

## APPENDIX I

### The Score of Students' Writing in Hortatory Exposition text

Number of Students	Grade XI Class XI					
	Mean Score of Writing's Components					Mean Score
	Content	Organization	Vocabulary	Language use	Mechanics	
28	19,85	13,96	11,73	13,92	2.96	62,42
Ideal Scr	30	20	20	20	5	100




## APPENDIX II

### BLUE PRINT OF WRITING ASSESMENT BY JACOB

No	Components of writing skill	Criteria	Topics of Hortatory Exposition
1.	Content	1. Knowledgeable; substantive; thorough development of thesis; relevant to assigned topic.	Smoking
2.	Organization	2. Fluent expression; ideas clearly stated/supported; succinct; well organized; logical sequencing; cohesive	
3.	Vocabulary	3. Sophisticated range; effective word / idiom choice and usage; word form mastery; appropriate register.	
4.	Language Use	4. Effective complex constructions; few errors of agreement, tense, number, word	

5.	Mechanics	<p>order/function, articles, pronouns, prepositions.</p> <p>5. Demonstrates mastery of conventions few errors of spelling, punctuations, capitalizations, paragraphing.</p>	
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### Indicator and Criteria of Scoring Writing based on Jacob



No	Components	Criteria of each item	Score
1	Content	Excellent to very good: Knowledgeable; substantial; thorough development of thesis; relevant to assigned topic.	30-27
		Good to average: Some knowledge of subject; adequate range; limited development of thesis; mostly relevant to topic, but lacks detail.	26-22
		Fair to poor: limited knowledge of subject; little substance; inadequate development of topic.	21-17
		Very poor: does not show knowledge of subject; non substantive; not pertinent; or not enough to evaluate.	

			16-13
2	Organization	<p>Excellent to very good: Fluent expression; ideas clearly stated/supported; succinct; well organized; logical sequencing; cohesive.</p> <p>Good to average: somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.</p> <p>Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.</p> <p>Very poor: does not communicate; no organization; or not enough to evaluate.</p>	<p>20-18</p> <p>17-14</p> <p>13-10</p> <p>9-7</p>
3	Vocabulary	<p>Excellent to very good: sophisticated range; effective word / idiom choice and usage; word form mastery; appropriate register.</p> <p>Good to average: adequate range; occasional errors of word / idiom form, choice, usage but meaning not obscured.</p> <p>Fair to poor: limited range; frequent errors of word / form choice, usage; meaning confused or obscured.</p> <p>Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form, or not</p>	<p>20-18</p> <p>17-14</p> <p>13-10</p>

		enough to evaluate.	9-7
4	Language Use	<p>Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.</p> <p>Good to average: effective but simple construction; minor problems in complex constructions; several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.</p> <p>Fair to poor: major problems in simple / complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, preposition and/or fragments, run-ons, deletions; meaning confused or obscured.</p> <p>Very poor: lacks mastery of sentence constructions rules; dominated by errors; does not communicate; or not enough to evaluate.</p>	<p>25-22</p> <p>21-18</p> <p>17-11</p> <p>10-5</p>
5	Mechanics	<p>Excellent to very good: demonstrates mastery of conventions few errors of spelling, punctuations, capitalizations, paragraphing.</p> <p>Good to average: occasional errors of spelling, punctuation, and capitalization, paragraphing, but</p>	<p>5</p> <p>4</p>

		<p>meaning not obscured.</p> <p>Fair to Poor: Frequent errors of spelling, punctuations, capitalizations, paragraphing; poor handwriting, meaning confused or obscured.</p> <p>Very poor: no mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible; or not enough to evaluate.</p>	<p>3</p> <p>2</p>
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### APPENDIX III

