

APPENDIX 1 – LESSON PLAN OF EXPERIMENTAL GROUP

LESSON PLAN 1

(Experimental Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI MIA 3/II
Subject : English
Topic : Hortatory Exposition text
Time Allotment : 2x45 minutes

A. Core Competencies

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competencies

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi hortatori tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual.

- 4.9.2 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indicators

- 1) Identifying generic structure, social function, and language features of hortatory exposition text.
- 2) Analysing hortatory exposition texts.
- 3) Writing hortatory exposition texts related to a healthy life.

D. Learning Objectives

- 1) The students are able to identify generic structure, social function, and language features of hortatory exposition text through discussing in pair.
- 2) The students are able to analyse examples of hortatory exposition text related to a healthy life through POWER strategy in pair.
- 3) The students are able to write a hortatory exposition text related to a healthy life through POWER strategy.

E. Teaching and Learning Materials

- 1) Hortatory exposition text

Hortatory exposition text is a kind of English text that belongs to the argumentative text. Hortatory exposition is a type of English text which represents the author's attempt to influence the reader to do something or act in a particular way. It is intended to explain the listeners or readers that something should or should not happen or be done.

The generic structure of descriptive text are as follows.

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

- 2) Social Function

The social function of hortatory exposition text is to persuade the readers that something should or should not be the case or be done.

- 3) Language Feature

- a) Focusing on the writer
- b) Using abstract noun; policy, advantage, etc.
- c) Using action verb
- d) Using thinking verb
- e) Using modal adverb; certainly, surely, etc.
- f) Using temporal connective; firstly, secondly, etc.
- g) Using evaluative words; important, valuable, trustworthy, etc.
- h) Using passive voice
- i) Using simple present tense

F. Teaching Method

Approach : Collaborative Approach

Method : Communicative Language Teaching (CLT)

Technique : POWER strategy (Plan, Organize, Write, Edit, and Revise)

G. Teaching Aids, Media, and Sources

Teaching Aids : LCD projector, Laptop, Whiteboard

Teaching Media : Slide of Power Point and textbook.

Sources : Student's English Book

H. Learning Activities

Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole Class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students' attendance	- Responding to the teacher	
	- Checking the students' readiness by asking about their opinion about a healthy life.	- Telling their opinion about breakfast.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Pair work
	- Distributing examples of hortatory exposition text.	- Taking text given by the teacher.	
	- Asking the students to work in pair.	- Sitting with their pairs.	
	- Asking the students to read the text.	- Reading the text	
	- Asking the students to identify structure, social function, and language feature of hortatory exposition text.	- Identifying structure, social function, and language feature of hortatory exposition text.	
	- Discussing the structure, social function, and language feature of hortatory exposition text.	- Discussing the structure, social function, and language feature of hortatory exposition text.	
	- Explaining procedures of POWER strategy.	- Listening to the teacher's explanation.	
	- Asking the students to analyse hortatory exposition text by summarizing important points of the text.	- Analysing text by summarizing important points of the text.	
	- Asking the students to plan their writing by listing all the ideas related to the topic.	- Planning their writing by listing all the ideas and summarizing information related to the topic.	
	- Asking the students to organize the text structure, main idea, supporting details for each	- Organizing information that has writing down on planning paper. Starting from	
		Whole class	
		Pair work	
		Pair work	

	paragraph through writing a draft.	organizing structure, deciding main idea of each paragraph, and its supporting details.	
	- Asking students to write hortatory exposition text based on their planning.	- Writing paragraph by expanding main ideas with supporting details.	
	- Monitoring each student during the writing process, then asking them to read and edit their writing based on aspects of writing that have been given by the teacher.	- Reading and editing the writing based on aspects of writing that have been given by the teacher. <i>The students are allowed to ask the teacher for help. They are also allowed to do peer-assessment.</i>	
	- Giving direct feedback and asking the students to revise their writing.	- Revising the writing into a better version based on feedback given by the teacher or friends.	
	- Asking the students to share their writing.	- Reading their writing in front of class.	
10 minutes	<i>Closing</i>		
	- Asking the students' comments on learning.	- Commenting on learning process.	Whole class
	- Asking any difficulties faced by students during the lesson	- Telling difficulties during the learning.	
	- Asking the students to conclude what have been learnt.	- Concluding the learning.	

I. Learning Assessment

Technique : Writing performance

Instruments: Writing test and writing scoring rubric

LESSON PLAN 2 (Experimental Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI MIA 3/II
Subject : English
Topic : Hortatory Exposition text
Time Allotment : 2x45 minutes

A. Core Competencies

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competencies

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi hortatori tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual.
- 4.9.2 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indicators

- 1) Identifying generic structure, social function, and language features of hortatory exposition text.
- 2) Analysing hortatory exposition texts.
- 3) Writing a hortatory exposition text related to education.

D. Learning Objectives

- 1) The students are able to identify generic structure, social function, and language features of hortatory exposition text through discussing in pair.
- 2) The students are able to analyse examples of hortatory exposition text related to education through POWER strategy in pair.
- 3) The students are able to write a hortatory exposition text related to education through POWER strategy.

E. Teaching and Learning Materials

1) Hortatory exposition text

Hortatory exposition text is a kind of English text that belongs to the argumentative text. Hortatory exposition is a type of English text which represents the author's attempt to influence the reader to do something or act in a particular way. It is intended to explain the listeners or readers that something should or should not happen or be done.

The generic structure of descriptive text are as follows.

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

2) Social Function

The social function of hortatory exposition text is to persuade the readers that something should or should not be the case or be done.

3) Language Feature

- a) Focusing on the writer
- b) Using abstract noun; policy, advantage, etc.
- c) Using action verb
- d) Using thinking verb
- e) Using modal adverb; certainly, surely, etc.
- f) Using temporal connective; firstly, secondly, etc.
- g) Using evaluative words; important, valuable, trustworthy, etc.
- h) Using passive voice
- i) Using simple present tense

F. Teaching Method

Approach : Collaborative Approach

Method : Communicative Language Teaching (CLT)

Technique : POWER strategy (Plan, Organize, Write, Edit, and Revise)

G. Teaching Aids, Media, and Sources

Teaching Aids : LCD projector, Laptop, Whiteboard

Teaching Media : Slide of Power Point and textbook.

Sources : Student's English Book

H. Learning Activities

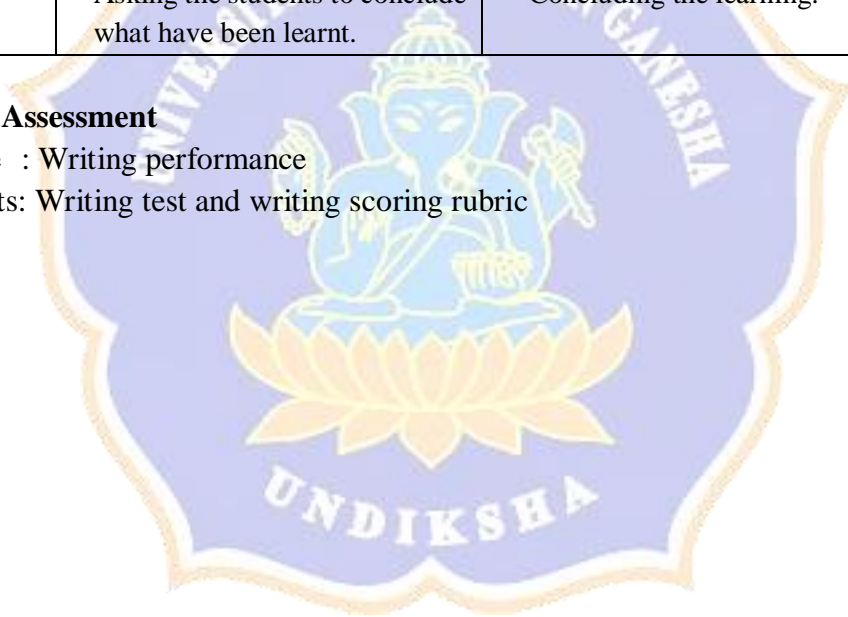
Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole Class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students' attendance	- Responding to the teacher	
	- Checking the students' readiness by asking about their opinion about importance of reading.	- Telling their opinion about importance of reading.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Pair work
	- Distributing example of hortatory exposition text.	- Taking text given by the teacher.	
	- Asking the students to work in pair.	- Sitting with their pairs.	
	- Asking the students to read the text.	- Reading the text	Whole class
	- Discussing the structure, social function, and language feature of hortatory exposition text.	- Discussing the structure, social function, and language feature of hortatory exposition text.	
	- Explaining procedures of POWER strategy.	- Listening to the teacher's explanation.	Pair work
	- Asking the students to analyse hortatory exposition text by summarizing important points of the text.	- Analysing text by summarizing important points of the text.	
	- Asking the students to plan their writing by listing all the ideas related to the topic.	- Planning their writing by listing all the ideas and summarizing information related to the topic.	Pair work
	- Asking the students to organize the text structure, main idea, supporting details for each paragraph through writing a draft.	- Organizing information that has writing down on planning paper. Starting from organizing structure, deciding main idea of each paragraph, and its supporting details.	
- Asking students to write hortatory exposition text based on their planning.	- Writing paragraph by expanding main ideas with supporting details.		

	<ul style="list-style-type: none"> - Monitoring each student during the writing process, then asking them to read and edit their writing based on aspects of writing that have been given by the teacher. 	<ul style="list-style-type: none"> - Reading and editing the writing based on aspects of writing that have been given by the teacher. <i>The students are allowed to ask the teacher for help. They are also allowed to do peer-assessment.</i> 	
	<ul style="list-style-type: none"> - Giving direct feedback and asking the students to revise their writing. 	<ul style="list-style-type: none"> - Revising the writing into a better version based on feedback given by the teacher or friends. 	
	<ul style="list-style-type: none"> - Asking the students to share their writing. 	<ul style="list-style-type: none"> - Reading their writing in front of class. 	
10 minutes	<i>Closing</i>		
	<ul style="list-style-type: none"> - Asking the students' comments on learning. 	<ul style="list-style-type: none"> - Commenting on learning process. 	Whole class
	<ul style="list-style-type: none"> - Asking any difficulties faced by students during the lesson 	<ul style="list-style-type: none"> - Telling difficulties during the learning. 	
	<ul style="list-style-type: none"> - Asking the students to conclude what have been learnt. 	<ul style="list-style-type: none"> - Concluding the learning. 	

I. Learning Assessment

Technique : Writing performance

Instruments: Writing test and writing scoring rubric



LESSON PLAN 3
(Experimental Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI MIA 3/II
Subject : English
Topic : Hortatory Exposition text
Time Allotment : 2x45 minutes

A. Core Competencies

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competencies

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi hortatori tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual.
- 4.9.2 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indicators

- 1) Analysing social function, and language features of hortatory exposition text.
- 2) Telling purpose of hortatory exposition text.
- 3) Writing hortatory exposition text about health issues.

D. Learning Objectives

- 1) The students are able to analyse social function, and language features of hortatory exposition text through discussing.
- 2) The students are able to tell purpose of hortatory exposition text through watching video.
- 3) The students are able to write a hortatory exposition text related to health issues through POWER strategy.

E. Teaching and Learning Materials

1) Hortatory exposition text

Hortatory exposition text is a kind of English text that belongs to the argumentative text. Hortatory exposition is a type of English text which represents the author's attempt to influence the reader to do something or act in a particular way. It is intended to explain the listeners or readers that something should or should not happen or be done.

The generic structure of descriptive text are as follows.

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

2) Social Function

The social function of hortatory exposition text is to persuade the readers that something should or should not be the case or be done.

3) Language Feature

- a) Focusing on the writer
- b) Using abstract noun; policy, advantage, etc.
- c) Using action verb
- d) Using thinking verb
- e) Using modal adverb; certainly, surely, etc.
- f) Using temporal connective; firstly, secondly, etc.
- g) Using evaluative words; important, valuable, trustworthy, etc.
- h) Using passive voice
- i) Using simple present tense

F. Teaching Method

Approach : Collaborative Approach

Method : Communicative Language Teaching (CLT)

Technique : POWER strategy (Plan, Organize, Write, Edit, and Revise)

G. Teaching Aids, Media, and Sources

Teaching Aids : LCD projector, Laptop, Whiteboard

Teaching Media : Slide of Power Point and video.

Sources : The importance of drinking water for children, taken from <https://www.youtube.com/watch?v=MDRIH0f0XOA>

H. Learning Activities

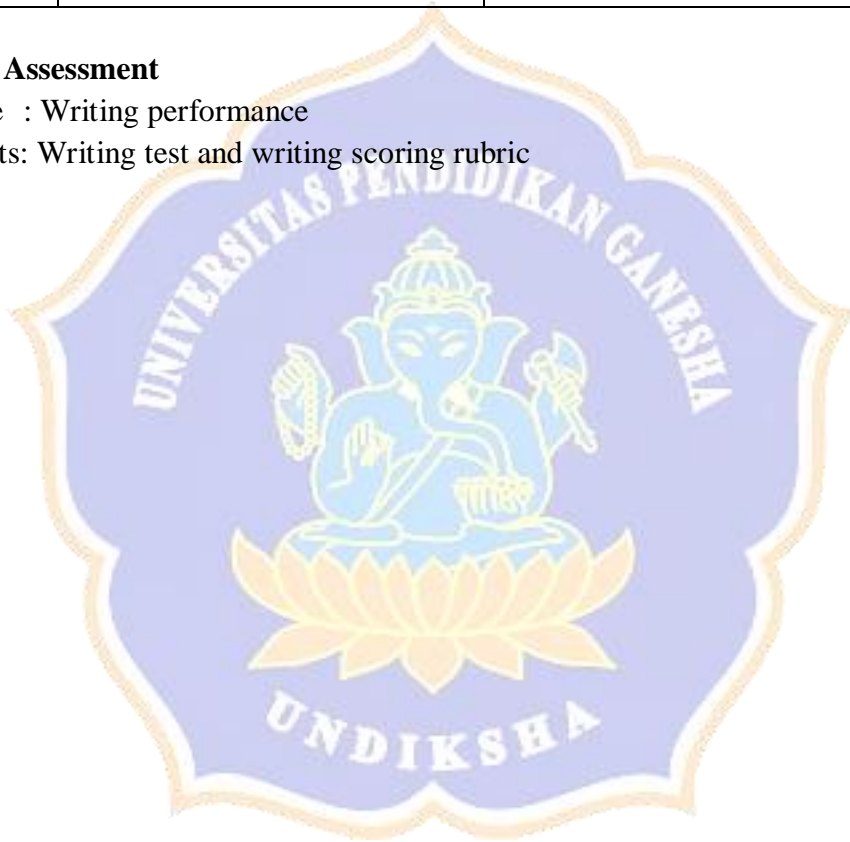
Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole Class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students' attendance	- Responding to the teacher	
	- Checking the students' readiness by asking about their opinion about health issues.	- Telling their opinion about health issues.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Whole class
	- Showing video about health issue.	- Watching video.	
	- Discussing the structure, social function, and language feature of hortatory exposition text.	- Discussing the structure, social function, and language feature of hortatory exposition text.	
	- Asking the students to tell purpose of hortatory exposition text by summarizing important points of the video.	- Telling important points of the video.	
	- Asking the students to plan their writing by listing all the ideas related to the topic.	- Planning their writing by listing all the ideas and summarizing information related to the topic.	Individual work
	- Asking the students to organize the text structure, main idea, supporting details for each paragraph through writing a draft.	- Organizing information that has writing down on planning paper. Starting from organizing structure, deciding main idea of each paragraph, and its supporting details.	
	- Asking students to write hortatory exposition text based on their planning.	- Writing paragraph by expanding main ideas with supporting details.	
	- Monitoring each student during the writing process, then asking them to to read and edit their writing based on aspects of writing that have been given by the teacher.	- Reading and editing the writing based on aspects of writing that have been given by the teacher. <i>The students are allowed to ask the teacher for help. They are also allowed to do peer-assessment.</i>	

	- Giving direct feedback and asking the students to revise their writing.	- Revising the writing into a better version based on feedback given by the teacher or friends.	
	- Asking the students to share their writing.	- Reading their writing in front of class.	
10 minutes	<i>Closing</i>		Whole class
	- Asking the students' comments on learning.	- Commenting on learning process.	
	- Asking any difficulties faced by students during the lesson	- Telling difficulties during the learning.	
	- Asking the students to conclude what have been learnt.	- Concluding the learning.	

