression • ideas clearly stated / supported • succinct • well-organized • logical sequencing • cohesive	X5
	3	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing••	
	2	FAIR TO POOR: non-fluent • idea confused or disconnected • lacks logical sequencing and development	
	1	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	4	EXCELENTTO VERY GOOD: sophisticated range • effective word / idiom choice and usage • word from mastery • appropriate register	X5
	3	GOOD TO AVERAGE: adequate range • occasional errors of word / idiom from, choice, usage but meaning not obscured	
	2	FAIR TO POOR: limited rage • frequent errors of word/ idiom form, choice, usage • meaning confused or obscured	
	1	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE	4	EXCELENTTO VERY GOOD: effective complex construction • few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions	X5
	3	GOOD TO AVERAGE: effective but simple construction • minor problems in complex construction • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured	
	2	FAIR TO POOR: major problems in simple / complex constructions • frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletion • meaning confused or obscured ••	
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	4	EXCELENTTO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	X5
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured	
	1	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

Approved by

English Teacher



Onna Hartati, S.Pd

Researcher



Yunita Tabun

Principal



Drs. Yanner, S.Pd

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## Appendix 11

### Lesson Plan 4th Meeting in Control Group

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School	: SMAK PENABUR Kota Wisata
Subject	: English
Class/Semester	: XI/2
Topic	: Hortatory Exposition
Aspect considered	: Writing
Time	: 2 x 45 minutes
Teacher	: Ms. Yunita Tabun

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- A. Competency Standard** : To express meanings in short functional and essay in the genres of narrative, spoof and hortatory exposition in daily life context.
- B. Basic Competency** : To express meanings and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life in the genre of hortatory exposition.
- C. Indicators** : 1. The students are able to identify the generic structures and language features of a hortatory exposition.



2. The students are able to write a draft of a hortatory exposition and write self-reflection on single piece of writing based on the questions provided to be included in their portfolio.
3. The students are able to revise their essay then write a reflection on revision to know their progress over time to be included in their portfolio.
4. The students are able to edit their essay before being submitted to the teacher then write reflection on growth and reflection towards portfolio assessment to know their progress after writing using portfolio assessment technique.
5. The students are able to submit their portfolio which consists of all pieces of their works, from their draft until their writing product together with all of reflections they have written.

**D. Purposes of Academic Learning:**

At the end of the lesson, the students are able to write a simple short essay in the form of hortatory exposition accurately, fluently, and appropriately.

**E. Learning Method and Strategy:**

Learning Method : Writing Skill

## F. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p><b>Orientation</b></p> <p>a. Greeting students</p> <p>b. Checking the students' attendance</p> <p><b>Apperception</b></p> <p>Asking the students the lesson that they have learned the last meeting</p>	<p><b>Orientation</b></p> <p>a. Greeting back the teacher</p> <p>b. Giving response</p> <p><b>Apperception</b></p> <p>Answering the teacher's question</p>	20 minutes
2	Whilst-Activity	<p><b>Eksploration</b></p> <p>a. Warming up students' knowledge about the lesson by giving some question:</p> <p>Did you find the difficulties when you make the text in the last meeting?</p> <p>b. Teacher explain the material and gives the example</p> <p><b>Elaboration</b></p> <p>a. Asking the students to write a hortatory exposition text individually and submit their work on time</p> <p>b. Helping the students to solve the difficulties they encounter in writing hortatory exposition text</p>	<p><b>Eksploration</b></p> <p>a. Answering the teacher</p> <p>b. Listening to the teacher</p> <p><b>Elaboration</b></p> <p>a. Writing a hortatory exposition text individually</p> <p>b. Listening to the teacher</p>	50 minutes
3	Post-Activity	<p><b>Confirmation</b></p> <p>a. Showing the original text in LCD Projector</p> <p>b. Review the materials that had been learned</p> <p>c. Giving students chance to ask questions or unclear explanation</p> <p>d. Closing the class</p>	<p><b>Confirmation</b></p> <p>a. Comparing their text with the original version: grammar and content of the text)</p> <p>b. Paying attention to the teacher</p> <p>c. Paying attention to the teacher</p> <p>d. Asking question if any</p>	20 minutes

**G. Learning Resource:**

<http://britishcourse.com/example-of-hortatory-exposition-text-corruption.php>

**H. Learning Media:**

Laptop, Handbook, Worksheet, Power Point

**I. Scoring:**

1. Technique : Written test
2. Form : Essay
3. Rubric for Writing Hortatory Exposition Text :

Criteria	Score	Indicators	Weighting
CONTENT	4	EXCELENTTO VERY GOOD: knowledgeable • substantive • through development of thesis • relevant to assigned topic	
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	1	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	4	EXCELENTTO VERY GOOD: fluent expression • ideas clearly stated / supported • succinct • well-organized • logical sequencing • cohesive	X5
	3	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing••	
	2	FAIR TO POOR: non-fluent • idea confused or disconnected • lacks logical sequencing and development	
	1	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	4	EXCELENTTO VERY GOOD: sophisticated range • effective word / idiom choice and usage • word from mastery • appropriate register	X5
	3	GOOD TO AVERAGE: adequate range • occasional errors of word / idiom from, choice, usage but meaning not obscured	
	2	FAIR TO POOR: limited rage • frequent errors of word/ idiom form, choice, usage • meaning confused or obscured	
	1	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE	4	EXCELENTTO VERY GOOD: effective complex construction • few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions	X5
	3	GOOD TO AVERAGE: effective but simple construction • minor problems in complex construction • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured	
	2	FAIR TO POOR: major problems in simple / complex constructions • frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletion • meaning confused or obscured ••	
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	4	EXCELENTTO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	X5
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured	
	1	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

Approved by

English Teacher



Onna Hartati, S.Pd

Researcher



Yunita Tabun

Principal



Drs. Yanner, S.Pd

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## Appendix 12

### Lesson Plan 5th Meeting in Experimental Group

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School : SMAK PENABUR Kota Wisata

Subject : English

Class/Semester : XI/2

Topic : Hortatory Exposition

Aspect considered : Writing

Time : 2 x 45 minutes

Teacher : Ms. Yunitha Tabun

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- A. Competency Standard** : To express meanings in short functional and essay in the genres of narrative, spoof and hortatory exposition in daily life context.
- B. Basic Competency** : To express meanings and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life in the genre of hortatory exposition.
- C. Indicators** : 1. The students are able to identify the generic structures and language features of a hortatory exposition text.