#### The Distribution of Students' Daily Test in First Semester

No	XI IPA <sub>1</sub>	XI IPA <sub>2</sub>	XI IPA <sub>3</sub>	XI IPA <sub>4</sub>	XI IPA <sub>5</sub>
1	45	80	63	70	40
2	88	75	68	87.5	50
3	43	78	60	50	37.5
4	65	83	60	40	52.5
5	95	70	40	54.5	47.5
6	73	85	55	65	37.5
7	55	75	70	77.5	47.5
8	53	63	75	67.5	50
9	90	58	73	47.5	50
10	90	88	78	45	65
11	35	70	65	65	55
12	75	58	40	50	45
13	95	83	48	42.5	52.5
14	45	75	75	60	50
15	88	78	55	65	42.5
16	53	58	83	32.5	42.5
17	55	85	75	62.5	87.5
18	75	88	55	55	75
19	65	98	48	37.5	50
20	73	88	58	60	52.5
21	60	38	35	52.5	57.5
22	45	50	75	75	67.5
23	48	60	48	65	40
24	70	58	15	67.5	55
25	58	78	60	65	37.5
26	95	68	70	60	42.5
27	73	78	50	77.5	60

28	95	55	78	57.5	55
29	78	73		55	
30	90	60	87.5	40	
31	75	53		47.5	
32		53			
<b>SUM</b>	<b>1978</b>	<b>2102</b>	<b>1685</b>	<b>1709.5</b>	<b>1445</b>
<b>MEAN</b>	<b>68.2068966</b>	<b>72.48275862</b>	<b>60.1785714</b>	<b>58.94827586</b>	<b>51.6071429</b>



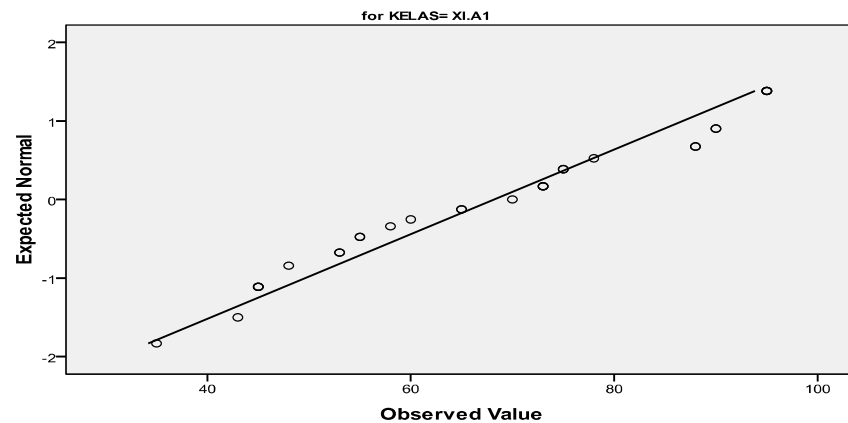


## APPENDIX IV

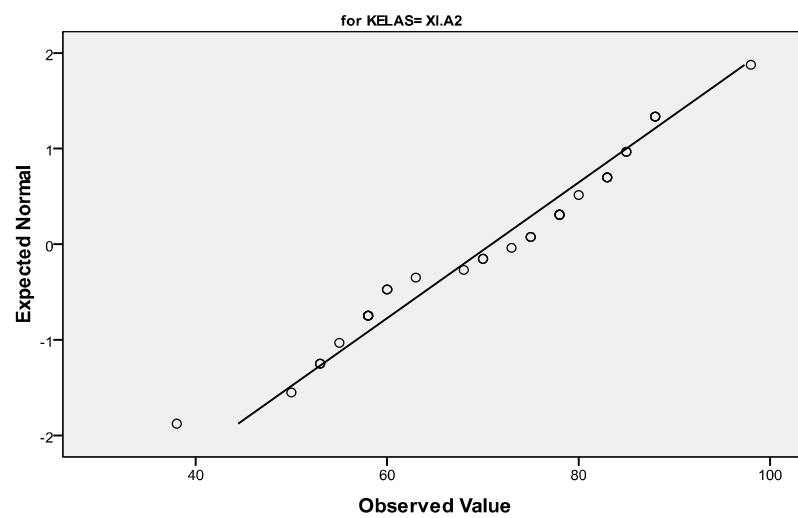
### Test of Normality

Tests of Normality							
	KELAS	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
NILAI	XI.IPA 1	.133	29	.200 <sup>*</sup>	.936	29	.077
	XI.IPA 2	.131	32	.177	.962	32	.312
	XI.IPA 3	.093	29	.200 <sup>*</sup>	.954	29	.229
	XI.IPA 4	.093	31	.200 <sup>*</sup>	.986	31	.943
	XI.IPA 5	.170	28	.036	.893	28	.008
a. Lilliefors Significance Correction							
*. This is a lower bound of the true significance.							