I. Learning Assessment

Technique : Writing performance

Instruments: Writing test and writing scoring rubric



LESSON PLAN 4 (Experimental Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI MIA 3/II
Subject : English
Topic : Hortatory Exposition text
Time Allotment : 2x45 minutes

A. Core Competencies

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competencies

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi hortatori tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual.
- 4.9.2 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indicators

- 1) Analysing social function, and language features of hortatory exposition text.
- 2) Telling examples of hortatory exposition text related to educational issue.
- 3) Writing hortatory exposition text related to educational issue.

D. Learning Objectives

- 1) The students are able to analyse social function, and language features of hortatory exposition text through discussing.
- 2) The students are able to tell examples of hortatory exposition text related to educational issue.
- 3) The students are able to write a hortatory exposition text related to educational issue through POWER strategy.

E. Teaching and Learning Materials

- 1) Hortatory exposition text

Hortatory exposition text is a kind of English text that belongs to the argumentative text. Hortatory exposition is a type of English text which represents the author's attempt to influence the reader to do something or act in a particular way. It is intended to explain the listeners or readers that something should or should not happen or be done. The generic structure of descriptive text are as follows.

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

- 2) Social Function

The social function of hortatory exposition text is to persuade the readers that something should or should not be the case or be done.

- 3) Language Feature

- a) Focusing on the writer
- b) Using abstract noun; policy, advantage, etc.
- c) Using action verb
- d) Using thinking verb
- e) Using modal adverb; certainly, surely, etc.
- f) Using temporal connective; firstly, secondly, etc.
- g) Using evaluative words; important, valuable, trustworthy, etc.
- h) Using passive voice
- i) Using simple present tense

F. Teaching Method

Approach : Collaborative Approach

Method : Communicative Language Teaching (CLT)

Technique : POWER strategy (Plan, Organize, Write, Edit, and Revise)

G. Teaching Aids, Media, and Sources

Teaching Aids : LCD projector, Laptop, Whiteboard

Teaching Media : Slide of Power Point.

Sources : online sources related to educational issues.

H. Learning Activities

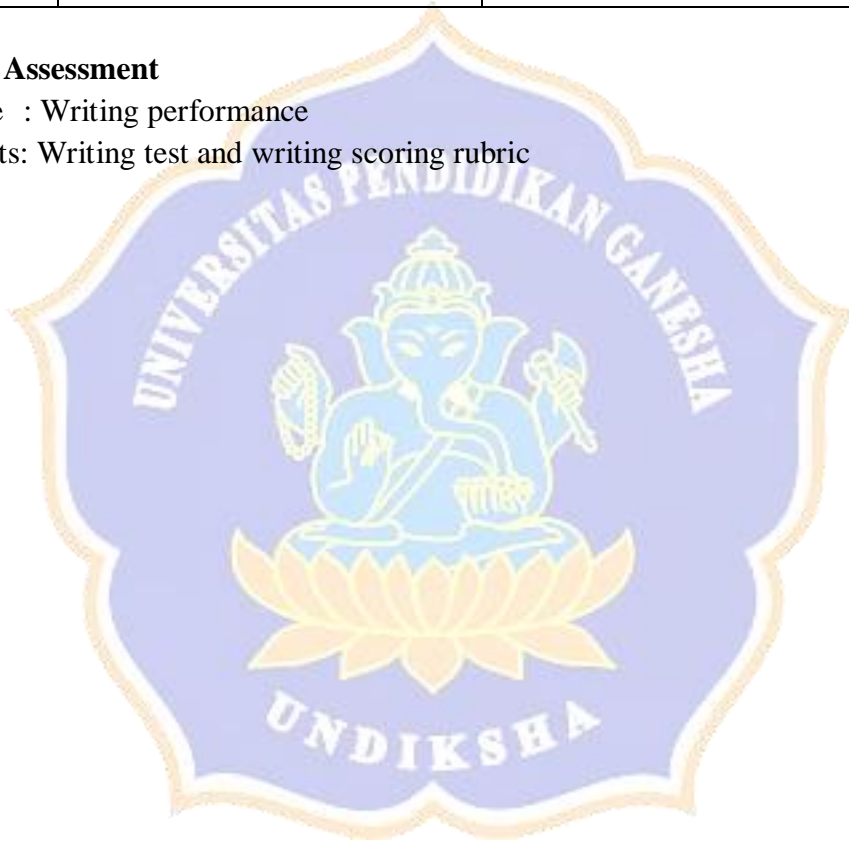
Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students' attendance	- Responding to the teacher	
	- Checking the students' readiness by asking about their opinion related to educational issue.	- Telling their opinion related to educational issue.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Whole class
	- Discussing the structure, social function, and language feature of hortatory exposition text.	- Discussing the structure, social function, and language feature of hortatory exposition text.	
	- Asking the students to find information related to educational issues.	- Searching for the information.	
	- Asking the students to tell example of educational issues.	- Telling examples of educational issues.	Individual work
	- Asking the students to plan their writing by listing all the ideas related to the topic.	- Planning their writing by listing all the ideas and summarizing information related to the topic.	
	- Asking the students to organize the text structure, main idea, supporting details for each paragraph through writing a draft.	- Organizing information that has writing down on planning paper. Starting from organizing structure, deciding main idea of each paragraph, and its supporting details.	
	- Asking students to write hortatory exposition text based on their planning.	- Writing paragraph by expanding main ideas with supporting details.	
	- Monitoring each student during the writing process, then asking them to to read and edit their writing based on aspects of writing that have been given by the teacher.	- Reading and editing the writing based on aspects of writing that have been given by the teacher. <i>The students are allowed to ask the teacher for help. They are also allowed to do peer-assessment.</i>	

	- Giving direct feedback and asking the students to revise their writing.	- Revising the writing into a better version based on feedback given by the teacher or friends.	
	- Asking the students to share their writing.	- Reading their writing in front of class.	
10 minutes	<i>Closing</i>		Whole class
	- Asking the students' comments on learning.	- Commenting on learning process.	
	- Asking any difficulties faced by students during the lesson	- Telling difficulties during the learning.	
	- Asking the students to conclude what have been learnt.	- Concluding the learning.	

I. Learning Assessment

Technique : Writing performance

Instruments: Writing test and writing scoring rubric



LESSON PLAN 5 (Experimental Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI MIA 3/II
Subject : English
Topic : Hortatory Exposition text
Time Allotment : 2x45 minutes

A. Core Competencies

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competencies

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi hortatori tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual.
- 4.9.2 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indicators

- 1) Analysing social function, and language features of hortatory exposition text.
- 2) Telling examples of hortatory exposition text about environment.
- 3) Writing hortatory exposition text about environment.

D. Learning Objectives

- 1) The students are able to analyse social function, and language features of hortatory exposition text through discussing.
- 2) The students are able to tell examples of hortatory exposition text related to environment.
- 3) The students are able to write a hortatory exposition text about environment through POWER strategy.

E. Teaching and Learning Materials

- 1) Hortatory exposition text

Hortatory exposition text is a kind of English text that belongs to the argumentative text. Hortatory exposition is a type of English text which represents the author's attempt to influence the reader to do something or act in a particular way. It is intended to explain the listeners or readers that something should or should not happen or be done. The generic structure of descriptive text are as follows.

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

- 2) Social Function

The social function of hortatory exposition text is to persuade the readers that something should or should not be the case or be done.

- 3) Language Feature

- a) Focusing on the writer
- b) Using abstract noun; policy, advantage, etc.
- c) Using action verb
- d) Using thinking verb
- e) Using modal adverb; certainly, surely, etc.
- f) Using temporal connective; firstly, secondly, etc.
- g) Using evaluative words; important, valuable, trustworthy, etc.
- h) Using passive voice
- i) Using simple present tense

F. Teaching Method

Approach : Collaborative Approach

Method : Communicative Language Teaching (CLT)

Technique : POWER strategy (Plan, Organize, Write, Edit, and Revise)

G. Teaching Aids, Media, and Sources

Teaching Aids : LCD projector, Laptop, Whiteboard
 Teaching Media : Slide of Power Point and pictures.
 Sources : google image.

H. Learning Activities

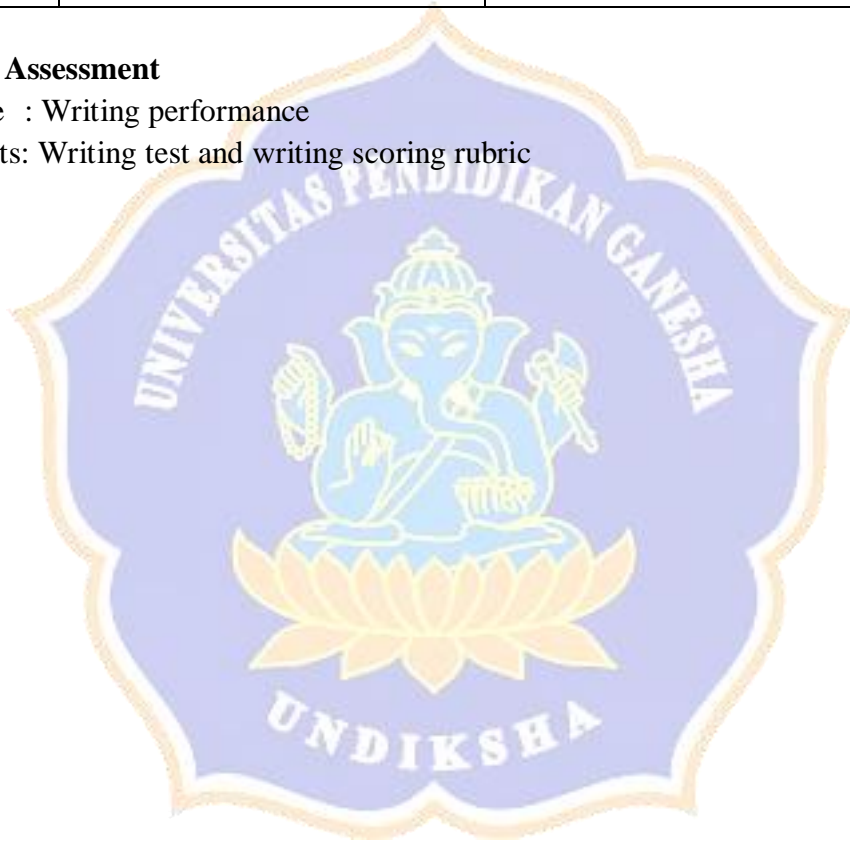
Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole Class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students' attendance	- Responding to the teacher	
	- Checking the students' readiness by asking about their opinion about school environment.	- Telling their opinion about school environment.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Whole class
	- Discussing the structure, social function, and language feature of hortatory exposition text.	- Discussing the structure, social function, and language feature of hortatory exposition text.	
	- Showing pictures of environment.	- Giving comments on the pictures.	
	- Asking the students to tell example of environmental issues.	- Telling examples of environmental issues.	
	- Asking the students to plan their writing by listing all the ideas related to the topic.	- Planning their writing by listing all the ideas and summarizing information related to the topic.	Individual work
	- Asking the students to organize the text structure, main idea, supporting details for each paragraph through writing a draft.	- Organizing information that has writing down on planning paper. Starting from organizing structure, deciding main idea of each paragraph, and its supporting details.	
	- Asking students to write hortatory exposition text based on their planning.	- Writing paragraph by expanding main ideas with supporting details.	
	- Monitoring each student during the writing process, then asking them to to read and edit their writing based on aspects of writing that have been given by the teacher.	- Reading and editing the writing based on aspects of writing that have been given by the teacher. <i>The students are allowed to ask the teacher for help. They are also allowed to do peer-assessment.</i>	

	- Giving direct feedback and asking the students to revise their writing.	- Revising the writing into a better version based on feedback given by the teacher or friends.	
	- Asking the students to share their writing.	- Reading their writing in front of class.	
10 minutes	<i>Closing</i>		Whole class
	- Asking the students' comments on learning.	- Commenting on learning process.	
	- Asking any difficulties faced by students during the lesson	- Telling difficulties during the learning.	
	- Asking the students to conclude what have been learnt.	- Concluding the learning.	

I. Learning Assessment

Technique : Writing performance

Instruments: Writing test and writing scoring rubric



Pictures of Environmental Issues



LESSON PLAN 6 (Experimental Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI MIA 3/II
Subject : English
Topic : Hortatory Exposition text
Time Allotment : 2x45 minutes

A. Core Competencies

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competencies

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi hortatori tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual.
- 4.9.2 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indicators

- 1) Analysing social function, and language features of hortatory exposition text.
- 2) Telling purpose of hortatory exposition text
- 3) Writing hortatory exposition text about social media.

D. Learning Objectives

- 1) The students are able to analyse social function, and language features of hortatory exposition text.
- 2) The students are able to tell purpose of hortatory exposition text
- 3) The students are able to write a hortatory exposition text about social media through POWER strategy.

E. Teaching and Learning Materials

1) Hortatory exposition text

Hortatory exposition text is a kind of English text that belongs to the argumentative text. Hortatory exposition is a type of English text which represents the author's attempt to influence the reader to do something or act in a particular way. It is intended to explain the listeners or readers that something should or should not happen or be done.

The generic structure of descriptive text are as follows.

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

2) Social Function

The social function of hortatory exposition text is to persuade the readers that something should or should not be the case or be done.