2. The students are able to write a draft of a hortatory exposition text and write self-reflection on single piece of writing based on the questions provided to be included in their portfolio.
3. The students are able to revise their essay then write a reflection on revision to know their progress over time to be included in their portfolio.
4. The students are able to edit their essay before being submitted to the teacher then write reflection on growth and reflection towards portfolio assessment to know their progress after writing using portfolio assessment technique.
5. The students are able to submit their portfolio which consists of all pieces of their works, from their draft until their writing product together with all of reflections they have written.

**D. Purposes of Academic Learning:**

At the end of the lesson, the students are able to write a simple short essay in the form of hortatory exposition text accurately, fluently, and appropriately.

**E. Learning Method and Strategy:**

1. Learning Strategy : Think-Pair-Share
2. Learning Method : Writing Skill

## F. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p><b>Orientation</b></p> <p>a. Greeting students</p> <p>b. Checking the students' attendance</p> <p><b>Apperception</b></p> <p>Asking the students the lesson that they have learned the last meeting</p>	<p><b>Orientation</b></p> <p>a. Greeting back the teacher</p> <p>b. Giving response</p> <p><b>Apperception</b></p> <p>Answering the teacher's question</p>	20 minutes
2	Whilst-Activity	<p><b>Eksposition</b></p> <p>a. Warming up students' knowledge about the lesson by giving some question:</p> <ol style="list-style-type: none"> <li>Did you find the difficulties when you make the text in the last meeting?</li> <li>Have you discussed it with your pair?</li> </ol> <p>b. Teacher explain the material and gives the example</p> <p><b>Elaboration</b></p> <p>a. Asking the students to think the material carefully individually</p> <p>b. Asking the students to make a pair</p> <p>c. Asking every pair to write hortatory exposition text</p> <p>d. Asking the students to share their work to the class</p>	<p><b>Eksposition</b></p> <p>a. Answering the teacher</p> <p>b. Listening to the teacher</p> <p><b>Elaboration</b></p> <p>a. Thinking and taking a note the main information of the text carefully individually</p> <p>b. Making pair that consist of two persons</p> <p>c. Comparing and combining the note</p> <p>d. Sharing their work with the whole class</p>	50 minutes
3	Post-Activity	<p><b>Confirmation</b></p> <p>a. Showing the original text in LCD Projector</p> <p>b. Review the materials that had been learned</p> <p>c. Giving students chance to ask questions or unclear explanation</p> <p>d. Closing the class</p>	<p><b>Confirmation</b></p> <p>a. Comparing their text with the original version: grammar and content of the text)</p> <p>b. Paying attention to the teacher</p> <p>c. Paying attention to the teacher</p> <p>d. Asking question if any</p>	20 minutes



**G. Learning Resource:**

<http://britishcourse.com/example-of-hortatory-exposition-text-corruption.php>

**H. Learning Media:**

Laptop, Handbook, Worksheet, Power Point

**I. Scoring:**

1. Technique : Written test
2. Form : Essay and Words Matching
3. Rubric for Writing Hortatory Exposition Text :

Criteria	Score	Indicators	Weighting
CONTENT	4	EXCELENTTO VERY GOOD: knowledgeable • substantive • through development of thesis • relevant to assigned topic	
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	1	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	4	EXCELENTTO VERY GOOD: fluent expression • ideas clearly stated / supported • succinct • well-organized • logical sequencing • cohesive	X5
	3	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing••	
	2	FAIR TO POOR: non-fluent • idea confused or disconnected • lacks logical sequencing and development	
	1	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	4	EXCELENTTO VERY GOOD: sophisticated range • effective word / idiom choice and usage • word from mastery • appropriate register	X5
	3	GOOD TO AVERAGE: adequate range • occasional errors of word / idiom from, choice, usage but meaning not obscured	
	2	FAIR TO POOR: limited rage • frequent errors of word/ idiom form, choice, usage • meaning confused or obscured	
	1	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE	4	EXCELENTTO VERY GOOD: effective complex construction • few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions	X5
	3	GOOD TO AVERAGE: effective but simple construction • minor problems in complex construction • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured	
	2	FAIR TO POOR: major problems in simple / complex constructions • frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletion • meaning confused or obscured ••	
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	4	EXCELENTTO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	X5
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured	
	1	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	



Approved by

English Teacher



Onna Hartati, S.Pd

Researcher



Yunita Tabun

Principal



Drs. Yanner, S.Pd

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## Appendix 13

### Lesson Plan 5th Meeting in Control Group

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School	: SMAK PENABUR Kota Wisata
Subject	: English
Class/Semester	: XI/2
Topic	: Hortatory Exposition
Aspect considered	: Writing
Time	: 2 x 45 minutes
Teacher	: Ms. Yunita Tabun

---

- A. Competency Standard** : To express meanings in short functional and essay in the genres of narrative, spoof and hortatory exposition in daily life context.
- B. Basic Competency** : To express meanings and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life in the genre of hortatory exposition.
- C. Indicators** : 1. The students are able to identify the generic structures and language features of a hortatory exposition.