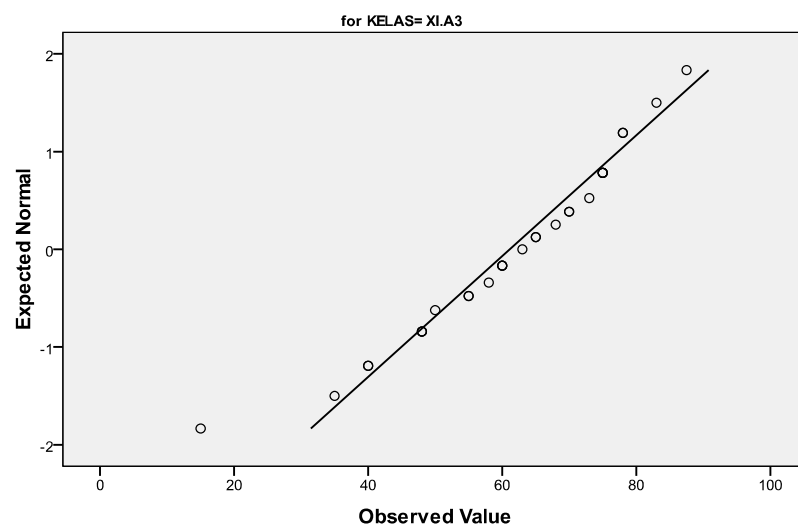
Normal Q-Q Plot of NILAI



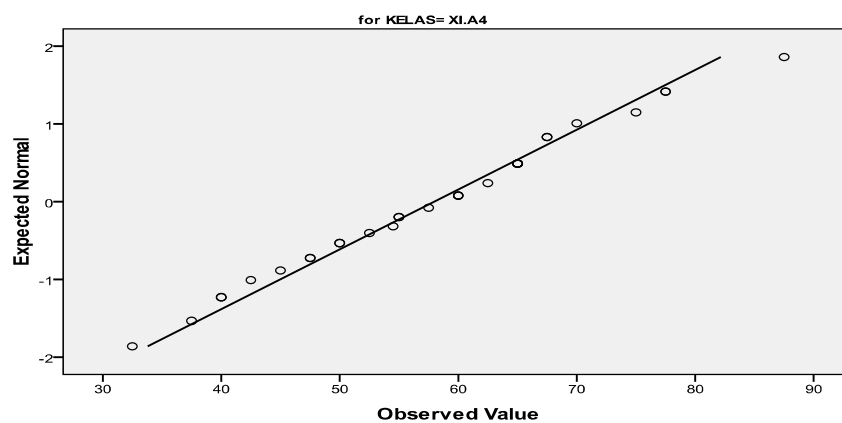
Normal Q-Q Plot of NILAI



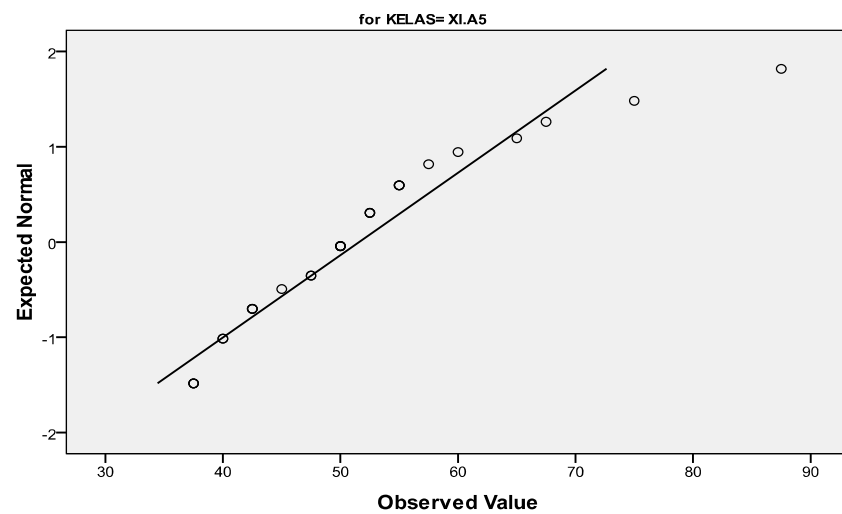
Normal Q-Q Plot of NILAI



Normal Q-Q Plot of NILAI



Normal Q-Q Plot of NILAI



### Test of Homogeneity of Variances

Test of Homogeneity of Variances			
NILAI			
Levene Statistic	df1	df2	Sig.
3.262	4	144	.014



## APPENDIX V

### Students' Post test Score of Experimental Class

(XI IPA 5)

No	Nama	COMPONENT OF WRITING					Total
		C	O	V	L U	M	
1	Agd	26	17	15	18	3	<b>79</b>
2	Aklr	23	15	13	17	2	<b>70</b>
3	Alds	27	18	15	19	4	<b>83</b>
4	Ans	25	16	16	18	3	<b>78</b>
5	Anp	24	15	15	18	3	<b>75</b>
6	asyanl	25	17	14	17	2	<b>75</b>
7	delfs	27	18	14	18	3	<b>80</b>
8	devs	26	14	13	19	3	<b>75</b>
9	elin	28	18	13	18	3	<b>80</b>
10	eltht	21	14	13	17	2	<b>67</b>
11	fahr	22	14	14	18	3	<b>71</b>
12	fetm	21	13	17	18	3	<b>72</b>
13	Ilha	26	17	13	17	4	<b>77</b>
14	jefl	24	16	15	18	3	<b>76</b>
15	lisg	25	15	15	18	2	<b>75</b>

16	Mifta	26	16	14	18	3	<b>77</b>
17	mfa	27	18	14	17	4	<b>80</b>
18	mulyca	26	17	17	18	4	<b>82</b>
19	nadp	27	17	15	18	4	<b>81</b>
20	pri	21	13	14	17	2	<b>67</b>