3) Language Feature

- a) Focusing on the writer
- b) Using abstract noun; policy, advantage, etc.
- c) Using action verb
- d) Using thinking verb
- e) Using modal adverb; certainly, surely, etc.
- f) Using temporal connective; firstly, secondly, etc.
- g) Using evaluative words; important, valuable, trustworthy, etc.
- h) Using passive voice
- i) Using simple present tense

F. Teaching Method

Approach : Collaborative Approach

Method : Communicative Language Teaching (CLT)

Technique : POWER strategy (Plan, Organize, Write, Edit, and Revise)

G. Teaching Aids, Media, and Sources

Teaching Aids : LCD projector, Laptop, Whiteboard

Teaching Media : Slide of Power Point and video.

Sources : Advantage and disadvantages of social media at <https://www.youtube.com/watch?v=5IVDtvlUB4k>

H. Learning Activities

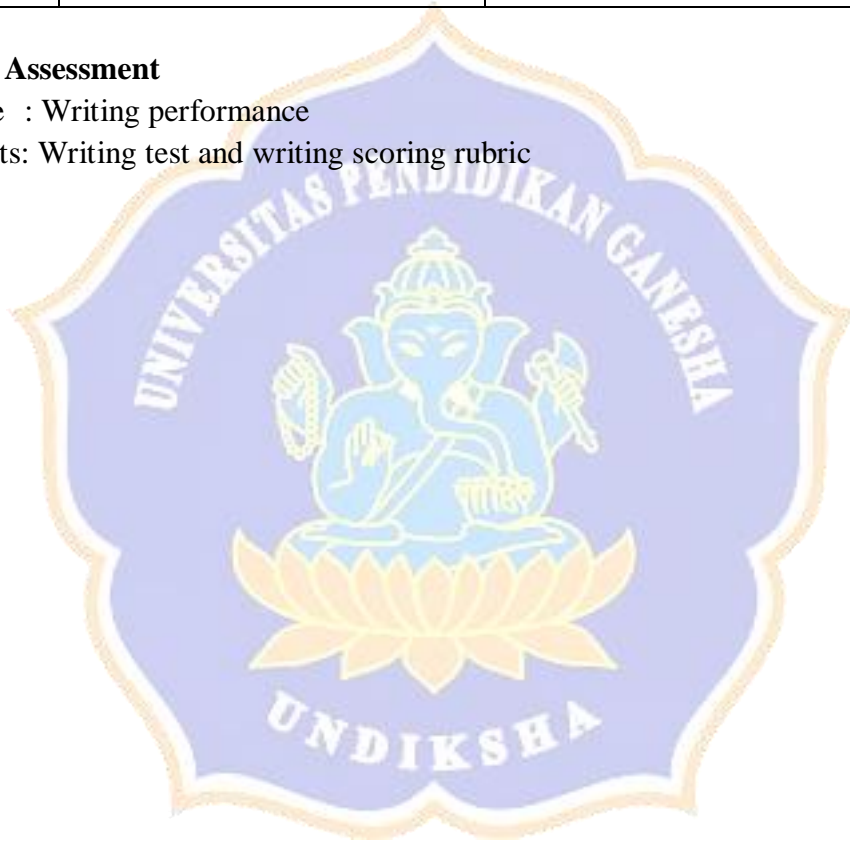
Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole Class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students' attendance	- Responding to the teacher	
	- Checking the students' readiness by asking about their social media.	- Telling their opinion about social media.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Whole Class
	- Discussing the structure, social function, and language feature of hortatory exposition text.	- Discussing the structure, social function, and language feature of hortatory exposition text.	
	- Showing video about pro and cons of social media.	- Watching video.	
	- Asking the students to tell purpose of hortatory exposition text by summarizing important points of the video.	- Telling important points of the video.	
	- Asking the students to plan their writing by listing all the ideas related to the topic.	- Planning their writing by listing all the ideas and summarizing information related to the topic.	Individual work
	- Asking the students to organize the text structure, main idea, supporting details for each paragraph through writing a draft.	- Organizing information that has writing down on planning paper. Starting from organizing structure, deciding main idea of each paragraph, and its supporting details.	
	- Asking students to write hortatory exposition text based on their planning.	- Writing paragraph by expanding main ideas with supporting details.	
- Monitoring each student during the writing process, then asking them to to read and edit their writing based on aspects of writing that have been given by the teacher.	- Reading and editing the writing based on aspects of writing that have been given by the teacher. <i>The students are allowed to ask the teacher for help. They are also allowed to do peer-assessment.</i>		

	- Giving direct feedback and asking the students to revise their writing.	- Revising the writing into a better version based on feedback given by the teacher or friends.	
	- Asking the students to share their writing.	- Reading their writing in front of class.	
10 minutes	<i>Closing</i>		Whole class
	- Asking the students' comments on learning.	- Commenting on learning process.	
	- Asking any difficulties faced by students during the lesson	- Telling difficulties during the learning.	
	- Asking the students to conclude what have been learnt.	- Concluding the learning.	

I. Learning Assessment

Technique : Writing performance

Instruments: Writing test and writing scoring rubric



LESSON PLAN 7 (Experimental Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI MIA 3/II
Subject : English
Topic : Hortatory Exposition text
Time Allotment : 2x45 minutes

A. Core Competencies

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competencies

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi hortatori tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual.
- 4.9.2 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indicators

- 1) Analysing social function, and language features of hortatory exposition text.
- 2) Telling examples of hortatory exposition text related to latest trend of technology.
- 3) Writing hortatory exposition text related to technology.

D. Learning Objectives

- 1) The students are able to analyse social function, and language features of hortatory exposition text through discussing.
- 2) The students are able to tell examples of hortatory exposition text related to latest trend of technology.
- 3) The students are able to write a hortatory exposition text about technology through POWER strategy.

E. Teaching and Learning Materials

1) Hortatory exposition text

Hortatory exposition text is a kind of English text that belongs to the argumentative text. Hortatory exposition is a type of English text which represents the author's attempt to influence the reader to do something or act in a particular way. It is intended to explain the listeners or readers that something should or should not happen or be done.

The generic structure of descriptive text are as follows.

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

2) Social Function

The social function of hortatory exposition text is to persuade the readers that something should or should not be the case or be done.

3) Language Feature

- a) Focusing on the writer
- b) Using abstract noun; policy, advantage, etc.
- c) Using action verb
- d) Using thinking verb
- e) Using modal adverb; certainly, surely, etc.
- f) Using temporal connective; firstly, secondly, etc.
- g) Using evaluative words; important, valuable, trustworthy, etc.
- h) Using passive voice
- i) Using simple present tense

F. Teaching Method

Approach : Collaborative Approach

Method : Communicative Language Teaching (CLT)

Technique : POWER strategy (Plan, Organize, Write, Edit, and Revise)

G. Teaching Aids, Media, and Sources

Teaching Aids : LCD projector, Laptop, Whiteboard

Teaching Media : Slide of Power Point.

Sources : online sources related to educational issues.

H. Learning Activities

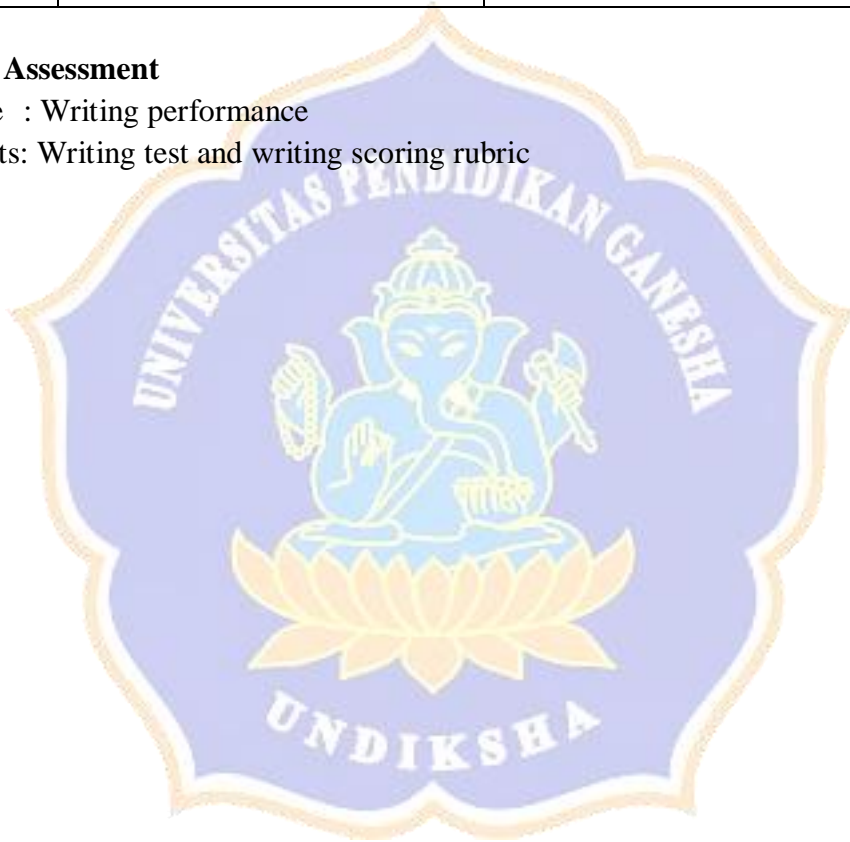
Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole Class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students' attendance	- Responding to the teacher	
	- Checking the students' readiness by asking about their opinion related to latest trend of technology.	- Telling their opinion related to latest trend of technology.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Whole class
	- Discussing the structure, social function, and language feature of hortatory exposition text.	- Discussing the structure, social function, and language feature of hortatory exposition text.	
	- Asking the students to find information related to latest trend of technology.	- Searching for the information.	
	- Asking the students to tell issues of technology.	- Telling examples of technology issues.	Individual work
	- Asking the students to plan their writing by listing all the ideas related to the topic.	- Planning their writing by listing all the ideas and summarizing information related to the topic.	
	- Asking the students to organize the text structure, main idea, supporting details for each paragraph through writing a draft.	- Organizing information that has writing down on planning paper. Starting from organizing structure, deciding main idea of each paragraph, and its supporting details.	
	- Asking students to write hortatory exposition text based on their planning.	- Writing paragraph by expanding main ideas with supporting details.	
	- Monitoring each student during the writing process, then asking them to to read and edit their writing based on aspects of writing that have been given by the teacher.	- Reading and editing the writing based on aspects of writing that have been given by the teacher. <i>The students are allowed to ask the teacher for help. They are also allowed to do peer-assessment.</i>	

	- Giving direct feedback and asking the students to revise their writing.	- Revising the writing into a better version based on feedback given by the teacher or friends.	
	- Asking the students to share their writing.	- Reading their writing in front of class.	
10 minutes	<i>Closing</i>		Whole class
	- Asking the students' comments on learning.	- Commenting on learning process.	
	- Asking any difficulties faced by students during the lesson	- Telling difficulties during the learning.	
	- Asking the students to conclude what have been learnt.	- Concluding the learning.	

I. Learning Assessment

Technique : Writing performance

Instruments: Writing test and writing scoring rubric



LESSON PLAN 8 (Experimental Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI MIA 3/II
Subject : English
Topic : Hortatory Exposition text
Time Allotment : 2x45 minutes

A. Core Competencies

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competencies

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi hortatori tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual.
- 4.9.2 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indicators

- 1) Analysing social function, and language features of hortatory exposition text.
- 2) Telling examples of hortatory exposition text related to social issues.
- 3) Writing hortatory exposition text related to social issues.

D. Learning Objectives

- 1) The students are able to analyse social function, and language features of hortatory exposition text through discussing.
- 2) The students are able to tell examples of hortatory exposition text related to social issues.
- 3) The students are able to write a hortatory exposition text related to social issues through POWER strategy.

E. Teaching and Learning Materials

1) Hortatory exposition text

Hortatory exposition text is a kind of English text that belongs to the argumentative text. Hortatory exposition is a type of English text which represents the author's attempt to influence the reader to do something or act in a particular way. It is intended to explain the listeners or readers that something should or should not happen or be done.

The generic structure of descriptive text are as follows.

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

2) Social Function

The social function of hortatory exposition text is to persuade the readers that something should or should not be the case or be done.

3) Language Feature

- a) Focusing on the writer
- b) Using abstract noun; policy, advantage, etc.
- c) Using action verb
- d) Using thinking verb
- e) Using modal adverb; certainly, surely, etc.
- f) Using temporal connective; firstly, secondly, etc.
- g) Using evaluative words; important, valuable, trustworthy, etc.
- h) Using passive voice
- i) Using simple present tense

F. Teaching Method

Approach : Collaborative Approach

Method : Communicative Language Teaching (CLT)

Technique : POWER strategy (Plan, Organize, Write, Edit, and Revise)

G. Teaching Aids, Media, and Sources

Teaching Aids : LCD projector, Laptop, Whiteboard
 Teaching Media : Slide of Power Point and pictures.
 Sources : google image.

H. Learning Activities

Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole Class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students' attendance	- Responding to the teacher	
	- Checking the students' readiness by asking about their opinion related to social issues.	- Telling their opinion related to social issues.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Whole class
	- Discussing the structure, social function, and language feature of hortatory exposition text.	- Discussing the structure, social function, and language feature of hortatory exposition text.	
	- Showing posters related to social issues	- Giving comments on the posters.	
	- Asking the students to tell example of social issues.	- Telling examples of social issues.	
	- Asking the students to plan their writing by listing all the ideas related to the topic.	- Planning their writing by listing all the ideas and summarizing information related to the topic.	Individual work
	- Asking the students to organize the text structure, main idea, supporting details for each paragraph through writing a draft.	- Organizing information that has writing down on planning paper. Starting from organizing structure, deciding main idea of each paragraph, and its supporting details.	
	- Asking students to write hortatory exposition text based on their planning.	- Writing paragraph by expanding main ideas with supporting details.	
	- Monitoring each student during the writing process, then asking them to to read and edit their writing based on aspects of writing that have been given by the teacher.	- Reading and editing the writing based on aspects of writing that have been given by the teacher. <i>The students are allowed to ask the teacher for help. They are also allowed to do peer-assessment.</i>	
	- Giving direct feedback and asking the students to revise their writing.	- Revising the writing into a better version based on feedback given by the teacher or friends.	

	- Asking the students to share their writing.	- Reading their writing in front of class.	
10 minutes	<i>Closing</i>		Whole class
	- Asking the students' comments on learning.	- Commenting on learning process.	
	- Asking any difficulties faced by students during the lesson	- Telling difficulties during the learning.	
	- Asking the students to conclude what have been learnt.	- Concluding the learning.	