2. The students are able to write a draft of a hortatory exposition and write self-reflection on single piece of writing based on the questions provided to be included in their portfolio.
3. The students are able to revise their essay then write a reflection on revision to know their progress over time to be included in their portfolio.
4. The students are able to edit their essay before being submitted to the teacher then write reflection on growth and reflection towards portfolio assessment to know their progress after writing using portfolio assessment technique.
5. The students are able to submit their portfolio which consists of all pieces of their works, from their draft until their writing product together with all of reflections they have written.

**D. Purposes of Academic Learning:**

At the end of the lesson, the students are able to write a simple short essay in the form of hortatory exposition accurately, fluently, and appropriately.

**E. Learning Method and Strategy:**

Learning Method : Writing Skill

## F. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>a. Greeting students</li> <li>b. Checking the students' attendance</li> </ul> <p><b>Apperception</b></p> <p>Asking the students the lesson that they have learned the last meeting</p>	<p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>a. Greeting back the teacher</li> <li>b. Giving response</li> </ul> <p><b>Apperception</b></p> <p>Answering the teacher's question</p>	20 minutes
2	Whilst-Activity	<p><b>Eksplorasi</b></p> <ul style="list-style-type: none"> <li>a. Warming up students' knowledge about the lesson by giving some question:</li> </ul> <p>Did you find the difficulties when you make the text in the last meeting?</p> <ul style="list-style-type: none"> <li>b. Teacher explain the material and gives the example</li> </ul> <p><b>Elaborasi</b></p> <ul style="list-style-type: none"> <li>a. Asking the students to write a hortatory exposition text individually and submit their work on time</li> <li>b. Helping the students to solve the difficulties they encounter in writing hortatory exposition text</li> </ul>	<p><b>Eksplorasi</b></p> <ul style="list-style-type: none"> <li>a. Answering the teacher</li> <li>b. Listening to the teacher</li> </ul> <p><b>Elaborasi</b></p> <ul style="list-style-type: none"> <li>a. Writing a hortatory exposition text individually</li> <li>b. Listening to the teacher</li> </ul>	50 minutes
3	Post-Activity	<p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>a. Showing the original text in LCD Projector</li> <li>b. Review the materials that had been learned</li> <li>c. Giving students chance to ask questions or unclear explanation</li> <li>d. Closing the class</li> </ul>	<p><b>Confirmation</b></p> <ul style="list-style-type: none"> <li>a. Comparing their text with the original version: grammar and content of the text)</li> <li>b. Paying attention to the teacher</li> <li>c. Paying attention to the teacher</li> <li>d. Asking question if any</li> </ul>	20 minutes

**G. Learning Resource:**

<http://britishcourse.com/example-of-hortatory-exposition-text-corruption.php>

**H. Learning Media:**

Laptop, Handbook, Worksheet, Power Point

**I. Scoring:**

1. Technique : Written test
2. Form : Essay and Words Matching
3. Rubric for Writing Hortatory Exposition Text :



Criteria	Score	Indicators	Weighting
CONTENT	4	EXCELENTTO VERY GOOD: knowledgeable • substantive • through development of thesis • relevant to assigned topic	X5
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	1	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	4	EXCELENTTO VERY GOOD: fluent expression • ideas clearly stated / supported • succinct • well-organized • logical sequencing • cohesive	X5
	3	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing••	
	2	FAIR TO POOR: non-fluent • idea confused or disconnected • lacks logical sequencing and development	
	1	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	4	EXCELENTTO VERY GOOD: sophisticated range • effective word / idiom choice and usage • word from mastery • appropriate register	X5
	3	GOOD TO AVERAGE: adequate range • occasional errors of word / idiom from, choice, usage but meaning not obscured	
	2	FAIR TO POOR: limited rage • frequent errors of word/ idiom form, choice, usage • meaning confused or obscured	
	1	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE	4	EXCELENTTO VERY GOOD: effective complex construction • few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions	X5
	3	GOOD TO AVERAGE: effective but simple construction • minor problems in complex construction • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured	
	2	FAIR TO POOR: major problems in simple / complex constructions • frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletion • meaning confused or obscured ••	
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	4	EXCELENTTO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	X5
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured	
	1	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

Approved by

English Teacher



Onna Hartati, S.Pd

Researcher



Yunita Tabun

Principal



Drs. Yanner, S.Pd

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## Appendix 14

### Lesson Plan 6th Meeting in Experimental Group

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School	: SMAK PENABUR Kota Wisata
Subject	: English
Class/Semester	: XI/2
Topic	: Hortatory Exposition
Aspect considered	: Writing
Time	: 2 x 45 minutes
Teacher	: Ms. Yunita Tabun

---

- A. Competency Standard** : To express meanings in short functional and essay in the genres of narrative, spoof and hortatory exposition in daily life context.
- B. Basic Competency** : To express meanings and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life in the genre of hortatory exposition.
- C. Indicators** : 1. The students are able to identify the generic structures and language features of a hortatory exposition text.

2. The students are able to write a draft of a hortatory exposition text and write self-reflection on single piece of writing based on the questions provided to be included in their portfolio.
3. The students are able to revise their essay then write a reflection on revision to know their progress over time to be included in their portfolio.
4. The students are able to edit their essay before being submitted to the teacher then write reflection on growth and reflection towards portfolio assessment to know their progress after writing using portfolio assessment technique.
5. The students are able to submit their portfolio which consists of all pieces of their works, from their draft until their writing product together with all of reflections they have written.

**D. Purposes of Academic Learning:**

At the end of the lesson, the students are able to write a simple short essay in the form of hortatory exposition text accurately, fluently, and appropriately.