21	raan	26	13	15	18	3	<b>75</b>
22	rismd	26	15	13	18	3	<b>75</b>
23	riyu	27	14	17	20	3	<b>81</b>
24	san	21	14	13	17	3	<b>68</b>
25	slra	26	17	13	17	3	<b>76</b>
26	shna	27	17	14	17	3	<b>78</b>
27	syah	26	15	14	18	3	<b>76</b>
28	vka	22	15	14	17	4	<b>72</b>
	<b>Total</b>	<b>688</b>	<b>437</b>	<b>398</b>	<b>497</b>	<b>83</b>	<b>2103</b>
	<b>Mean</b>	<b>24,5</b>	<b>15,6</b>	<b>14,2</b>	<b>17,7</b>	<b>2,9</b>	<b>74,9</b>
	<b>Max</b>	<b>28</b>	<b>18</b>	<b>17</b>	<b>20</b>	<b>4</b>	<b>87</b>
	<b>Min</b>	<b>21</b>	<b>13</b>	<b>13</b>	<b>17</b>	<b>2</b>	<b>66</b>

## APPENDIX VI

### Students' Post test Score of Control Class (XI IPA 4)

No	Nama	COMPONENT OF WRITING					Total
		C	O	V	L U	M	
1	Adii	21	17	17	17	4	<b>76</b>
2	Am p	27	18	18	22	4	<b>85</b>
3	Anta	17	13	15	10	3	<b>60</b>
4	Ati	16	13	14	10	4	<b>57</b>
5	Ada	25	17	20	17	4	<b>83</b>
6	Anri	20	13	17	17	4	<b>71</b>
7	Adiq	24	18	18	19	5	<b>84</b>
8	Apei	17	15		12	3	<b>61</b>
9	Dat	15	10	13	10	4	<b>52</b>
10	Inpri	21	10	13	10	3	<b>57</b>
11	Irtri	16	9	10	10	3	<b>54</b>
12	Jejna	16	10	14	10	3	<b>53</b>
13	Khaa	24	18	18	17	4	<b>81</b>
14	Mtni	14	9	14	10	4	<b>55</b>
15	Mska	14	13	13	10	3	<b>43</b>