I. Learning Assessment

Technique : Writing performance

Instruments: Writing test and writing scoring rubric



Posters of Social Issues

4 Types of BULLYING

PHYSICAL Bullying

Hitting, kicking, slapping, pinching

Spitting

Tripping, pushing

Stealing or destroying someone's possessions

Making mean or rude hand gestures

VERBAL Bullying

Name calling

Insults

Teasing

Intimidation

Homophobic or racist remarks

Inappropriate sexual comments

Taunting

Threatening to cause harm

SOCIAL Bullying

Lying & spreading rumors

Leaving someone out on purpose

Telling others not to be friends with someone

Embarrassing someone in public

Damaging someone's social reputation or relationships

CYBER Bullying

Posting/sending hurtful texts emails or posts, images or videos

Making online threats

Imitating others online or using their log-in

Deliberately excluding others online

Spreading nasty gossip or rumors



ARE YOU A SOCIAL MEDIA ADDICT?

APPENDIX 2 – LESSON PLAN OF CONTROL GROUP

LESSON PLAN 1

(Control Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI MIA 1/II
Subject : English
Topic : Hortatory Exposition Text
Time Allotment : 2x45 minutes

J. Core Competencies

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

K. Basic Competencies

- 1.2 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.4 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi hortatori tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.9.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual.

4.9.4 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

L. Indicators

- 4) Identifying generic structure, social function, and language features of hortatory exposition text.
- 5) Analysing hortatory exposition texts
- 6) Writing a hortatory exposition text relates to a healthy life.

M. Learning Objectives

- 4) The students are able to identify generic structure, social function, and language features of hortatory exposition text through discussing in pair.
- 5) The students are able to analyse examples of hortatory exposition text relates to a healthy life through discussing in pair.
- 6) The students are able to write a hortatory exposition text relates to a healthy life through POW strategy.

N. Teaching and Learning Materials

- 4) Hortatory exposition text

Hortatory exposition text is a kind of English text that belongs to the argumentative text. Hortatory exposition represents the author's attempt to influence the reader to do something or act in a particular way. It is intended to explain the listeners or readers that something should or should not happen or be done.

The generic structure of descriptive text are as follows.

- d) Thesis: Statement or announcement of issue concern
 - e) Arguments: Reasons for concern that will lead to recommendation
 - f) Recommendation: Statement of what should or should not happen or be done based on the given arguments
- 5) Social Function
The social function of hortatory exposition text is to persuade the readers that something should or should not be the case or be done.
 - 6) Language Feature
 - j) Focusing on the writer
 - k) Using abstract noun; policy, advantage, etc.
 - l) Using action verb
 - m) Using thinking verb
 - n) Using modal adverb; certainly, surely, etc.
 - o) Using temporal connective; firstly, secondly, etc.
 - p) Using evaluative words; important, valuable, trustworthy, etc.
 - q) Using passive voice
 - r) Using simple present tense

O. Teaching Method

Approach : Collaborative Approach
 Method : Communicative Language Teaching (CLT)
 Technique : POW strategy (Pick, Organize, and Write)

P. Teaching Aids, Media, and Sources

Teaching Aids : LCD projector, Laptop, Whiteboard
 Teaching Media : Slide of Power Point and textbook.
 Sources : Student’s English Book

Q. Learning Activities

Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole Class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students’ attendance	- Responding to the teacher	
	- Checking the students’ readiness by asking about their opinion about a healthy life.	- Telling their opinion about breakfast.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Pair work
	- Distributing examples of hortatory exposition text.	- Taking text given by the teacher.	
	- Asking the students to work in pair.	- Sitting with their pairs.	
	- Asking the students to read the text.	- Reading the text	
	- Asking the students to identify structure, social function, and language feature of hortatory exposition text.	- Identifying structure, social function, and language feature of hortatory exposition text.	Whole class
	- Discussing the structure, social function, and language feature of hortatory exposition text.	- Discussing the structure, social function, and language feature of hortatory exposition text.	
	- Explaining procedures of POW strategy.	- Listening to the teacher’s explanation.	Pair work
	- Asking the students to analyse hortatory exposition text by summarizing important points of the text.	- Analysing text by summarizing important points of the text.	
	- Asking the students to pick topic relates to a healthy life.	- Picking topic relates to a healthy life.	
	- Asking the students to organize their ideas, the text structure, and main idea for each paragraph.	- Organizing the ideas, the text structure, and main idea for each paragraph.	

	- Asking students to write hortatory exposition text relates to a healthy life.	- Writing a hortatory exposition text relates to a healthy life.	
	- Asking the student to supply supporting sentences for each paragraph.	- Adding supporting details for each paragraph.	
	- Asking the student to end their writing by drawing conclusion of their writing.	- Concluding their writing.	
	- Asking the students to share their writing.	- Reading their writing in front of class.	
10 minutes	<i>Closing</i>		
	- Asking the students' comments on learning.	- Commenting on learning process.	Whole class
	- Asking any difficulties faced by students during the lesson	- Telling difficulties during the learning.	
	- Asking the students to conclude what have been learnt.	- Concluding the learning.	

R. Learning Assessment

Technique : Writing performance

Instruments: Writing test and writing scoring rubric



Text 1

Do we need a breakfast?

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 without having breakfast. I believe that everyone should have breakfast before starting the day. The purpose of this paper is to show the importance of breakfast, especially for students.

The first reason why you should eat breakfast before going to school is for your health. When you skip breakfast, it seems that you are looking for a disease because it's not good for dealing with 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 have breakfast.

Another reason for having breakfast is because you need to keep healthy during your classes. You need energy and strength that keep balance of your mind and body. When you try to learn something and have nothing in your stomach, your concentration will be distracted. A lot of people are afraid to take breakfast because they are going to feel tired or sleepy after eating, 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.

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.

You have to realize that breakfast is the most important meal of the day, and you cannot 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 having breakfast is the better way to start your day.

Adapted from <http://britishcourse.com>

Text 2

The Importance of Exercise

In the past, I have never been inclined to participate in sports. Honestly, I didn't like it, but many persons whom I lived with kept telling me every day how good it was. Since the peer pressure was growing, I decided to go to the gym. It wasn't until then that I could really understand people when they said exercise really helped a person get organized and keep yourself in a healthy physically and mentally.

For starters, when you are a lazy person, it is difficult to take the first step, but it is all a matter of committing yourself to something that will provide you a lot of positive feedback. Once you start doing exercise and observing positive results, you actually enjoy it. It takes a lot of effort and strong will, but it's worth it. The principal thing to do is to participate in an activity you like. If you do you'll start organizing your day in a way that enables you to do everything you have to, including exercising. You will no longer be a person stressed-out without time to carry on with all your activities.

Second, it is obvious that once you exercise you will have a better condition. You will be healthier in a physical way. It is probable that you will lose weight and your muscles will get stronger and stronger. Your body will feel good, full of energy and it will respond immediately to any action you want to do, any activity that has to be done with high spirits.

The third reason why exercising is good is that it affects you positively in a mental and psychological way. Doing exercise helps you set specific goals which along with strong will can be achieved. When you do that, you are aware of your abilities, accept your weaknesses, and your self-esteem goes up. Any sport distracts you because it helps you not to think about school, friends, problems, among other things. It brings you time to think about yourself and no one else. It helps you keep your mind busy and to avoid dangerous habits like drugs.

Doing exercise is very important to any person of any age. The positive effects of exercising, which I've already mentioned, are like a chain. Once you do a sports activity that you like, you get organized; therefore, you start doing things the right way and get enormous benefits which make you feel good as a whole human being. You start living your life happily.

Adopted from <http://britishcourse.com>

LESSON PLAN 2

(Control Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI MIA 1/II
Subject : English
Topic : Hortatory Exposition Text
Time Allotment : 2x45 minutes

A. Core Competencies

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competencies

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi hortatori tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual.
- 4.9.2 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indicators

- 1) Identifying generic structure, social function, and language features of hortatory exposition text.
- 2) Analysing hortatory exposition texts.
- 3) Writing a hortatory exposition text relates to education.

D. Learning Objectives

- 1) The students are able to identify generic structure, social function, and language features of hortatory exposition text through discussing in pair.
- 2) The students are able to analyse example of hortatory exposition text relates to education through discussing in pair.
- 3) The students are able to write a hortatory exposition text relates to education through POW strategy.

E. Teaching and Learning Materials

1) Hortatory exposition text

Hortatory exposition text is a kind of English text that belongs to the argumentative text. Hortatory exposition represents the author's attempt to influence the reader to do something or act in a particular way. It is intended to explain the listeners or readers that something should or should not happen or be done.

The generic structure of descriptive text are as follows.

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

2) Social Function

The social function of hortatory exposition text is to persuade the readers that something should or should not be the case or be done.

3) Language Feature

- a) Focusing on the writer
- b) Using abstract noun; policy, advantage, etc.
- c) Using action verb
- d) Using thinking verb
- e) Using modal adverb; certainly, surely, etc.
- f) Using temporal connective; firstly, secondly, etc.
- g) Using evaluative words; important, valuable, trustworthy, etc.
- h) Using passive voice
- i) Using simple present tense

F. Teaching Method

Approach : Collaborative Approach

Method : Communicative Language Teaching (CLT)

Technique : POW strategy (Pick, Organize, and Write)

G. Teaching Aids, Media, and Sources

Teaching Aids : LCD projector, Laptop, Whiteboard

Teaching Media : Slide of Power Point and textbook.

Sources : Student's English Book

H. Learning Activities

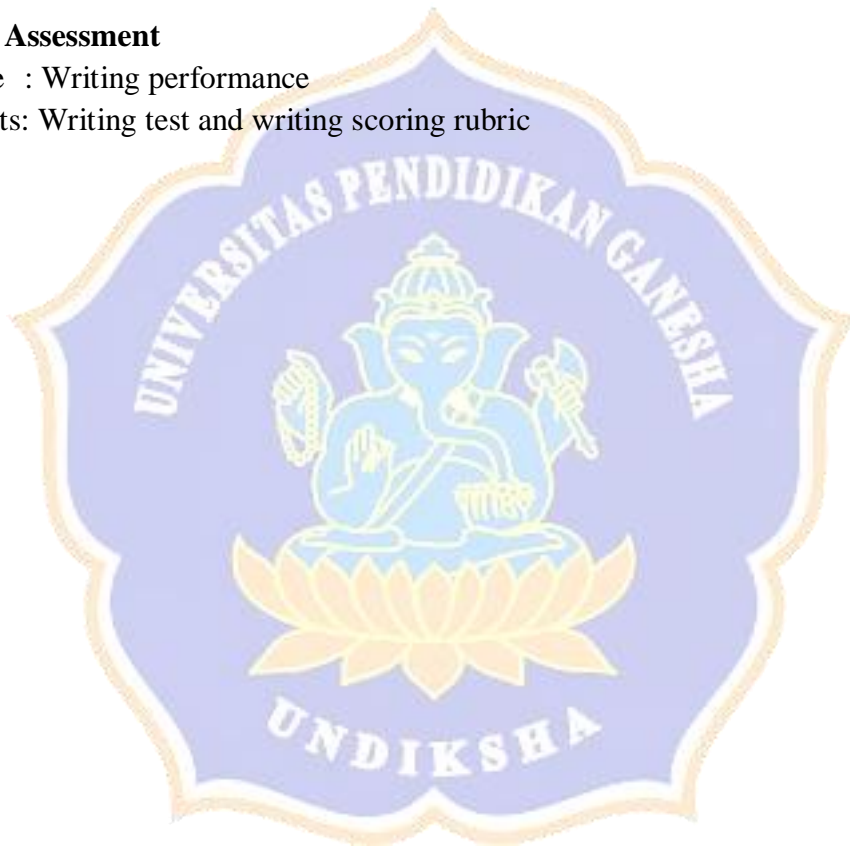
Time Frame (in minute)	Procedures		Notes	
	Teacher	Students		
10 minutes	Opening/ Warming up		Whole Class	
	- Greeting the students.	- Greeting the teacher.		
	- Checking students' attendance	- Responding to the teacher		
	- Checking the students' readiness by asking about their opinion about importance of reading.	- Telling their opinion about importance of reading.		
	- Telling learning objectives.	- Listening to the teacher.		
70 minutes	Whilst Activity		Pair work	
	- Distributing example of hortatory exposition text.	- Taking text given by the teacher.		
	- Asking the students to work in pair.	- Sitting with their pairs.		
	- Asking the students to read the text.	- Reading the text	Whole class	
	- Discussing the structure, social function, and language feature of hortatory exposition text.	- Discussing the structure, social function, and language feature of hortatory exposition text.		
	- Explaining procedures of POW strategy.	- Listening to the teacher's explanation.		
	- Asking the students to analyse hortatory exposition text by summarizing important points of the text.	- Analysing text by summarizing important points of the text.		
		- Asking the students to pick topic relates to education.	- Picking topic relates to education.	Pair work
		- Asking the students to organize their ideas, the text structure, and main idea for each paragraph.	- Organizing the ideas, the text structure, and main idea for each paragraph.	
		- Asking students to write hortatory exposition text relates to education.	- Writing a hortatory exposition text relates to education.	
	- Asking the student to supply supporting sentences for each paragraph.	- Adding supporting details for each paragraph.		

	- Asking the student to end their writing by drawing conclusion of their writing.	- Concluding their writing.	
	- Asking the students to share their writing.	- Reading their writing in front of class.	
10 minutes	<i>Closing</i>		Whole class
	- Asking the students' comments on learning.	- Commenting on learning process.	
	- Asking any difficulties faced by students during the lesson	- Telling difficulties during the learning.	
	- Asking the students to conclude what have been learnt.	- Concluding the learning.	

I. Learning Assessment

Technique : Writing performance

Instruments: Writing test and writing scoring rubric



Why People Should Read for Pleasure

In the past years the use of the television and the internet has increased; this situation has caused many people to change their likes and the way that they enjoy their free time. Because of television and the internet, many people spend less time reading, so the purpose for this essay is to present reasons why people should read just for pleasure. The reasons that I give you are quite simple: to improve your knowledge, to expand your general culture, to have more fun, to make your imagination fly, to find new ways to express your ideas, and finally to expand your vocabulary.

The first reason that I give you to enjoy reading is that when you read, you can expand your knowledge and also your culture. There are a lot of good books in which you can find history, novels, tragedies, comedies and a variety of other themes. You can see that people who read more often frequently have a bigger knowledge of life and also a bigger perspective of their environment. I think that fact gives them an advantage over all others who do not read frequently.

The second reason to read more often is that through books you can have fun and even travel in your imagination. Children have not yet lost the ability of getting into their dreams, and because of this, in their first years the parents read a lot of tales in which they use their imagination. Adults should try to keep this ability, so we do not forget the importance of the use of the imagination. The imagination also represents a tool that could help you to develop your professional career in a creative way.

Finally, the third and the most important feature that reading offers you is that it does not matter the age that you have, you always could expand your vocabulary and the ways to express your ideas to the others in a simple and correct form. By the time you can improve the kind of books that you read, there are a lot of categories, so you will never stop learning from the pleasure of reading. All these things allow them to gain greater fluency in their communication.