**E. Learning Method and Strategy:**

1. Learning Strategy : Think-Pair-Share
2. Learning Method : Writing Skill

## F. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<b>Orientation</b> a. Greeting students b. Checking the students' attendance  <b>Apperception</b> Asking the students the lesson that they have learned the last meeting	<b>Orientation</b> a. Greeting back the teacher b. Giving response  <b>Apperception</b> Answering the teacher's question	20 minutes
2	Whilst-Activity	<b>Eksporation</b> a. Warming up students' knowledge about the lesson by giving some question: <ol style="list-style-type: none"> <li>Did you find the difficulties when you make the text in the last meeting?</li> <li>Have you discussed it with your pair?</li> </ol> b. Teacher explain the material and gives the example  <b>Elaboration</b> a. Asking the students to think the material carefully individually b. Asking the students to make a pair c. Asking every pair to write hortatory exposition text d. Asking the students to share their work to the class	<b>Eksporation</b> a. Answering the teacher b. Listening to the teacher  <b>Elaboration</b> a. Thinking and taking a note the main information of the text carefully individually b. Making pair that consist of two persons c. Comparing and combining the note d. Sharing their work with the whole class	50 minutes
3	Post-Activity	<b>Confirmation</b> a. Showing the original text in LCD Projector b. Review the materials that had been learned c. Giving students chance to ask questions or unclear explanation d. Closing the class	<b>Confirmation</b> a. Comparing their text with the original version: grammar and content of the text) b. Paying attention to the teacher c. Paying attention to the teacher d. Asking question if any	20 minutes

**G. Learning Resource:**

<http://britishcourse.com/example-of-hortatory-exposition-text-corruption.php>

**H. Learning Media:**

Laptop, Handbook, Worksheet, Power Point

**I. Scoring:**

1. Technique : Written test
2. Form : Essay and Words Matching
3. Rubric for Writing Hortatory Exposition Text :

Criteria	Score	Indicators	Weighting
CONTENT	4	EXCELENTTO VERY GOOD: knowledgeable • substantive • through development of thesis • relevant to assigned topic	
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	1	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	4	EXCELENTTO VERY GOOD: fluent expression • ideas clearly stated / supported • succinct • well-organized • logical sequencing • cohesive	X5
	3	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing••	
	2	FAIR TO POOR: non-fluent • idea confused or disconnected • lacks logical sequencing and development	
	1	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	4	EXCELENTTO VERY GOOD: sophisticated range • effective word / idiom choice and usage • word from mastery • appropriate register	X5
	3	GOOD TO AVERAGE: adequate range • occasional errors of word / idiom from, choice, usage but meaning not obscured	
	2	FAIR TO POOR: limited rage • frequent errors of word/ idiom form, choice, usage • meaning confused or obscured	
	1	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE	4	EXCELENTTO VERY GOOD: effective complex construction • few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions	X5
	3	GOOD TO AVERAGE: effective but simple construction • minor problems in complex construction • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured	
	2	FAIR TO POOR: major problems in simple / complex constructions • frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletion • meaning confused or obscured ••	
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	4	EXCELENTTO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	X5
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured	
	1	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

Approved by

English Teacher



Onna Hartati, S.Pd

Researcher



Yunita Tabun

Principal



Drs. Yanner, S.Pd



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## Appendix 15

### Lesson Plan 6th Meeting in Control Group

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School	: SMAK PENABUR Kota Wisata
Subject	: English
Class/Semester	: XI/2
Topic	: Hortatory Exposition
Aspect considered	: Writing
Time	: 2 x 45 minutes
Teacher	: Ms. Yunita Tabun

---

- A. Competency Standard** : To express meanings in short functional and essay in the genres of narrative, spoof and hortatory exposition in daily life context.
- B. Basic Competency** : To express meanings and rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life in the genre of hortatory exposition.
- C. Indicators** : 1. The students are able to identify the generic structures and language features of a hortatory exposition.

2. The students are able to write a draft of a hortatory exposition and write self-reflection on single piece of writing based on the questions provided to be included in their portfolio.
3. The students are able to revise their essay then write a reflection on revision to know their progress over time to be included in their portfolio.
4. The students are able to edit their essay before being submitted to the teacher then write reflection on growth and reflection towards portfolio assessment to know their progress after writing using portfolio assessment technique.
5. The students are able to submit their portfolio which consists of all pieces of their works, from their draft until their writing product together with all of reflections they have written.

**D. Purposes of Academic Learning:**

At the end of the lesson, the students are able to write a simple short essay in the form of hortatory exposition accurately, fluently, and appropriately.

**E. Learning Method and Strategy:**

Learning Method : Writing Skill

## F. Learning Activities:

No	Steps	Teacher's Activity	Student's Activity	Time
1	Pre-Activity	<b>Orientation</b> a. Greeting students b. Checking the students' attendance  <b>Apperception</b> Asking the students the lesson that they have learned the last meeting	<b>Orientation</b> a. Greeting back the teacher b. Giving response  <b>Apperception</b> Answering the teacher's question	20 minutes
2	Whilst-Activity	<b>Eksploration</b> a. Warming up students' knowledge about the lesson by giving some question:  Did you find the difficulties when you make the text in the last meeting?  b. Teacher explain the material and gives the example  <b>Elaboration</b> a. Asking the students to write a hortatory exposition text individually and submit their work on time b. Helping the students to solve the difficulties they encounter in writing hortatory exposition text	<b>Eksploration</b> a. Answering the teacher b. Listening to the teacher  <b>Elaboration</b> a. Writing a hortatory exposition text individually b. Listening to the teacher	50 minutes
3	Post-Activity	<b>Confirmation</b> a. Showing the original text in LCD Projector b. Review the materials that had been learned c. Giving students chance to ask questions or unclear explanation d. Closing the class	<b>Confirmation</b> a. Comparing their text with the original version: grammar and content of the text) b. Paying attention to the teacher c. Paying attention to the teacher d. Asking question if any	20 inutes