16	Mra	14	9	13	10	3	<b>49</b>
17	Naini	17	17	13	17	4	<b>68</b>
18	Nnti	20	17	16	18	4	<b>75</b>
19	Pato	20	17	17	20	4	<b>78</b>
20	Rona	21	18	18	19	4	<b>80</b>
21	Runi	15	10	12	10	3	<b>50</b>
22	Rana	16	14	14	13	3	<b>60</b>
23	Seka	21	13	15	13	3	<b>65</b>
24	Sith	20	17	18	17	4	<b>76</b>
25	Srfia	21	17	15	10	4	<b>67</b>
26	Vuti	21	14	10	10	3	<b>58</b>
27	Yoil	16	11	13	11	3	<b>54</b>
28	Zida	17	15	17	10	3	<b>61</b>
	<b>Total</b>	<b>528</b>	<b>396</b>	<b>421</b>	<b>379</b>	<b>100</b>	<b>1824</b>
	<b>Mean</b>	<b>18,8</b>	<b>14,1</b>	<b>15,0</b>	<b>13,5</b>	<b>3,5</b>	<b>64,9</b>
	<b>Max</b>	<b>27</b>	<b>18</b>	<b>20</b>	<b>22</b>	<b>5</b>	<b>92</b>
	<b>Min</b>	<b>14</b>	<b>9</b>	<b>10</b>	<b>10</b>	<b>3</b>	<b>46</b>



## APPENDIX VII

### The Mean Score and Standard Deviation of Experimental Class

$X_1$	$F_1$	$X_1^2$	$F_1X_1$	$F_1X_1^2$
67	2	4489	134	8978
68	3	4624	204	13872
71	2	5041	142	10082
72	2	5184	144	10368
73	1	5329	73	5329
75	3	5625	225	16875
76	4	5776	304	23104
77	1	5929	77	5929
78	3	6084	234	18252
79	1	6241	79	6241
80	2	6400	160	12800
81	2	6561	162	13122
82	1	6724	82	6724
83	1	6889	83	6889
<b><math>X_1 = 1062</math></b>	<b><math>F_1 = 28</math></b>	<b><math>X_1^2 = 80896</math></b>	<b><math>F_1X_1 = 2103</math></b>	<b><math>F_1X_1^2 = 158565</math></b>

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$$M \quad \bar{X}_1 = \frac{\sum F_1 X_1}{\sum F_1} = \frac{2103}{28} = 75.10$$

$$(\sum F_1 X_1)^2 = (2103)^2 = 4.422.609$$

$$S \quad D \quad S_1^2 = \frac{n_1 \sum F_1 X_1^2 - (\sum F_1 X_1)^2}{n_1(n_1 - 1)}$$

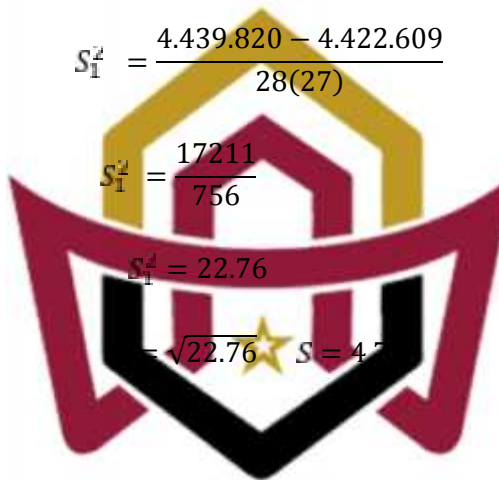
$$S_1^2 = \frac{28(158565) - (4.422.609)}{28(28 - 1)}$$