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.

Adapted from <http://britishcourse.com>

LESSON PLAN 3

(Control Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI MIA 1/II
Subject : English
Topic : Hortatory Exposition text
Time Allotment : 2x45 minutes

A. Core Competencies

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmunipengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkaitpenyebab fenomena dan kejadian, sertamenerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competencies

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi hortatori tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual.
- 4.9.2 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indicators

- 1) Analysing social function, and language features of hortatory exposition text.
- 2) Telling purpose of hortatory exposition text.
- 3) Writing hortatory exposition text about health issues.

D. Learning Objectives

- 1) The students are able to analyse social function, and language features of hortatory exposition text through discussing.
- 2) The students are able to tell purpose of hortatory exposition text through watching video.
- 3) The students are able to write a hortatory exposition text related to health issues through POW strategy.

E. Teaching and Learning Materials

- 1) Hortatory exposition text
Hortatory exposition text is a kind of English text that belongs to the argumentative text. Hortatory exposition is a type of English text which represents the author's attempt to influence the reader to do something or act in a particular way. It is intended to explain the listeners or readers that something should or should not happen or be done. The generic structure of descriptive text are as follows.
 - a) Thesis: Statement or announcement of issue concern
 - b) Arguments: Reasons for concern that will lead to recommendation
 - c) Recommendation: Statement of what should or should not happen or be done based on the given arguments
- 2) Social Function
The social function of hortatory exposition text is to persuade the readers that something should or should not be the case or be done.
- 3) Language Feature
 - a) Focusing on the writer
 - b) Using abstract noun; policy, advantage, etc.
 - c) Using action verb
 - d) Using thinking verb
 - e) Using modal adverb; certainly, surely, etc.
 - f) Using temporal connective; firstly, secondly, etc.
 - g) Using evaluative words; important, valuable, trustworthy, etc.
 - h) Using passive voice
 - i) Using simple present tense

F. Teaching Method

Approach : Collaborative Approach

Method : Communicative Language Teaching (CLT)

Technique : POW strategy (Pick, Organize, and Write)

G. Teaching Aids, Media, and Sources

Teaching Aids : LCD projector, Laptop, Whiteboard

Teaching Media : Slide of Power Point and video.

Sources : The importance of drinking water for children, taken from <https://www.youtube.com/watch?v=MDRIH0f0XOA>

H. Learning Activities

Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole Class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students' attendance	- Responding to the teacher	
	- Checking the students' readiness by asking about their opinion about health issues.	- Telling their opinion about health issues.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Whole class
	- Showing video about health issue.	- Watching video.	
	- Discussing the structure, social function, and language feature of hortatory exposition text.	- Discussing the structure, social function, and language feature of hortatory exposition text.	
	- Asking the students to tell purpose of hortatory exposition text by summarizing important points of the video.	- Telling important points of the video.	
	- Asking the students to pick topic about health issues.	- Picking topic about health issues.	Individual work
	- Asking the students to organize their ideas, the text structure, and main idea for each paragraph.	- Organizing the ideas, the text structure, and main idea for each paragraph.	
	- Asking students to write hortatory exposition text about health issues.	- Writing a hortatory exposition text about health issues.	
	- Asking the student to supply supporting sentences for each paragraph.	- Adding supporting details for each paragraph.	
	- Asking the student to end their writing by drawing conclusion of their writing.	- Concluding their writing.	
	- Asking the students to share their writing.	- Reading their writing in front of class.	
10 minutes	Closing		Whole class
	- Asking the students' comments on learning.	- Commenting on learning process.	

	- Asking any difficulties faced by students during the lesson	- Telling difficulties during the learning.	
	- Asking the students to conclude what have been learnt.	- Concluding the learning.	

I. Learning Assessment

Technique : Writing performance

Instruments: Writing test and writing scoring rubric



LESSON PLAN 4

(Control Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI MIA 1/II
Subject : English
Topic : Hortatory Exposition text
Time Allotment : 2x45 minutes

A. Core Competencies

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmunipengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkaitpenyebab fenomena dan kejadian, sertamenerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, menyaji,dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competencies

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi hortatori tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual.
- 4.9.5 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indicators

- 1) Analysing social function, and language features of hortatory exposition text.
- 2) Telling examples of hortatory exposition text relates to educational issue.
- 3) Writing hortatory exposition text relates to educational issue.

D. Learning Objectives

- 1) The students are able to analyse social function, and language features of hortatory exposition text through discussing.
- 2) The students are able to tell examples of hortatory exposition text relates to educational issue.
- 3) The students are able to write a hortatory exposition text relates to educational issue through POW strategy.

E. Teaching and Learning Materials

1) Hortatory exposition text

Hortatory exposition text is a kind of English text that belongs to the argumentative text. Hortatory exposition is a type of English text which represents the author's attempt to influence the reader to do something or act in a particular way. It is intended to explain the listeners or readers that something should or should not happen or be done.

The generic structure of descriptive text are as follows.

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

2) Social Function

The social function of hortatory exposition text is to persuade the readers that something should or should not be the case or be done.

3) Language Feature

- a) Focusing on the writer
- b) Using abstract noun; policy, advantage, etc.
- c) Using action verb
- d) Using thinking verb
- e) Using modal adverb; certainly, surely, etc.
- f) Using temporal connective; firstly, secondly, etc.
- g) Using evaluative words; important, valuable, trustworthy, etc.
- h) Using passive voice
- i) Using simple present tense

F. Teaching Method

Approach : Collaborative Approach

Method : Communicative Language Teaching (CLT)

Technique : POW strategy (Pick, Organize, and Write)

G. Teaching Aids, Media, and Sources

Teaching Aids : LCD projector, Laptop, Whiteboard
 Teaching Media : Slide of Power Point.
 Sources : online sources relates to educational issues.

H. Learning Activities

Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole Class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students' attendance	- Responding to the teacher	
	- Checking the students' readiness by asking about their opinion relates to educational issue.	- Telling their opinion relates to educational issue.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Whole class
	- Discussing the structure, social function, and language feature of hortatory exposition text.	- Discussing the structure, social function, and language feature of hortatory exposition text.	
	- Asking the students to find information relates to educational issues.	- Searching for the information.	
	- Asking the students to tell example of educational issues.	- Telling examples of educational issues.	Individual work
	- Asking the students to pick topic relates to educational issues.	- Picking topic relates to educational issues.	
	- Asking the students to organize their ideas, the text structure, and main idea for each paragraph.	- Organizing the ideas, the text structure, and main idea for each paragraph.	
	- Asking students to write hortatory exposition text relates to educational issues.	- Writing a hortatory exposition text relates to educational issues.	
	- Asking the student to supply supporting sentences for each paragraph.	- Adding supporting details for each paragraph.	
	- Asking the student to end their writing by drawing conclusion of their writing.	- Concluding their writing.	
	- Asking the students to share their writing.	- Reading their writing in front of class.	
10 minutes	Closing		Whole class
	- Asking the students' comments on learning.	- Commenting on learning process.	

	- Asking any difficulties faced by students during the lesson	- Telling difficulties during the learning.	
	- Asking the students to conclude what have been learnt.	- Concluding the learning.	

I. Learning Assessment

Technique : Writing performance

Instruments: Writing test and writing scoring rubric



LESSON PLAN 5

(Control Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI MIA 1/II
Subject : English
Topic : Hortatory Exposition text
Time Allotment : 2x45 minutes

A. Core Competencies

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competencies

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi hortatori tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual.
- 4.9.2 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indicators

- 1) Analysing social function, and language features of hortatory exposition text.
- 2) Telling examples of hortatory exposition text about environment.
- 3) Writing hortatory exposition text about environment.

D. Learning Objectives

- 1) The students are able to analyse social function, and language features of hortatory exposition text through discussing.
- 2) The students are able to tell examples of hortatory exposition text related to environment.
- 3) The students are able to write a hortatory exposition text about environment through POW strategy.

E. Teaching and Learning Materials

- 1) Hortatory exposition text

Hortatory exposition text is a kind of English text that belongs to the argumentative text. Hortatory exposition is a type of English text which represents the author's attempt to influence the reader to do something or act in a particular way. It is intended to explain the listeners or readers that something should or should not happen or be done. The generic structure of descriptive text are as follows.

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

- 2) Social Function

The social function of hortatory exposition text is to persuade the readers that something should or should not be the case or be done.

- 3) Language Feature

- a) Focusing on the writer
- b) Using abstract noun; policy, advantage, etc.
- c) Using action verb
- d) Using thinking verb
- e) Using modal adverb; certainly, surely, etc.
- f) Using temporal connective; firstly, secondly, etc.
- g) Using evaluative words; important, valuable, trustworthy, etc.
- h) Using passive voice
- i) Using simple present tense

F. Teaching Method

Approach : Collaborative Approach

Method : Communicative Language Teaching (CLT)

Technique : POW strategy (Pick, Organize, and Write)

G. Teaching Aids, Media, and Sources

Teaching Aids : LCD projector, Laptop, Whiteboard

Teaching Media : Slide of Power Point and pictures.

Sources : google image.

H. Learning Activities

Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole Class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students' attendance	- Responding to the teacher	
	- Checking the students' readiness by asking about their opinion about school environment.	- Telling their opinion about school environment.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Whole class
	- Discussing the structure, social function, and language feature of hortatory exposition text.	- Discussing the structure, social function, and language feature of hortatory exposition text.	
	- Showing pictures of environment.	- Giving comments on the pictures.	
	- Asking the students to tell example of environmental issues.	- Telling examples of environmental issues.	
	- Asking the students to pick topic about environmental issues.	- Picking topic about environmental issues.	Individual work
	- Asking the students to organize their ideas, the text structure, and main idea for each paragraph.	- Organizing the ideas, the text structure, and main idea for each paragraph.	
	- Asking students to write hortatory exposition text about environmental issues.	- Writing a hortatory exposition text about environmental issues.	
	- Asking the student to supply supporting sentences for each paragraph.	- Adding supporting details for each paragraph.	
	- Asking the student to end their writing by drawing conclusion of their writing.	- Concluding their writing.	
	- Asking the students to share their writing.	- Reading their writing in front of class.	
10 minutes	Closing		Whole class
	- Asking the students' comments on learning.	- Commenting on learning process.	

	- Asking any difficulties faced by students during the lesson	- Telling difficulties during the learning.	
	- Asking the students to conclude what have been learnt.	- Concluding the learning.	

I. Learning Assessment

Technique : Writing performance

Instruments: Writing test and writing scoring rubric



Pictures of Environmental Issues



LESSON PLAN 6

(Control Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI MIA 1/II
Subject : English
Topic : Hortatory Exposition text
Time Allotment : 2x45 minutes

A. Core Competencies

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competencies

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi hortatori tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual.
- 4.9.6 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indicators

- 1) Analysing social function, and language features of hortatory exposition text.
- 2) Telling purpose of hortatory exposition text about social media.
- 3) Writing hortatory exposition text about social media.

D. Learning Objectives

- 1) The students are able to analyse social function, and language features of hortatory exposition text.
- 2) The students are able to tell purpose of hortatory exposition text about social media.
- 3) The students are able to write a hortatory exposition text about social media through POW strategy.

E. Teaching and Learning Materials

1) Hortatory exposition text

Hortatory exposition text is a kind of English text that belongs to the argumentative text. Hortatory exposition is a type of English text which represents the author's attempt to influence the reader to do something or act in a particular way. It is intended to explain the listeners or readers that something should or should not happen or be done.

The generic structure of descriptive text are as follows.

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

2) Social Function

The social function of hortatory exposition text is to persuade the readers that something should or should not be the case or be done.

3) Language Feature

- a) Focusing on the writer
- b) Using abstract noun; policy, advantage, etc.
- c) Using action verb
- d) Using thinking verb
- e) Using modal adverb; certainly, surely, etc.
- f) Using temporal connective; firstly, secondly, etc.
- g) Using evaluative words; important, valuable, trustworthy, etc.
- h) Using passive voice
- i) Using simple present tense

F. Teaching Method

Approach : Collaborative Approach

Method : Communicative Language Teaching (CLT)

Technique : POW strategy (Pick, Organize, and Write)

G. Teaching Aids, Media, and Sources

Teaching Aids : LCD projector, Laptop, Whiteboard

Teaching Media : Slide of Power Point and video.

Sources : Advantage and disadvantages of social media at <https://www.youtube.com/watch?v=5IVDtvluB4k>

H. Learning Activities

Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole Class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students' attendance	- Responding to the teacher	
	- Checking the students' readiness by asking about their social media.	- Telling their opinion about social media.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Whole Class
	- Discussing the structure, social function, and language feature of hortatory exposition text.	- Discussing the structure, social function, and language feature of hortatory exposition text.	
	- Showing video about pro and cons of social media.	- Watching video.	
	- Asking the students to tell purpose of hortatory exposition text by summarizing important points of the video.	- Telling important points of the video.	
	- Asking the students to pick topic about social media.	- Picking topic about social media.	Individual work
	- Asking the students to organize their ideas, the text structure, and main idea for each paragraph.	- Organizing the ideas, the text structure, and main idea for each paragraph.	
	- Asking students to write hortatory exposition text about social media.	- Writing a hortatory exposition text about social media.	
	- Asking the student to supply supporting sentences for each paragraph.	- Adding supporting details for each paragraph.	
	- Asking the student to end their writing by drawing conclusion of their writing.	- Concluding their writing.	
	- Asking the students to share their writing.	- Reading their writing in front of class.	
10 minutes	Closing		Whole class
	- Asking the students' comments on learning.	- Commenting on learning process.	

	- Asking any difficulties faced by students during the lesson	- Telling difficulties during the learning.	
	- Asking the students to conclude what have been learnt.	- Concluding the learning.	

I. Learning Assessment

Technique : Writing performance

Instruments: Writing test and writing scoring rubric



LESSON PLAN 7

(Control Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI MIA 1/II
Subject : English
Topic : Hortatory Exposition text
Time Allotment : 2x45 minutes

A. Core Competencies

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competencies

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi hortatori tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual.
- 4.9.2 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indicators

- 1) Analysing social function, and language features of hortatory exposition text.
- 2) Telling examples of hortatory exposition text relates to latest trend of technology.
- 3) Writing hortatory exposition text relates to technology.

D. Learning Objectives

- 1) The students are able to analyse social function, and language features of hortatory exposition text through discussing.
- 2) The students are able to tell examples of hortatory exposition text relates to latest trend of technology.
- 3) The students are able to write a hortatory exposition text about technology through POW strategy.

E. Teaching and Learning Materials

- 1) Hortatory exposition text

Hortatory exposition text is a kind of English text that belongs to the argumentative text. Hortatory exposition is a type of English text which represents the author's attempt to influence the reader to do something or act in a particular way. It is intended to explain the listeners or readers that something should or should not happen or be done. The generic structure of descriptive text are as follows.