**G. Learning Resource:**

<http://britishcourse.com/example-of-hortatory-exposition-text-corruption.php>

**H. Learning Media:**

Laptop, Handbook, Worksheet, Power Point

**I. Scoring:**

1. Technique : Written test
2. Form : Essay and Words Matching
3. Rubric for Writing Hortatory Exposition Text :

Criteria	Score	Indicators	Weighting
CONTENT	4	EXCELENTTO VERY GOOD: knowledgeable • substantive • through development of thesis • relevant to assigned topic	X5
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail	
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	1	VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate	
ORGANIZATION	4	EXCELENTTO VERY GOOD: fluent expression • ideas clearly stated / supported • succinct • well-organized • logical sequencing • cohesive	X5
	3	GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing••	
	2	FAIR TO POOR: non-fluent • idea confused or disconnected • lacks logical sequencing and development	
	1	VERY POOR: does not communicate • no organization • OR not enough to evaluate	
VOCABULARY	4	EXCELENTTO VERY GOOD: sophisticated range • effective word / idiom choice and usage • word from mastery • appropriate register	X5
	3	GOOD TO AVERAGE: adequate range • occasional errors of word / idiom from, choice, usage but meaning not obscured	
	2	FAIR TO POOR: limited rage • frequent errors of word/ idiom form, choice, usage • meaning confused or obscured	
	1	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate	
LANGUAGE	4	EXCELENTTO VERY GOOD: effective complex construction • few errors of agreement, tense, number, word order / function, articles, pronouns, prepositions	X5
	3	GOOD TO AVERAGE: effective but simple construction • minor problems in complex construction • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured	
	2	FAIR TO POOR: major problems in simple / complex constructions • frequent errors of negotiation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletion • meaning confused or obscured ••	
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate	
MECHANICS	4	EXCELENTTO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	X5
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured	
	1	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

Approved by

English Teacher



Onna Hartati, S.Pd

Researcher



Yunita Tabun

Principal



Drs. Yanner, S.Pd

## Appendix 16

### Learning Material of Hortatory Exposition for Experimental Class and Control Class:

#### 1. Why You Should Not Smoke



Thesis :I am sure that you know that smoking harms your body. Then why do you continue smoking? Maybe you do it because you haven't really become conscious about all the effects that smoking has. There are a lot of reasons why you shouldn't smoke. Some of them are that smoking affects your health, that you spend a lot of money on cigarettes, and that when you smoke you are not respecting people around you.

Argument 1 : The first reason why you shouldn't smoke is that smoking affects your health. If you smoke, your physical condition will be negatively affected, so it will be very difficult for you to succeed in sports. Also, smoking produces lethal diseases like cancer and reduces the length and quality of your life. Maybe you don't notice all the physical effects of smoking immediately, but you surely will be sorry one day.

Argument 2 : The second reason why you shouldn't smoke is because of all the money that you spend on it. Maybe you start smoking only when someone offers you a cigarette, but there will be a day when you will feel the need of a cigarette. By this time, you will pay whatever to smoke, and each time you will smoke more, so you will spend more money. All the money you would spend on cigars could have been spent in something better, don't you think?

Argument 3 : The last reason why you shouldn't smoke is out of respect for the people around you. When you smoke, you not only harm yourself, but you also harm all the people around you. So you mustn't be selfish; you should at least avoid smoking in front of people who don't smoke. Also, many people don't like the cigarette's smell, so they won't enjoy your company. Would you like that?

Recommendation : I have said just some reasons of why you shouldn't smoke, so I hope that now those of you who smoke are able to think a little and try to make a smart decision. In addition to all the reasons I've said, I would like you to think about how





Recommendation : In conclusion, I recommend that you enjoy reading more often. There are excellent reasons for doing it; you just have to want to expand your knowledge and your culture, to improve your imagination and also your vocabulary. I know that we should evolve with the technology; that is, it is good to know how to navigate in the internet, but we must also not forget the books. Try to choose good books at the beginning, and then I ensure you that you never will stop reading.

### 3. Why Indonesian People Should Value Different Cultures



Thesis : Indonesia is a culturally-diverse country. Many different religions and cultures from many provinces are now seen living side by side in many places. One of the biggest questions facing Indonesian today is how to deal with a culturally diverse citizenry and then promote unity.

Argument 1 : Therefore, Indonesians should appreciate differences among culture for the following reasons. Firstly, Indonesia is vulnerable to separation for its archipelago and culture diversity. Raising tolerance among people is the best way to maintain the unity among differences. Many ways or cultures of living are equally legal, even if they are not regarded as normal by some people. If a society claims to be tolerant of personal choice, then it must respect the personal choice to retain their heritage. Then, unity of the nation can be preserved.

Argument 2 : Secondly, Indonesians must recognize that every culture has different customs and beliefs. Thus, people are forbidden to make judgments of comparative value, for it is measuring something unmeasured. A plurality of nations, especially in the modern era, can allow for cultural development and cultural exchange that benefits both parties. The cross-cultural understanding among cultures makes the world a better place and preserves the unity of the nation.

Argument 3 : Lastly, raising nationalism is one way to preserve unity of the nation. It is a sense of fellow feeling between group members. This promotes cooperation and social cohesion within the group. The sense of social cooperation makes welfare, social security and medical programs much more likely and stronger.

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

#### 4. Corruption



Thesis : Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt

place in Indonesia.

Argument 1 : The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Argument 2 : Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

Recommendation. I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

## 5. Why People Should Stay Safe in the Sun



**Thesis :** Going out in the burning sun without sensible protection is extremely dangerous. There are many reasons why you should stay safe from the burning sun. Some of them are you can get sunburnt, you can get skin cancers, and you can damage your eyesight.

**Argument 1 :** The first reason is that you can get extremely sunburn. Sunburn is the skin's

reaction to the ultraviolet (UV) radiation from the sun. You can see sunlight and feel heat (infrared radiation), but you can't see or feel UV radiation. It can damage your skin even on cool, cloudy days.

**Argument 2 :** The second reason is that you can get horrible skin cancers because of damaging light rays. In Australia, over many people die from skin cancer because they do not stay safe in the burning sun. Although this can be cured, the prevention of getting burnt is a better solution than curing this skin cancer.