$$S_1^2 = \frac{4.439.820 - 4.422.609}{28(27)}$$

$$S_1^2 = \frac{17211}{756}$$

$$S_1^2 = 22.76$$

$$= \sqrt{22.76} \quad S = 4.77$$



**Appendix VIII**

**The Mean Score and Standard Deviation**

**of Control Class**

$X_2$	$F_2$	$X_2^2$	$F_2X_2$	$F_2X_2^2$
50	2	2500	100	5000
52	1	2704	52	2704
53	2	2809	106	5618
54	2	2916	108	5832
55	1	3025	55	3025
57	2	3249	114	6498
58	1	3364	58	3364
60	2	3600	120	7200
61	2	3721	122	7442
65	1	4225	65	4225
67	1	4489	67	4489
68	1	4624	68	4624
75	2	5625	150	11250
76	2	5776	152	11552
78	1	6084	78	6084

80	1	6400	80	6400
81	1	6561	81	6561
84	1	7056	84	7056
85	2	7225	170	14450
<b>X<sub>2</sub>=1259</b>	<b>F<sub>2</sub>= 28</b>	<b>X<sub>2</sub><sup>2</sup>=85953</b>	<b>F<sub>2</sub>X<sub>2</sub>= 1830</b>	<b>F<sub>2</sub>X<sub>2</sub><sup>2</sup>=123374</b>

$$M \quad \bar{X}_2 = \frac{\sum F_2 X_2}{\sum F_2} = \frac{1830}{28} = 65,35$$

$$(\sum F_2 X_2)^2 = (1830)^2 = 3348900$$

$$S \quad D \quad S_2^2 = \frac{n_2 \sum F_2 X_2^2 - (\sum F_2 X_2)^2}{n_2(n_2 - 1)}$$

$$S_2^2 = \frac{28(123374) - (3348900)}{28(28 - 1)}$$

$$S_2^2 = \frac{3454472 - 3348900}{28(27)}$$

$$S_2^2 = \frac{105572}{756}$$

$$S_2^2 = 13964$$

$$S = \sqrt{13964} \quad S = 118,16$$

## APPENDIX IX

### Analysis of post-test score in Experiment class and Control class

$$\overline{X}_1 = 75,10$$

$$n_1 = 28$$

$$S_1^2 = 4,77$$

$$\overline{X}_2 = 65,35$$

$$n_2 = 28$$

$$S_2^2 = 118,16$$

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(28 - 1)22.76 + (28 - 1)13964}{28 + 28 - 2}$$

$$S^2 = \frac{(27)22,76 + (27)13964}{54}$$

$$S^2 = \frac{61452 + 377028}{54}$$

$$S^2 = \frac{438480}{54}$$

$$S^2 = 8120$$

$$S = \sqrt{8120}$$

$$S = 9,01$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{75,10 - 66,35}{9,01 \sqrt{\frac{1}{28} + \frac{1}{28}}}$$

$$t = \frac{9,75}{9.01\sqrt{0,26}}$$

$$t = \frac{9,75}{2,34}$$

$$t = 4,16$$

$$T_{\text{calculate}} = 4,16$$

$$\Gamma = 0.05$$

$$Df = (n_1 + n_2 - 2)$$

$$= (28+28 -2)$$

$$= 58$$

$$\begin{aligned} T\text{-table} &= t (1 - \Gamma) df \\ &= t (1 - 0.05) df \\ &= t (0.95) 58 \\ &= 2.000 \end{aligned}$$

$$t\text{- Calculate} = 4,16$$

$$t\text{- Table} = 2.000$$

$$\begin{array}{ccc} t\text{- Calculate} & > & t\text{- table} \\ 4,16 & > & 2.000 \end{array}$$

## APPENDIX X

### BLUE PRINT of Writing Test

Jenjang Pendidikan : SMAN 4 Pariaman

Mata Pelajaran : Bahasa Inggris

Kelas : XI

Bentuk Test : Writing Test

Tahun Pelajaran : 2018/2019

Kompetensi Dasar	Materi	Indicator	Rumusan Tes
Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative, spoof, dan hortatory exposition</i>	Hortatory Text	Siswa mampu mengembangkan dan menstruktur ide menggunakan teknik <i>Know-How</i> Siswa mampu menulis teks hortatory	Di akhir pertemuan siswa diberikan post test. Post test tersebut adalah writing test.