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

- 2) Social Function

The social function of hortatory exposition text is to persuade the readers that something should or should not be the case or be done.

- 3) Language Feature

- a) Focusing on the writer
- b) Using abstract noun; policy, advantage, etc.
- c) Using action verb
- d) Using thinking verb
- e) Using modal adverb; certainly, surely, etc.
- f) Using temporal connective; firstly, secondly, etc.
- g) Using evaluative words; important, valuable, trustworthy, etc.
- h) Using passive voice
- i) Using simple present tense

F. Teaching Method

Approach : Collaborative Approach

Method : Communicative Language Teaching (CLT)

Technique : POW strategy (Pick, Organize, and Write)

G. Teaching Aids, Media, and Sources

Teaching Aids : LCD projector, Laptop, Whiteboard
 Teaching Media : Slide of Power Point.
 Sources : online sources relates to educational issues.

H. Learning Activities

Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole Class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students' attendance	- Responding to the teacher	
	- Checking the students' readiness by asking about their opinion relates to latest trend of technology.	- Telling their opinion relates to latest trend of technology.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Whole class
	- Discussing the structure, social function, and language feature of hortatory exposition text.	- Discussing the structure, social function, and language feature of hortatory exposition text.	
	- Asking the students to find information relates to latest trend of technology.	- Searching for the information.	
	- Asking the students to tell issues of technology.	- Telling examples of technology issues.	Individual work
	- Asking the students to pick topic relates technology.	- Picking topic relates to technology.	
	- Asking the students to organize their ideas, the text structure, and main idea for each paragraph.	- Organizing the ideas, the text structure, and main idea for each paragraph.	
	- Asking students to write hortatory exposition text relates to technology.	- Writing a hortatory exposition text relates to technology.	
	- Asking the student to supply supporting sentences for each paragraph.	- Adding supporting details for each paragraph.	
	- Asking the student to end their writing by drawing conclusion of their writing.	- Concluding their writing.	
	- Asking the students to share their writing.	- Reading their writing in front of class.	
10 minutes	Closing		Whole class
	- Asking the students' comments on learning.	- Commenting on learning process.	
	- Asking any difficulties faced by students during the lesson	- Telling difficulties during the learning.	

	- Asking the students to conclude what have been learnt.	- Concluding the learning.	
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I. Learning Assessment

Technique : Writing performance

Instruments: Writing test and writing scoring rubric



LESSON PLAN 8

(Control Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI MIA 1/II
Subject : English
Topic : Hortatory Exposition text
Time Allotment : 2x45 minutes

A. Core Competencies

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3: Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmunipengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkaitpenyebab fenomena dan kejadian, sertamenerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, menyaji,dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competencies

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi hortatori tentang topik yang hangat dibicarakan umum, sesuai dengan konteks penggunaannya.
- 4.9.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *hortatory exposition* lisan dan tulis, terkait isu aktual.
- 4.9.2 Menyusun teks *hortatory exposition* lisan dan tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indicators

- 1) Analysing social function, and language features of hortatory exposition text.
- 2) Telling examples of hortatory exposition text relates to social issues.
- 3) Writing hortatory exposition text relates to social issues.

D. Learning Objectives

- 1) The students are able to analyse social function, and language features of hortatory exposition text through discussing.
- 2) The students are able to tell examples of hortatory exposition text relates to social issues.
- 3) The students are able to write a hortatory exposition text relates to social issues through POW strategy.

E. Teaching and Learning Materials

1) Hortatory exposition text

Hortatory exposition text is a kind of English text that belongs to the argumentative text. Hortatory exposition is a type of English text which represents the author's attempt to influence the reader to do something or act in a particular way. It is intended to explain the listeners or readers that something should or should not happen or be done. The generic structure of descriptive text are as follows.

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

2) Social Function

The social function of hortatory exposition text is to persuade the readers that something should or should not be the case or be done.

3) Language Feature

- a) Focusing on the writer
- b) Using abstract noun; policy, advantage, etc.
- c) Using action verb
- d) Using thinking verb
- e) Using modal adverb; certainly, surely, etc.
- f) Using temporal connective; firstly, secondly, etc.
- g) Using evaluative words; important, valuable, trustworthy, etc.
- h) Using passive voice
- i) Using simple present tense

F. Teaching Method

Approach : Collaborative Approach

Method : Communicative Language Teaching (CLT)

Technique : POW strategy (Pick, Organize, and Write)

G. Teaching Aids, Media, and Sources

Teaching Aids : LCD projector, Laptop, Whiteboard

Teaching Media : Slide of Power Point and pictures.

Sources : google image.

H. Learning Activities

Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole Class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students' attendance	- Responding to the teacher	
	- Checking the students' readiness by asking about their opinion relates to social issues.	- Telling their opinion relates to social issues.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Whole class
	- Discussing the structure, social function, and language feature of hortatory exposition text.	- Discussing the structure, social function, and language feature of hortatory exposition text.	
	- Showing posters relates to social issues	- Giving comments on the posters.	
	- Asking the students to tell example of social issues.	- Telling examples of social issues.	Individual work
	- Asking the students to pick topic relates to social issues.	- Picking topic relates to social issues.	
	- Asking the students to organize their ideas, the text structure, and main idea for each paragraph.	- Organizing the ideas, the text structure, and main idea for each paragraph.	
	- Asking students to write hortatory exposition text relates to social issues.	- Writing a hortatory exposition text relates to social issues.	
	- Asking the student to supply supporting sentences for each paragraph.	- Adding supporting details for each paragraph.	
	- Asking the student to end their writing by drawing conclusion of their writing.	- Concluding their writing.	
- Asking the students to share their writing.	- Reading their writing in front of class.		
10 minutes	Closing		Whole class
	- Asking the students' comments on learning.	- Commenting on learning process.	
	- Asking any difficulties faced by students during the lesson	- Telling difficulties during the learning.	

	- Asking the students to conclude what have been learnt.	- Concluding the learning.	
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I. Learning Assessment

Technique : Writing performance

Instruments: Writing test and writing scoring rubric



Posters of Social Issues

4 Types of BULLYING

PHYSICAL Bullying

Hitting, kicking, slapping, pinching

Spitting

Tripping, pushing

Stealing or destroying someone's possessions

Making mean or rude hand gestures

VERBAL Bullying

Name calling

Insults

Teasing

Intimidation

Homophobic or racist remarks

Inappropriate sexual comments

Taunting

Threatening to cause harm

SOCIAL Bullying

Lying & spreading rumors

Leaving someone out on purpose

Telling others not to be friends with someone

Embarrassing someone in public

Damaging someone's social reputation or relationships

CYBER Bullying

Posting/sending hurtful texts emails or posts, images or videos

Making online threats

Imitating others online or using their log-in

Deliberately excluding others online

Spreading nasty gossip or rumors



ARE YOU A SOCIAL MEDIA ADDICT?

APPENDIX 3 – THE STUDENTS’ LATEST WRITING SCORE

No	Population						
	XI MIA 1	XI MIA 2	XI MIA 3	XI MIA 4	XI MIA 5	XI MIA 6	XI MIA 7
1	62	60	66	72	64	68	72
2	80	64	62	64	70	74	70
3	60	70	60	66	68	72	68
4	62	68	80	70	66	64	64
5	80	64	80	72	68	64	72
6	66	72	62	68	70	80	80
7	62	70	80	76	64	72	64
8	72	72	66	78	64	64	76
9	78	66	78	74	60	66	66
10	72	60	62	70	70	68	68
11	62	80	62	64	72	64	68
12	80	66	72	72	66	70	64
13	82	62	68	68	72	76	76
14	66	64	72	78	78	74	74
15	82	70	66	68	66	68	64
16	68	62	68	70	62	78	72
17	66	66	82	78	64	80	80
18	66	72	70	70	70	76	76
19	78	78	78	72	76	72	78
20	68	67	82	70	66	82	70
21	64	78	66	66	62	76	66
22	60	80	70	76	78	62	62
23	64	68	64	66	80	70	82
24	78	70	70	64	78	72	66
25	68	76	78	68	67	74	74
26	70	60	70	72	68	78	78
27	70	74	68	74	70	72	66
28	68	62	68	66	60	68	74
29	76	74	76	72	74	66	72
30	74	68	74	74	76	66	72
31	76		74			64	64
32	74		74			62	70
33	70		68			68	68
34	74		76			70	62
Average	70.5	68.8	70.9	70.6	69.0	70.6	70.5

APPENDIX 4 – NORMALITY AND HOMOGENEITY TEST OF POPULATION

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	XI MIA 1	.117	34	.200*	.945	34	.087
	XI MIA 2	.088	30	.200*	.953	30	.207
	XI MIA 3	.118	34	.200*	.952	34	.138
	XI MIA 4	.103	30	.200*	.949	30	.160
	XI MIA 5	.127	30	.200*	.953	30	.201
	XI MIA 6	.121	34	.200*	.958	34	.210
	XI MIA 7	.116	34	.200*	.955	34	.173

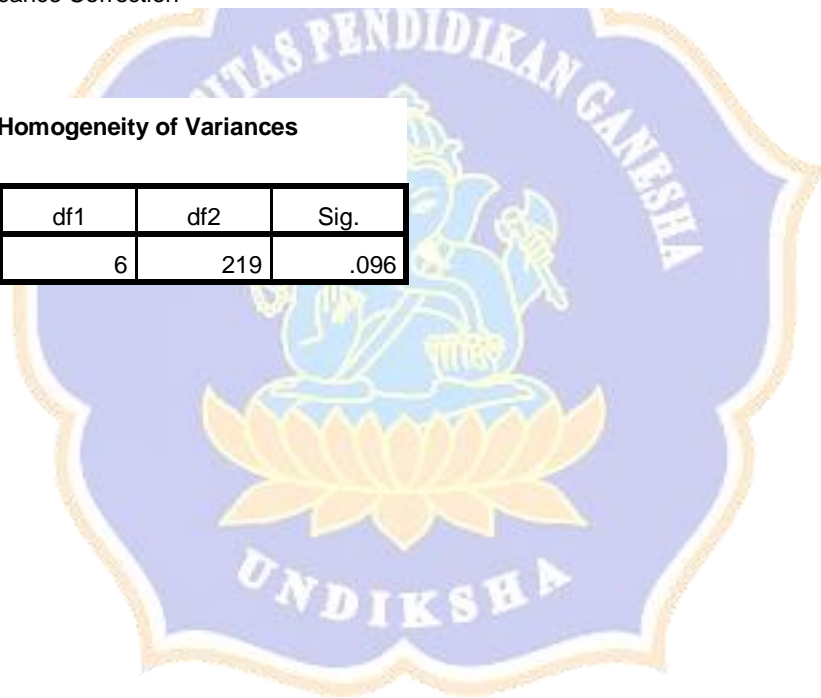
*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Test of Homogeneity of Variances

Score

Levene Statistic	df1	df2	Sig.
1.824	6	219	.096



APPENDIX 5 – WRITING POST-TEST

Writing Skill Test (Post-Test)

Time: 70 minutes

Instruction:

1. Write a hortatory exposition text related to current issues consist of at least five paragraphs, with at least five sentences on each paragraph!
2. When you write, use the rubric below to ensure good quality of your writing.

a) *Content* : Information in the paragraph is very solid, fully developed and relevant to the topic

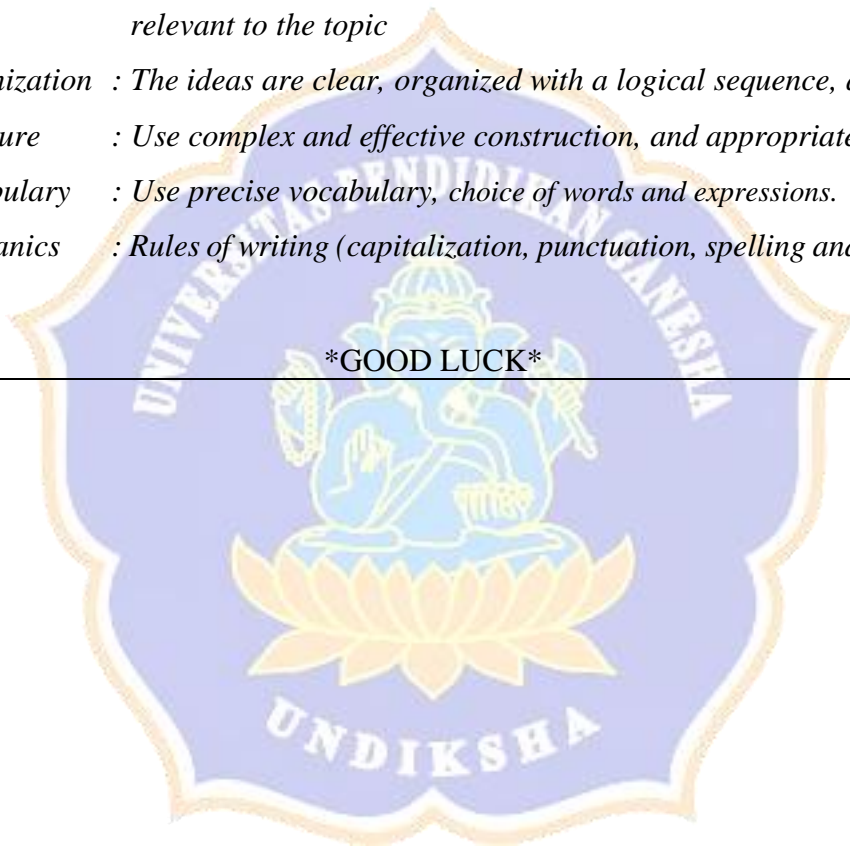
b) *Organization* : The ideas are clear, organized with a logical sequence, and cohesive.

c) *Structure* : Use complex and effective construction, and appropriate grammar.

d) *Vocabulary* : Use precise vocabulary, choice of words and expressions.

e) *Mechanics* : Rules of writing (capitalization, punctuation, spelling and formatting).

GOOD LUCK



APPENDIX 6 – CONTENT VALIDITY OF POST-TEST

No.	Aspect	Judge 1		Judge 2	
		Relevant	Irrelevant	Relevant	Irrelevant
1	Basic competency: Constructing hortatory exposition text both spoken and written, related to actual issues based on social function, text structure, and language features.	√		√	
2	Indicator: Writing hortatory exposition text related to current issues.	√		√	
3	Learning Objective: The students are able to write hortatory exposition text related to current issues.	√		√	
4	Words structure	√		√	

Suggestions:

- Revise words structure to make the students understand the instruction easily.