**Argument 3 :** Another reason is that too much time out in bright sunlight can damage your eyesight. The intense ultraviolet (UV) rays of the sun damage sensitive cells in the eyes, eventually affecting vision. Experts say it is difficult to isolate the exact amount of damage that UV radiation imposes on the eye over a long period. However, a number of studies have shown that the effects build up and may increase the chance of developing eye problems later in life. These may include cataracts, a clouding of the lens of the eye.

**Recommendation :** The last, after knowing all dangers of the burning sun without sensible protection, I recommend you to wear a hat which can help your face, head, and hair stay safe in the sun. You should also put on a shirt which can protect you from many skin diseases, and you had better use sunscreen and wear sunglasses to prevent eye problems.

## 6. Why Students Should Eat Breakfast Everyday

### *hortatory Exposition*

#### **WHY SHOULD STUDENTS EAT BREAKFAST EVERYDAY????**

Thesis : A lot of people, especially young people, go through the day without having breakfast. Many people believe that it is not necessary, or they say that they don't have time for that, and begin their day with no meal.

I believe that everyone should eat breakfast before going to their activities. The purpose of this paper is to show the importance of breakfast, especially for students.

Argument 1 :The first reason why you should eat breakfast before going to school is for your health. When you skip breakfast and go to school, you are looking for a disease because it's not healthy to have an empty stomach all day long. It's very important to have a meal and not let your stomach work empty. All you are going to get is gastritis and a lot of problems with your health if you don't eat breakfast.

Argument 2 :Another reason for eating breakfast is because you need food for to do well in your classes. Your body and your brain are not going to function as good as they could because you have no energy and no strength. When you try to learn something and have nothing in your stomach, you are going to have a lot of trouble succeeding. A lot of people think that they should not eat because they are going to feel tired, but that's not true. Breakfast is not a very big meal, and on the contrary, you're going to feel tired if you don't have breakfast because you have spent the entire previous night without food.

Argument 3: The last reason to have breakfast every day is because you can avoid diseases if you eat some breakfast in the morning. If you don't eat, you are going to get sick, and these diseases will have a stronger effect on you because you're going to get sick easier than people who have breakfast every day.

Recommendation : You have to realize that breakfast is the most important meal of the day, and you can not skip it without consequences for your health, your school and your defense mechanism. It is better to wake up earlier and have a good breakfast than run to school without eating anything. It is time for you to do something for your health, and eating breakfast is the better way to start your day.

## Appendix 17

### Pre-Test Score of Control Group

No	Name	Score					Total	Final Score
		Content	Organization	Vocabulary	Grammar	Mechanics		
1	Abigale	1	2	3	1	2	9	45
2	Amel	2	1	2	2	2	9	45
3	Andreas	3	1	2	1	2	9	45
4	Aubrey	1	2	2	1	3	9	45
5	Azzaria	4	2	1	2	2	11	55
6	Benedio	2	3	4	2	1	12	60
7	Carlo	3	1	1	4	2	11	55
8	Chyntia	2	2	4	2	1	11	55
9	Cleodora	3	2	1	3	2	11	55
10	Darren	2	2	3	1	3	11	55
11	David R	3	2	2	1	1	9	45
12	Eggy	1	2	3	2	2	10	50
13	Eugenie	2	2	2	3	1	10	50
14	Evania	1	2	1	3	1	8	40
15	Fheo	3	2	3	1	2	11	55
16	Gilbert	2	2	2	3	1	10	50
17	Jennifer	2	1	3	2	2	10	50
18	Jocelyn	1	4	1	2	2	10	50
19	Kevin Ho	3	3	2	2	2	12	60
20	Kimberly	2	3	2	1	2	10	50
21	Lukas	2	2	2	2	2	10	50
22	Manuel	2	3	3	1	1	10	50
23	Matthew	4	1	1	2	1	9	45
24	Nael	1	1	2	1	3	8	40
25	Rasca	3	1	2	3	1	10	50
26	Rica	3	1	1	2	2	9	45
27	Stefan	2	1	3	1	2	9	45
28	Tori	4	1	2	1	2	10	50
29	Vicky	2	2	2	2	2	10	50
30	Vinta	3	3	1	2	2	11	55

## Appendix 18

### Post-Test Score of Control Group

No	Name	Score					Total	Final Score
		Content	Organization	Vocabulary	Language	Mechanics		
1	Abigale	1	2	3	2	3	11	55
2	Amel	2	2	3	2	2	11	55
3	Andreas	3	2	2	2	2	11	55
4	Aubrey	2	2	2	2	4	12	60
5	Azzaria	4	2	3	2	2	13	65
6	Benedio	2	3	4	2	2	13	65
7	Carlo	3	2	2	4	3	14	70
8	Chyntia	2	2	4	2	2	12	60
9	Cleodora	3	2	2	3	2	12	60
10	Darren	2	2	3	2	3	12	60
11	David R	3	2	2	2	2	11	55
12	Eggy	2	2	3	2	2	11	55
13	Eugenie	2	2	2	3	2	11	55
14	Evania	2	2	2	3	2	11	55
15	Fheo	3	2	3	2	3	13	65
16	Gilbert	2	2	2	3	2	11	55
17	Jennifer	2	2	3	2	2	11	55
18	Jocelyn	2	4	2	3	2	13	65
19	Kevin Ho	3	3	2	3	2	13	65
20	Kimberly	2	3	2	2	2	11	55
21	Lukas	2	2	2	2	2	10	50
22	Manuel	2	3	3	2	3	13	65
23	Matthew	4	2	2	2	2	12	60
24	Nael	2	2	2	2	3	11	55
25	Rasca	3	2	2	3	2	12	60
26	Rica	3	2	2	2	3	12	60
27	Stefan	2	2	3	2	2	11	55
28	Tori	4	2	2	2	2	12	60
29	Vicky	2	2	2	3	2	11	55
30	Vinta	3	3	2	2	3	13	65