## APPENDIX XI

## T-Table

t Table											
cum. prob	$t_{.50}$	$t_{.75}$	$t_{.90}$	$t_{.95}$	$t_{.98}$	$t_{.99}$	$t_{.995}$	$t_{.998}$	$t_{.999}$	$t_{.9995}$	$t_{.9998}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.375	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.260	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.068	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.088	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.080	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										



## APPENDIX XII

### LESSON PLAN OF TEACHING WRITING (EXPERIMENTAL CLASS)

**Name School** : SMAN 4 Pariaman

**Mata Pelajaran** : Bahasa Inggris

**Class / Semester** : XI / II

**Topic** : Hortatory Exposition

**Time allocation** : 2 X 45 menit

**Skill aspect** : Writin



#### A. Standard of Competence

- 12 Expressing the meaning in written short functional text and short & simple essay in the form of *narrative, spoof and hortatory exposition* in daily life context.

#### B. Basic Competence

- 12.2 Expressing the meaning and rhetorical steps in written short functional text formal and informal by using written language form accurately, fluently and acceptable in daily life context in the form of *narrative, spoof, dan hortatory exposition*.

### C. Indicator

- a. Students are able to generate ideas by using W-W-H
- b. Students are able to write hortatory exposition text

### D. Purpose Learning

After learning the students are expected to be able:

- a. Students are able to develop and organize the ideas by using W-W-H
- b. Students write a hortatory exposition text

### E. Teaching Material

Hortatory exposition text about “The Unhealthy Fast Food”.

#### The unhealthy fast food



Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for healthy?

Fast food has its popularity in the 1940's. within a few years, fast food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from

its original healthy form.

It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies shows that the chemical additives lead to weight and disease issues.

Do you still want to eat fast food? Let's you think the impact of your body.  
Try it now to deduct on fast food

1. Language features of hortatory exposition text:

- a. Using simple present
- b. Using modals
- c. Using thinking verbs
- d. Using action verbs
- e. Using adverbs
- f. Using adjectives
- g. Using technical terms
- h. Using general and abstract noun
- i. Using connectives, position

2. Generic structures of hortatory exposition text

- a. Thesis: introduces the topics and shows speakers or writers position; outlines of the arguments are presented.
- b. Argument: it consists about point and elaboration. Point states the main argument and elaboration develops and supports each point of argument
- c. Re commendation: its contains a suggestion or advice to the issue and problem

## **F. Learning Method**

What-Why-How Strategy





	<p>of peer review</p> <p>11. Teacher ask the students to change their text with their friend</p> <p>12. Teacher asks the students to read and revise their friend text correcting the grammar and so on and the teacher guides them</p> <p>13. Teacher monitors the students and asks the students to write all of their comments on a piece of paper and indicate whether they will revise based on each comment and why</p> <p>14. Teacher give her comment on the students revise draft</p> <p>15. Students ask to write their final draft based on comment from their peers and the feedback from the teacher</p>	
3.	<p>Post teaching</p> <p>16. Teacher and students conclude the lesson</p> <p>17. Teacher gives advice to the students</p> <p>18. Teacher closes the lesson and class</p>	5 minutes

## H. Sources

1. Teacher's creation
2. Text book

## I. Assessment

1. Evaluation Technique : Make Essay
2. Form : Written

### J. Assessment Rubric

No	Category						Score total 100
	Name	Content 30	Organization 20	Vocabularies 20	Language Use 25	Mechanic 5	
1							
2							
3							
4							
5							

Padang, November 2017

Writer



Siska Andela

NIM. 1314050935

## LESSON PLAN OF TEACHING WRITING (CONTROL CLASS)

**Name School** : SMAN 4 Pariaman

**Mata Pelajaran** : Bahasa Inggris

**Class / Semester** : XI / II

**Topic** : Hortatory Exposition

**Time allocation** : 2 X 45 menit

**Skill aspect** : Writing

### A. Standard of Competence

- 12 Expressing the meaning in written short functional text and short & simple essay in the form of *narrative, spoof and hortatory exposition* in daily life context.