APPENDIX 7 – INTERRATER RELIABILITY OF WRITING POST-TEST

Number	Students' writing score of Try-out												Average
	Dimensions												
	Content		Organization		Structure		Vocabulary		Mechanics		Total		
	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	
1	24	24	12	12	12	12	8	8	9	9	65	65	65
2	24	16	12	12	12	12	12	8	9	9	69	57	63
3	24	24	12	12	8	8	8	8	9	9	61	61	61
4	24	24	12	12	12	12	12	12	12	12	72	72	72
5	32	32	18	18	12	12	12	12	9	9	83	83	83
6	24	24	12	12	12	12	8	8	6	6	62	62	62
7	24	24	12	12	12	12	8	12	12	12	68	72	70
8	16	16	12	12	8	8	8	8	9	9	53	53	53
9	24	24	12	12	12	12	12	12	12	12	72	72	72
10	24	24	12	12	12	12	8	12	9	12	65	72	69
11	32	32	18	18	12	12	12	12	12	12	86	86	86
12	32	32	18	18	12	12	12	12	12	12	86	86	86
13	16	24	18	18	12	12	12	12	12	12	70	78	74
14	24	24	12	12	12	12	12	12	12	12	72	72	72
15	24	24	18	12	12	12	12	12	9	9	75	69	72
16	24	24	12	12	8	8	8	8	9	9	61	61	61
17	24	24	18	18	12	12	12	12	12	12	78	78	78
18	32	32	18	18	12	12	12	12	9	9	83	83	83
19	24	24	16	16	12	12	12	12	12	12	76	76	76
20	32	32	18	18	16	16	12	12	12	12	90	90	90
21	24	24	12	12	8	8	8	8	9	9	61	61	61

22	32	32	18	18	12	12	12	12	12	12	86	86	86
23	24	24	18	18	12	12	12	12	12	12	78	78	78
24	24	24	12	12	12	12	12	12	12	12	72	72	72
25	32	32	18	18	16	16	12	12	12	12	90	90	90
26	24	24	18	18	12	12	12	12	12	12	78	78	78
27	24	24	12	12	12	12	12	12	9	9	69	69	69
28	16	16	12	12	12	12	8	8	12	12	60	60	60
29	16	16	18	18	12	12	12	12	9	9	67	67	67
30	24	24	12	12	12	12	12	12	12	12	72	72	72
31	24	24	12	12	12	12	12	12	12	12	72	72	72
32	16	16	12	12	12	12	12	12	9	9	61	61	61
33	24	24	12	12	12	12	12	12	12	12	72	72	72
34	24	24	12	12	12	12	12	12	9	9	69	69	69

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Rater 1 * Rater 2	34	100.0%	0	0.0%	34	100.0%

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.835	.067	15.023	.000
N of Valid Cases		34			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

APPENDIX 8 – THE ANALYTICAL SCORING RUBRIC

Analytical Scoring Rubric for Writing Skill

Indicator	Weight	Score			
		4	3	2	1
Content	8	<i>The information in the paragraph is very solid, fully developed, and relevant to the substance of the task.</i>	<i>The information in the paragraph is quite dense, less developed and less complete, but quite in accordance with the substance of the task.</i>	<i>The information in the paragraph is less clear, write a very limited content, the content does not match the substance of the task.</i>	<i>The information in the paragraph is not clear, the contents of the instruction is not in accordance with the substance of the task.</i>
Organization	6	<i>The ideas expressed in the paragraph are clear, organized with a logical sequence, and cohesive.</i>	<i>The ideas in the paragraph with somewhat rigid, less organized, less cohesive, but the main idea is still visible so it does not interfere with meaning.</i>	<i>The ideas expressed in the paragraph are not smooth, not logical sequence of ideas; the main idea is not visible.</i>	<i>The idea in the paragraph is not clear, there is no visible setting ideas.</i>
Structure	4	<i>Use complex and effective sentences construction, there are only a few mistakes in the use of grammar.</i>	<i>Use complex sentences and there are some grammatical mistakes, do not disturb meaning.</i>	<i>Use complex sentences but somehow less effective, there are many grammatically mistakes, but do not obscure meaning</i>	<i>Use sentences which are not effective, so many grammatical errors, do not master the rules of syntax.</i>
Vocabulary	4	<i>The use of very rich vocabularies, choice of words and expressions used are very precise, the words forms are well controlled.</i>	<i>The use of very rich vocabulary, choice of words and phrases that are used sometimes less precise but not annoying, small errors in the use of the word but its meaning is clear.</i>	<i>The use of vocabulary is limited, many errors on words usage and do not represent meaning.</i>	<i>The use of vocabulary is very limited, do not understand the rules or word formation.</i>
Mechanics	3	<i>Demonstrating a very good mastery of the rules of writing, there are only a few spelling and punctuation errors.</i>	<i>Demonstrating a very good mastery of the rules of writing, there are some spelling and punctuation mistakes but do not interfere with the message delivered.</i>	<i>Demonstrating a poor mastery of the rules of writing, a lot of spelling and punctuation mistakes which annoy messages.</i>	<i>Not indicating mastery of the rules of good writing. Many spelling and punctuation mistakes which make the message to be not clear.</i>

Adopted from Marhaeni, Artini, Ratminingsih, Dewi, & Kusuma (2017)

APPENDIX 9 – QUESTIONNAIRE PRE-VALIDATION

No.	Statements	Answer					Relevant	Irrelevant	Suggestions
		SS	S	RR	TS	STS			
POWER Activities in Writing Process									
Pre-writing									
1	Saya memerlukan referensi bacaan dalam menentukan topik yang akan saya tulis.						√		
2	Saya bisa langsung menentukan topik yang ingin saya tulis.							√	Problems should be written in negative sentence
3	Saya tidak suka mendiskusikan topik yang akan saya tulis dengan teman atau guru.							√	Problems should be written in negative sentence
4	Saya lebih memilih untuk menulis topik yang saya sukai.							√	Problems should be written in negative sentence
5	Saya lebih memilih untuk menulis topik yang sedang hangat diperbincangkan.							√	Problems should be written in negative sentence
6	Saya tidak suka mengonsep ide saya sebelum menulis.							√	Problems should be written in negative sentence
7	Saya menulis rancangan ide saya dalam Bahasa Indonesia							√	Problems should be written in negative sentence
8	Saya menulis rancangan ide saya dalam Bahasa Inggris.							√	Problems should be written in negative sentence
9	Saya mengumpulkan informasi-informasi terkait topik yang ingin ditulis.							√	Problems should be written in negative sentence
10	Saya mereview ide-ide dan rancangan konsep sebelum menulis.							√	Problems should be written in negative sentence
During Writing									
11	Saya lebih suka menulis secara berpasangan dengan teman saya.							√	Problems should be written in negative sentence

No.	Statements	Answer					Relevant	Irrelevant	Suggestions
		SS	S	RR	TS	STS			
12	Saya menulis dalam Bahasa Indonesia kemudian menerjemahkan tulisan tersebut dalam Bahasa Inggris.							√	Problems should be written in negative sentence
13	Saya suka mengubah ide-ide saya ketika menulis.							√	Problems should be written in negative sentence
14	Saya lebih suka menulis ide pokok terlebih dahulu untuk setiap paragraf.							√	Problems should be written in negative sentence
15	Saya menulis satu ide pokok kemudian langsung dilanjutkan dengan ide pendukung dalam satu paragraph.							√	Problems should be written in negative sentence
16	Saya tidak memerlukan draf ketika menulis.							√	Problems should be written in negative sentence
Post-Writing									
17	Saya tidak membaca kembali tulisan yang telah saya selesaikan.							√	Problems should be written in negative sentence
18	Saya selalu mengecek kembali keruntutan ide, kata-kata, struktur, dan tanda baca dalam tulisan saya.							√	Problems should be written in negative sentence
19	Saya tidak memerlukan bantuan teman atau guru dalam merevisi tulisan saya.							√	Problems should be written in negative sentence
20	Saya mengecek tulisan yang saya buat menggunakan panduan yang diberikan oleh guru.							√	Problems should be written in negative sentence
21	Saya melakukan refleksi terhadap tulisan yang saya buat							√	Problems should be written in negative sentence
22	Saya mencatat masukan dan perbaikan terhadap tulisan saya dalam catatan kecil.							√	Problems should be written in negative sentence
Writing Components									
Content									
23	Saya dapat membagikan ide secara jelas melalui tulisan.							√	Problems should be written in negative sentence

No.	Statements	Answer					Relevant	Irrelevant	Suggestions
		SS	S	RR	TS	STS			
24	Saya tidak bisa menyambungkan paragraph satu dan paragraph lainnya.						√		
25	Saya bisa merumuskan ide-ide yang saya ke dalam tulisan yang runut.							√	Problems should be written in negative sentence
26	Saya mengalami kesulitan dalam menentukan ide tulisan.						√		
Organization									
27	Saya dapat menulis secara runut dan jelas.							√	Problems should be written in negative sentence
28	Saya tidak memperhatikan kerunutan paragraph satu dan yang lainnya ketika menulis.						√		
29	Saya memperhatikan <i>generic structure</i> dari teks yang akan saya tulis.							√	Problems should be written in negative sentence
Structure									
30	Saya lebih suka menggunakan kalimat kompleks ketika menulis.							√	Problems should be written in negative sentence
31	Saya lebih memilih kalimat yang singkat ketika menulis.							√	Problems should be written in negative sentence
32	Saya mengalami kesulitan dalam menentukan <i>tenses</i> ketika menulis.						√		
Vocabulary									
33	Saya menggunakan berbagai macam kata-kata ketika menulis.							√	Problems should be written in negative sentence
34	Ketika tidak tahu kata tertentu, saya menggunakan kata yang berbeda tetapi memiliki arti yang berbeda.						√		
35	Saya tidak menggunakan variasi kata dalam menulis.							√	It does not look like a problem
Mechanics									
36	Tulisan saya dapat dibaca dengan jelas oleh orang lain.							√	Problems should be written in negative sentence

No.	Statements	Answer					Relevant	Irrelevant	Suggestions
		SS	S	RR	TS	STS			
37	Saya memperhatikan penulisan tanda baca ketika menulis.							√	Problems should be written in negative sentence
38	Saya tidak paham terhadap penggunaan koma dan titik ketika menulis.						√		
39	Saya menggunakan huruf kapital ketika memulai kalimat baru, nama orang, dan singkatan.							√	Problems should be written in negative sentence
40	Saya bingung penggunaan tanda petik dalam kata kepemilikan.						√		
41	Saya suka menggunakan tanda seru yang banyak.							√	Problems should be written in negative sentence
42	Saya tidak memeringkan istilah-istilah asing atau kata tertentu ketika menulis.							√	Problems should be written in negative sentence
43	Saya tidak paham penggunaan titik dua dan titik koma ketika menulis.						√		
44	Saya tidak menggunakan tanda tanya ketika menulis pertanyaan dalam paragraph.							√	Problems should be written in negative sentence

Singaraja,



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No.	Statements	Answer					Relevant	Irrelevant	Suggestions
		SS	S	RR	TS	STS			
26	Saya mengalami kesulitan dalam menentukan ide tulisan.						√		
Organization									
27	Saya dapat menulis secara runut dan jelas.							√	
28	Saya tidak memperhatikan keruntutan paragraph satu dan yang lainnya ketika menulis.						√		
29	Saya memperhatikan <i>generic structure</i> dari teks yang akan saya tulis.							√	
Structure									
30	Saya lebih suka menggunakan kalimat kompleks ketika menulis.							√	
31	Saya lebih memilih kalimat yang singkat ketika menulis.								
32	Saya mengalami kesulitan dalam menentukan <i>tenses</i> ketika menulis.						√		
Vocabulary									
33	Saya menggunakan berbagai macam kata-kata ketika menulis.							√	
34	Ketika tidak tahu kata tertentu, saya menggunakan kata yang berbeda tetapi memiliki arti yang berbeda.						√		
35	Saya tidak menggunakan variasi kata dalam menulis.							√	
Mechanics									
36	Tulisan saya dapat dibaca dengan jelas oleh orang lain.							√	
37	Saya memperhatikan penulisan tanda baca ketika menulis.							√	
38	Saya tidak paham terhadap penggunaan koma dan titik ketika menulis.						√		

No.	Statements	Answer					Relevant	Irrelevant	Suggestions
		SS	S	RR	TS	STS			
39	Saya menggunakan huruf kapital ketika memulai kalimat baru, nama orang, dan singkatan.							√	
40	Saya bingung penggunaan tanda petik dalam kata kepemilikan.						√		
41	Saya suka menggunakan tanda seru yang banyak.							√	
42	Saya tidak mementingkan istilah-istilah asing atau kata tertentu ketika menulis.							√	
43	Saya tidak paham penggunaan titik dua dan titik koma ketika menulis.						√		
44	Saya tidak menggunakan tanda tanya ketika menulis pertanyaan dalam paragraph.							√	



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Content Validity of (Pre-validation) Questionnaire

<i>The summary of experts' judgment on questionnaire</i>			
		The First Expert Judge	
		Irrelevant	Relevant
The Second Expert Judge	Irrelevant	A = 35	C = 1
	Relevant	B = 0	D = 8

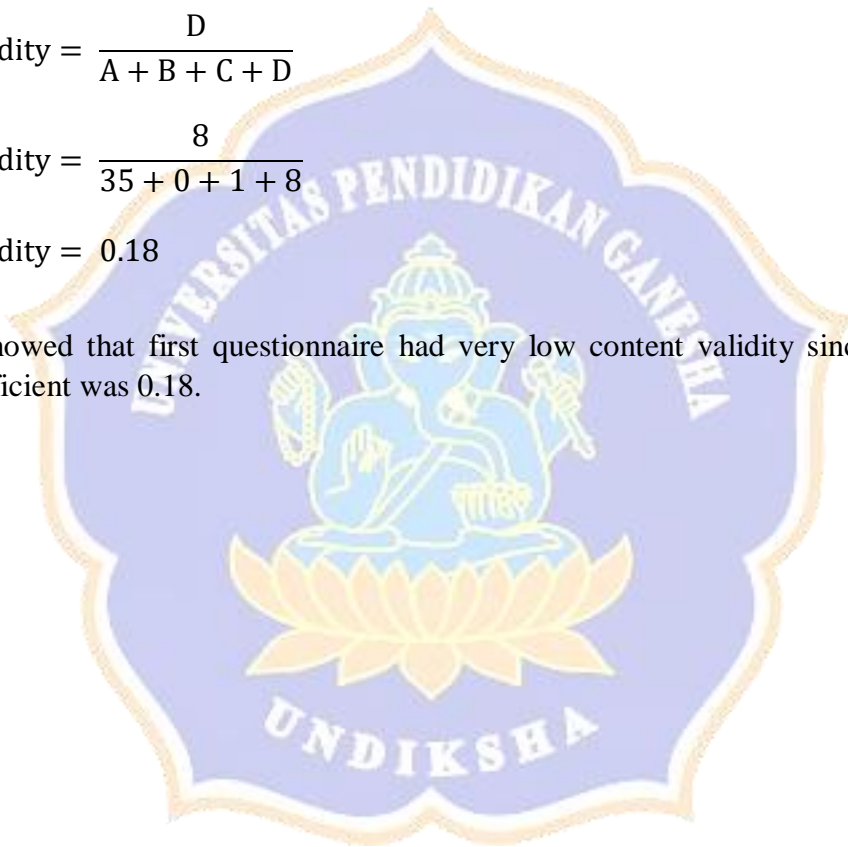
The results of the tabulation were calculated applying Gregory's formula as follows:

$$\text{Content Validity} = \frac{D}{A + B + C + D}$$

$$\text{Content Validity} = \frac{8}{35 + 0 + 1 + 8}$$

$$\text{Content Validity} = 0.18$$

The result showed that first questionnaire had very low content validity since the content validity coefficient was 0.18.