## Appendix 19

### Pre-Test Score of Experimental Group

No	Name	Score					Total	Final Score
		Content	Organization	Vocabulary	Grammar	Mechanics		
1	Abie	1	2	3	2	2	10	50
2	Adelia	2	1	2	2	2	9	45
3	Annabelle	3	2	2	1	2	10	50
4	Andrew	2	2	2	1	3	10	50
5	Audrey	2	2	3	2	2	11	55
6	Benneth	2	3	4	2	1	12	60
7	Carol	3	1	1	3	2	10	50
8	Chris	2	2	4	2	1	11	55
9	Darrel	3	2	1	3	2	11	55
10	Dinda	2	2	3	1	3	11	55
11	Eliora	3	2	2	1	2	10	50
12	Elizabeth	1	2	3	2	2	10	50
13	Gabby	2	2	2	3	1	10	50
14	Glen	1	2	1	3	1	8	40
15	Joe Carlo	3	2	3	1	2	11	55
16	Jose	2	2	2	2	1	9	45
17	Kezia	2	1	3	2	2	10	50
18	Lucius	1	4	1	2	2	10	50
19	Lulu	3	3	2	2	2	12	60
20	Malvin	2	2	2	1	2	9	45
21	Michael	2	2	2	3	2	11	55
22	Nicola	2	3	3	2	2	12	60
23	Russel	4	3	1	2	1	11	55
24	Seanna	1	1	2	1	3	8	40
25	Tiara	3	2	2	3	1	11	55
26	Vania	3	1	1	2	2	9	45
27	Vanya	2	1	3	1	2	9	45
28	Yonathan	4	1	2	1	2	10	50
29	Yosua	2	2	2	2	2	10	50
30	Zefanya	3	3	1	3	2	12	60

## Appendix 20

### Post-Test Score of Experimental Group

No	Name	Score					Total	Final Score
		Content	Organization	Vocabulary	Language	Mechanics		
1	Abie	3	4	4	3	4	18	90
2	Adelia	3	2	4	3	4	16	80
3	Annabelle	4	3	3	2	4	16	80
4	Andrew	4	3	4	3	4	18	90
5	Audrey	5	3	3	4	3	18	90
6	Benneth	3	4	4	3	2	16	80
7	Carol	4	2	2	4	3	15	75
8	Chris	3	3	4	3	2	15	75
9	Darrel	4	3	2	3	2	14	70
10	Dinda	3	3	4	2	4	16	80
11	Eliora	4	3	3	2	2	14	70
12	Elizabeth	3	3	4	3	4	17	85
13	Gabby	3	3	3	5	2	16	80
14	Glen	2	3	2	4	3	14	70
15	Joe Carlo	4	3	4	3	3	17	85
16	Jose	3	3	3	4	3	16	80
17	Kezia	3	3	4	3	3	16	80
18	Lucius	3	4	2	3	3	15	75
19	Lulu	4	4	3	3	3	17	85
20	Malvin	3	4	3	2	3	15	75
21	Michael	3	3	3	3	4	16	80
22	Nicola	3	4	4	3	3	17	85
23	Russel	4	2	3	3	2	14	70
24	Seanna	2	3	3	2	3	13	65
25	Tiara	4	3	3	4	2	16	80
26	Vania	4	3	2	3	3	15	75
27	Vanya	4	3	4	2	3	16	80
28	Yonathan	4	4	3	2	3	16	80
29	Yosua	3	3	3	3	3	15	75
30	Zefanya	4	4	4	3	3	18	90



## **Appendix 21**

### **Pre- Test of Control Group and Experimental Group**

#### **Instructions:**

1. Write your name on composition sheet given by the teacher!
2. Make a hortatory exposition text in your own words and do it individually!
3. Choose one of the following title:
  - The Importance of Speaking English
  - Watch your Kids While Watching TV
4. Do it within 90 minutes (2x45 minutes)!
5. You are free to open your dictionary!

## **Appendix 22**

### **Post- Test of Control Group and Experimental Group**

#### **Instructions:**

1. Write your name on composition sheet given by the teacher!
2. Make a hortatory exposition text in your own words and do it individually!
3. Choose one of the following title:
  - The Importance of Extracurricular Activities
  - Character Education For Teenagers
4. Do it within 90 minutes (2x45 minutes)!
5. You are free to open your dictionary!

## **Appendix 23**

### **Post- Test Sheet of Experimental Group**

#### **1. The Importance of Speaking English**

English nowadays has an important role in our daily life. It is the massive means of communication. Is there a strong argument which says that English will not give any benefit?

Learning to speak English well may be the best way to improve our life. It seems all the people in the world have agreed to use English to talk to each other. About 1,500,000,000 people in the world speak English. While another 1,000,000,000 are still learning English.

If we can communicate in English, we can contact people from all over the world. We can talk about our ideas and opinions on Internet discussion groups. We can chat with other interesting people to learn about their life and culture.

If we can communicate in English, we can travel more easily. English is spoken in more than 100 countries. If we lost, we can ask directions or ask for help. Who knows, English will save our life somewhere someday.

That is why we should make every effort possible to find somebody to speak with. Where can we find people who can speak English with us? We can find them at school, shopping mall, tourist destination, etc

Above all, don't be afraid to speak English. We must try to speak, even if we make mistakes. We cannot learn without mistakes. So, speak English as much as possible!

## **2. Watch your Kids While Watching TV**

Television becomes one of the most important devices which takes place in almost houses. It can unite all members of the family as well as separate them. However, is it important to know what your kids are watching? The answer is, of course, absolutely “Yes” and that should be done by all parents. Television can expose things you have tried to protect the children from, especially violence, pornography, consumerism and so on.

Recently, a study demonstrated that spending too much time on watching TV during the day or at bedtime often cause bed-time disruption, stress, and short sleep duration.

Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive.

Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

Considering some facts mentioning above, protect your children with the following tips:

- Limit television viewing to one-two hours each day
- Do not allow your children to have a TV set in their own bedrooms
- Review the rating of TV shows which your children watch
- Watch television with your children and discuss what is happening in the show

### **Notes on the Generic Structure of this Example Hortatory Exposition Text**

Firstly, we have to always remember that the social function of hortatory exposition text is driving the readers to act like the writer thought as stated in the text. Then the purpose of this hortatory is influencing and persuading the readers by presenting the supporting arguments. In many social activities, hortatory is applied for writing recommended thought, sales letter, advertising, speech campaign, and news advertorial.

**Thesis:** The writer’s thought is presented as thesis which is proven with several arguments. In the first paragraph, the writer points his thought about the importance of accompanying children while they are watching TV show. It is important to protect the children from the bad influences of TV show.

**Arguments:** The next paragraphs show the writer arguments in supporting his thesis. It is supported by various researches that there are a great relationship between watching TV and the watcher’s personality. One study describes that much time in

watching TV can cause bed-time disruption. The others show the possibility of becoming an aggressive character because of watching television too much.

Recommendation: After stating the thesis and proving with various arguments, the text is completed with the writer's recommendation on how the parents should protect the children from the bad effect of watching TV.

Basically, both hortatory and analytical exposition have the similar position. Both take place as argumentative essays. Both show how important idea of the writer to be known. However the last paragraph of the essay usually make the difference from hortatory and analytical exposition. If it is a hortatory text, it will be ended with a strong recommendation while for analytical exposition, it will be closed with restatement of the writer's first paragraph.

## **Appendix 24**

### **Post- Test Sheet of Control Group**

#### **1. The Importance of Extracurricular Activities**

Extracurricular activities are non-subject education activities and counseling services to assist the development of learners according to their needs, potentials, talents, and interests through activities that are specifically organized by educators and / or educational personnel who are capable and authorized in the school. Extracurricular is highly recommended to be followed by each students because it has a lot of benefits.

The benefits of extracurricular activities are numerous. Students can get useful knowledge. In any selected extra-curricular activities, there are certainly basic knowledge. For example, English Club extracurricular where students can learn the grammar properly and correctly. Another example is forming school bands, it can explore students talent in music so their talents are not buried.

Through extracurricular students can cultivate a sportive spirit in various competitions (eg; basketball or football) whether it is held internally in school or outside the schools. Extra curricular can also teach the students the meaning of organization, eventhough on a small scale. In that organization, students can learn to be leaders, administrators, or even learn to make an interesting event in an extracurricular exhibition and many more positive things that students can gain by following extracurricular activities. In order to develop students' interests and talents, they can choose any extracurricular which suits their ability. However, do not forget to manage the time between academic activities and extracurricular activities.

#### **2. Character Education For Teenagers**

Teenagers is a period experienced by children during junior high. This is a period when transition begins, starting from the age of 10 to 21. At this time period the teenager is looking for their identity. That's why they should get character education in order to become a generation that is honest, creative, caring, polite, and have self-esteem.

Teenager is a difficult time because it takes more self-control than during the childhood. In this period teenagers need adults to lead them to positive behavior, so they would not be easy affected to negative actions. If the control is good then the teenager can be a child who make their parents proud.

This character education can create successful teenagers. In character education teenagers also been taught religious values that can build better personality of the teenagers, so they will grown up as sensitive people in the social environment. In addition, they are also been taught the value of tolerance, love peace and other value of humanity in order to form teenagers who love their surrounding.

Thus, positive values in character education can lead to create excellent teenagers. They can also compete well at national and international levels. Positive value in character education can also make teenagers activities directed and will have good personality.



**Universitas Kristen Indonesia**  
Fakultas Keguruan dan Ilmu Pendidikan

Nomor : 544.TKIP/Wadek/Genap/2018

6 Juni 2018

Perihal : Permohonan Izin Penelitian Skripsi

Kepada Yth;  
Kepala Sekolah  
SMAK Penabur Kota Wisata  
Gunung Putri, Bogor  
Jawa Barat

Dengan hormat,

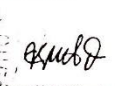
Sehubungan dengan rencana penulisan skripsi mahasiswa/i kami:

Nama	: Yunita Tabun
NIM	: 1512150003
Semester/ Program Studi	: VIII/Pendidikan Bahasa Inggris
Judul Skripsi	: "The Effectiveness of Think Pair Share Technique Use To Improve the Eleventh Graders' Writing Hortatory Exposition Text Achievement at SMAK Penabur Kota Wisata."

kami mohon bantuan Bapak/Ibu untuk memberikan izin kepada mahasiswa/i tersebut melaksanakan kegiatan di sekolah yang Bapak/Ibu pimpin.

Atas perhatian Bapak/Ibu, kami mengucapkan terima kasih.

Wakil Dekan,

  
Drs. Kerdid Simbolon, M.Pd.  
NIP. 961424





BADAN PENDIDIKAN KRISTEN PENABUR  
SMAK PENABUR KOTA WISATA  
Jl. Transyogi KM.6, Gunung Putri

### SURAT KETERANGAN

No. 0135/JKT-A02/S.KEP.04.2018

Yang bertanda tangan di bawah ini Kepala SMAK Penabur Kota Wisata menerangkan bahwa

Nama	: Yunita Tabun
NIM	: 141215003
Perguruan Tinggi	: Universitas Indonesia
Jurusan	: FKIP Bahasa Inggris

Adalah benar mahasiswa tersebut telah melaksanakan Penelitian di SMAK Penabur Kota Wisata Jakarta dari Mei 2018 s/d Juni 2018 dengan materi "*The Effectiveness of Think Pair Share Technique Use To Improve the Eleventh Graders' Writing Hortatory Exposition Skill at SMAK PENABUR Kota Wisata*".

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan agar dapat dipergunakan sebagaimana mestinya.

Jakarta, 16 Juli 2018

Kepala Sekolah  
  
Drs. [Signature]