### B. Basic Competence

- 12.2 Expressing the meaning and rhetorical steps in written short functional text formal and informal by using written language form accurately, fluently and acceptable in daily life context in the form of *narrative, spoof, dan hortatory exposition*.

### C. Indicator

- c. Students are able to generate ideas by using W-W-H
- d. Students are able to write hortatory exposition text

### D. Purpose Learning

After learning the students are expected to be able:



- c. Students are able to develop and organize the ideas by using W-W-H
- d. Students write a hortatory exposition text

### E. Teaching Material

Hortatory exposition text about “The Unhealthy Fast Food”.

#### The unhealthy fast food



Fast food nowadays is considered a normal eating venture. People are not just eating out on special occasions or weekends anymore. It means that all the time they mostly eat fast foods. However is fast food good for healthy?

Fast food has its popularity in the 1940's. within a few years, fast food operations popped up everywhere. With the compelling rise in fast-food restaurants since the 1940's, oddly it started the rise in obesity and cancer during that same time period.

Fast food is highly processed with a wide array of additives. To ensure fast food's low cost, the fast food products are made with highly-processed ingredients to give it shelf-life, to hold consistency, and to enhance flavor. Fast food is altered from its original healthy form.

It is not the calories in fast food which damage health and waistline. It is the chemical additives such as aspartame and MSG (monosodium glutamate). Studies show that the chemical additives lead to weight and disease issues.

Do you still want to eat fast food? Let's you think the impact of your body. Try it now to deduct on fast food

3. Language features of hortatory exposition text:

- a. Using simple present
- b. Using modals
- c. Using thinking verbs
- d. Using action verbs
- e. Using adverbs
- f. Using adjectives
- g. Using technical terms
- h. Using general and abstract noun
- i. Using connectives/ transition

4. Generic structures of hortatory exposition text

- a. Thesis: introduces the topics and shows speakers or writers position; outlines of the arguments are presented.
- b. Argument: it consists about point and elaboration. Point states the main argument and elaboration develops and supports each point of argument
- c. Re commendation: its contains suggestion or advice to the issue and problem

**F. Learning Method**

Brainstorming technique

**G. Steps of Activity**

No	CONTROL CLASS	TIME
1.	Pre teaching <ul style="list-style-type: none"> <li>a. Greeting</li> <li>b. Praying</li> <li>c. Checking attendance</li> </ul>	5 minutes

	d. Asking the students about the last material	
2.	<p>Whilst teaching</p> <p><b>Exploration</b></p> <p>19. Teacher gives motivation Teacher gives motivation to the students related to the text</p> <p>20. Students focus on definition, generic structure, language feature and grammar of Hortatory Exposition text</p> <p><b>Elaboration</b></p> <p>a. The teacher gives a model of Hortatory Exposition text.</p> <p>b. The teacher gives one topic and guide the students in generating ideas.</p> <p>c. Teacher asks students make a text based on sample</p> <p>d. Students make keyword before writing text</p> <p>e. Teacher asks for students to develop</p> <p><b>Confirmation</b></p> <p>a. Students report their work about hortatory exposition text to teacher</p> <p>b. Teacher emphasizes how to write a Hortatory exposition text</p>	<p>20 minutes</p> <p>45 minutes</p> <p>15 minutes</p>
3.	<p>Post teaching</p> <p>a. The teacher and students conclude the lesson</p> <p>b. Teacher gives advice to the students</p> <p>c. The teacher closes the lesson class</p>	5 minutes

## H. Sources

1. Teacher's creation
2. Text book

## I. Assessment

1. Evaluation Technique : Make Essay
2. Form : Written

## 3. Assessment Rubric

No	Category						Score total
	Name	Content 30	Organization 20	Vocabulary 20	Language Use 25	Mechanics 5	
1							
2							
3							
4							
5							

Padang, November 2017

Writer

Siska Andela

NIM. 1314050935

### APPENDIX XIII

### DOCUMENTATIONS