APPENDIX 10 – CONTENT VALIDITY OF QUESTIONNAIRE

No.	Statements	Answer					Relevant	Irrelevant	Suggestions
		SS	S	RR	TS	STS			
POWER Activities in Writing Process									
Problems in Planning									
1	Saya belum mampu menentukan topik yang menarik.						√		
2	Saya kesulitan dalam menentukan ide-ide terkait topik.						√		
3	Saya belum mampu membuat perencanaan berupa daftar ide yang ingin saya tulis.						√		
Problems in Organizing									
4	Saya belum mampu mengkonsep ide saya dalam sebuah <i>outline/mapping</i> .						√		
5	Saya kesulitan dalam menentukan ide pokok tulisan yang akan saya buat.						√		
6	Saya kesulitan dalam menentukan ide pendukung untuk setiap ide pokok.						√		
Problems during Writing									
7	Saya kesulitan menulis dalam Bahasa Inggris secara langsung.						√		
8	Saya belum mampu menuliskan ide pokok untuk setiap paragraf.						√		
9	Saya kesulitan dalam menjabarkan ide pendukung untuk setiap ide pokok tulisan.						√		
Problems in Editing									
10	Saya tidak mampu melakukan <i>review</i> terhadap tulisan yang saya buat, sehingga saya memerlukan bantuan teman/guru.						√		

No.	Statements	Answer					Relevant	Irrelevant	Suggestions
		SS	S	RR	TS	STS			
11	Saya kesulitan menentukan kesalahan dan perbaikan untuk tulisan saya.						√		
Problems in Revising									
12	Saya kesulitan dalam memperbaiki tulisan secara langsung, sehingga saya perlu menuliskannya terlebih dahulu ke dalam catatan kecil.						√		
13	Saya tidak bisa memperbaiki tulisan saya tanpa panduan yang diberikan oleh guru.						√		
Writing Components									
Poor Content									
14	Saya belum mampu merumuskan judul yang menggambarkan ide utama tulisan saya.						√		
15	Saya belum mampu menulis sesuai dengan struktur teks yang diminta.						√		
16	Saya kesulitan dalam membagikan ide secara jelas melalui tulisan.						√		
Poor Organization									
17	Saya belum mampu merumuskan ide-ide saya ke dalam tulisan yang runut.						√		
18	Saya belum mampu menyambungkan paragraph satu dan paragraph lainnya.						√		
19	Saya kesulitan dalam menjabarkan ide pokok yang didukung oleh ide pendukung yang sesuai.						√		
Grammatical Error									
20	Saya kesulitan menggunakan struktur kalimat yang sesuai dan benar.						√		
21	Saya kesulitan menuliskan kalimat yang kompleks.						√		

No.	Statements	Answer					Relevant	Irrelevant	Suggestions
		SS	S	RR	TS	STS			
22	Saya belum mampu menggunakan struktur kalimat yang beragam.						√		
Problems of Word Choices/Vocabulary									
23	Saya belum mampu menggunakan pilihan kata yang bervariasi dalam menulis.						√		
24	Saya kesulitan menggunakan kelas kata yang tepat.						√		
25	Saya belum mampu menggunakan beragam ekspresi yang tepat dalam menulis.						√		
Mechanics Problems									
26	Saya belum mampu menulis dengan rapi.						√		
27	Saya kesulitan dalam menulis ejaan kata.						√		
28	Saya mengalami kesulitan dalam penggunaan penulisan tanda baca ketika menulis.						√		
29	Saya belum memahami penggunaan huruf kapital secara tepat.						√		
30	Saya bingung menentukan penggunaan tanda koma atau kata sambung untuk menyambungkan kalimat.						√		

1) Tulis dan jelaskan secara singkat masalah yang anda temukan selama proses menulis, yang tidak tercantum pada butir instrument di atas!

Singaraja,



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NIP. 196202021988032001

No.	Statements	Answer					Relevant	Irrelevant	Suggestions
		SS	S	RR	TS	STS			
POWER Activities in Writing Process									
Problems in Planning									
1	Saya belum mampu menentukan topik yang menarik.						√		
2	Saya kesulitan dalam menentukan ide-ide terkait topik.						√		
3	Saya belum mampu membuat perencanaan berupa daftar ide yang ingin saya tulis.						√		
Problems in Organizing									
4	Saya belum mampu mengkonsep ide saya dalam sebuah <i>outline/mapping</i> .						√		
5	Saya kesulitan dalam menentukan ide pokok tulisan yang akan saya buat.						√		
6	Saya kesulitan dalam menentukan ide pendukung untuk setiap ide pokok.						√		
Problems during Writing									
7	Saya kesulitan menulis dalam Bahasa Inggris secara langsung.						√		
8	Saya belum mampu menuliskan ide pokok untuk setiap paragraf.						√		
9	Saya kesulitan dalam menjabarkan ide pendukung untuk setiap ide pokok tulisan.						√		
Problems in Editing									
10	Saya tidak mampu melakukan <i>review</i> terhadap tulisan yang saya buat, sehingga saya memerlukan bantuan teman/guru.						√		
11	Saya kesulitan menentukan kesalahan dan perbaikan untuk tulisan saya.						√		
Problems in Revising									

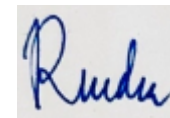
No.	Statements	Answer					Relevant	Irrelevant	Suggestions
		SS	S	RR	TS	STS			
12	Saya kesulitan dalam memperbaiki tulisan secara langsung, sehingga saya perlu menuliskannya terlebih dahulu ke dalam catatan kecil.						√		
13	Saya tidak bisa memperbaiki tulisan saya tanpa panduan yang diberikan oleh guru.						√		
Writing Components									
Poor Content									
14	Saya belum mampu merumuskan judul yang menggambarkan ide utama tulisan saya.						√		
15	Saya belum mampu menulis sesuai dengan struktur teks yang diminta.						√		
16	Saya kesulitan dalam membagikan ide secara jelas melalui tulisan.						√		
Poor Organization									
17	Saya belum mampu merumuskan ide-ide saya ke dalam tulisan yang runut.						√		
18	Saya belum mampu menyambungkan paragraph satu dan paragraph lainnya.						√		
19	Saya kesulitan dalam menjabarkan ide pokok yang didukung oleh ide pendukung yang sesuai.						√		
Grammatical Error									
20	Saya kesulitan menggunakan struktur kalimat yang sesuai dan benar.						√		
21	Saya kesulitan menuliskan kalimat yang kompleks.						√		
22	Saya belum mampu menggunakan struktur kalimat yang beragam.						√		
Problems of Word Choices/Vocabulary									

No.	Statements	Answer					Relevant	Irrelevant	Suggestions
		SS	S	RR	TS	STS			
23	Saya belum mampu menggunakan pilihan kata yang bervariasi dalam menulis.						√		
24	Saya kesulitan menggunakan kelas kata yang tepat.						√		
25	Saya belum mampu menggunakan beragam ekspresi yang tepat dalam menulis.						√		
Mechanics Problems									
26	Saya belum mampu menulis dengan rapi.						√		
27	Saya kesulitan dalam menulis ejaan kata.						√		
28	Saya mengalami kesulitan dalam penggunaan penulisan tanda baca ketika menulis.						√		
29	Saya belum memahami penggunaan huruf kapital secara tepat.						√		
30	Saya bingung menentukan penggunaan tanda koma atau kata sambung untuk menyambungkan kalimat.						√		

1) Tulis dan jelaskan secara singkat masalah yang anda temukan selama proses menulis, yang tidak tercantum pada butir instrument di atas!

.....

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APPENDIX 11 – RESPONSES OF QUESTIONNAIRE TRY OUT

Respondent	ITEMS																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
R1	1	2	3	2	3	2	1	2	2	4	2	1	3	2	1	3	2	1	3	3	2	2	2	1	2	3	2	1	1	2	
R2	3	3	2	3	2	3	4	3	2	3	3	4	4	4	3	3	3	3	4	3	2	4	3	4	4	2	3	4	3	3	
R3	3	4	4	4	3	4	3	3	4	4	1	1	1	1	4	3	4	4	1	4	2	4	3	3	5	4	3	4	3	3	
R4	2	2	3	1	3	3	3	2	3	3	3	3	2	3	1	2	1	3	3	2	3	3	2	4	4	3	1	1	2	1	
R5	4	3	4	4	4	4	2	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	3	4	2	3	
R6	2	4	4	2	4	4	2	3	4	4	4	4	3	4	2	2	4	4	2	3	3	2	4	3	2	5	4	2	4	2	2
R7	5	3	2	3	2	3	4	3	2	3	3	5	4	4	3	3	3	3	4	3	2	4	3	5	2	2	3	4	3	3	
R8	5	3	4	2	4	4	4	3	1	3	2	2	3	3	2	3	2	3	2	4	3	2	3	2	3	4	2	3	4	2	
R9	2	3	3	2	3	2	3	2	2	2	4	4	2	3	2	3	3	3	4	3	2	3	2	2	3	3	3	3	3	3	
R10	4	3	3	3	3	3	4	3	4	3	2	2	4	4	3	3	3	3	2	4	3	2	3	2	1	3	2	2	4	2	
R11	5	4	3	3	3	4	3	1	3	3	3	4	4	4	3	3	3	3	4	3	4	3	1	2	3	3	3	3	3	3	
R12	1	3	2	3	2	2	3	2	2	4	4	2	2	4	3	3	3	3	2	3	3	3	2	3	2	1	4	3	3	4	
R13	4	3	3	2	3	2	3	2	3	2	3	2	3	4	2	3	2	2	2	3	4	4	2	3	3	3	3	3	3	3	
R14	5	3	4	2	4	4	4	3	3	4	5	2	3	4	2	3	3	2	2	3	3	3	3	3	2	4	4	3	3	3	
R15	3	1	2	2	2	2	1	2	3	2	3	3	3	3	2	3	3	1	3	2	1	3	2	2	3	2	2	1	1	2	
R16	4	2	3	2	3	3	2	2	2	1	1	3	2	3	2	3	4	2	3	4	4	1	2	4	4	3	2	2	4	2	
R17	3	2	4	1	4	2	1	3	2	2	3	1	2	4	1	4	2	1	1	3	2	4	3	1	2	4	1	1	1	1	
R18	4	4	4	1	4	4	3	4	1	3	1	3	3	2	1	4	1	2	3	3	1	3	4	4	4	4	3	4	3	3	
R19	4	4	3	3	3	3	4	2	1	3	3	4	3	4	3	2	2	3	4	2	1	3	2	2	4	3	1	3	3	1	
R20	3	3	3	3	3	3	3	3	4	3	2	3	2	2	3	3	3	2	3	1	3	4	3	3	2	3	3	4	2	3	
R21	1	1	4	3	4	3	3	3	4	4	1	3	4	3	3	4	3	3	3	4	4	4	3	3	2	4	2	3	2	2	
R22	4	2	3	2	3	3	2	2	2	1	1	3	2	3	2	3	3	2	3	4	4	1	2	4	3	3	2	2	4	2	
R23	1	3	2	3	2	2	3	3	3	3	4	3	3	3	3	3	3	4	3	3	3	4	3	4	3	1	2	2	2	2	
R24	3	3	3	3	3	4	4	2	4	4	5	3	3	3	3	4	3	3	3	3	4	3	2	4	3	3	2	2	3	2	
R25	4	1	3	2	3	3	2	2	3	3	4	2	2	2	2	2	2	2	2	2	2	2	3	2	1	1	3	1	1	1	
R26	4	4	4	3	4	4	3	4	4	4	4	4	4	3	3	3	4	4	4	4	4	4	4	5	3	4	2	3	3	2	
R27	3	3	3	3	3	3	2	2	4	4	3	3	2	2	3	3	4	3	3	3	2	4	2	3	1	3	1	1	1	1	
R28	5	4	4	3	4	3	4	3	4	4	4	3	4	4	3	4	4	3	3	4	4	4	3	4	4	4	3	4	3	3	
R29	5	3	3	4	3	2	3	4	4	4	3	4	3	3	4	4	2	2	4	3	2	4	4	2	3	3	1	3	2	1	
R30	4	3	4	3	4	4	4	4	4	4	5	4	4	4	3	4	4	3	4	4	4	4	4	4	4	4	3	3	3	3	

Respondent	ITEMS																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
R31	4	3	4	3	4	4	4	3	4	4	5	4	4	4	3	4	4	3	4	4	4	4	3	4	5	4	3	2	3	3
R32	3	3	4	3	4	4	3	3	4	1	4	4	4	4	3	4	2	2	4	4	3	4	3	5	4	4	2	2	2	2
R33	1	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3
R34	1	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	4	3	2	2	2



APPENDIX 12 – ITEM VALIDITY AND RELIABILITY OF QUESTIONNAIRE

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	84.00	185.939	.364	.907
Item2	84.38	186.607	.590	.901
Item3	84.03	191.181	.468	.903
Item4	84.65	188.841	.544	.902
Item5	84.06	191.572	.457	.903
Item6	84.15	186.675	.640	.901
Item7	84.32	184.832	.609	.901
Item8	84.59	190.068	.521	.903
Item9	84.29	189.184	.393	.905
Item10	84.15	189.766	.393	.904
Item11	84.18	187.786	.352	.906
Item12	84.24	187.761	.460	.903
Item13	84.24	185.519	.614	.901
Item14	84.09	191.840	.361	.905
Item15	84.68	187.316	.584	.901
Item16	84.03	191.060	.547	.903
Item17	84.35	188.053	.511	.902
Item18	84.62	188.122	.552	.902
Item19	84.24	189.822	.431	.904
Item20	84.09	188.931	.539	.902
Item21	84.41	187.704	.455	.903
Item22	83.97	189.120	.455	.903
Item23	84.59	190.068	.521	.903
Item24	84.18	182.271	.564	.901
Item25	84.15	189.463	.342	.906
Item26	84.06	192.178	.358	.905
Item27	84.91	190.568	.424	.904
Item28	84.59	183.219	.598	.901
Item29	84.68	190.832	.386	.904
Item30	84.94	191.027	.430	.904

Reliability Statistics

Cronbach's Alpha	N of Items
.906	30

APPENDIX 13 – THE FINAL QUESTIONNAIRE

ANGKET PERMASALAHAN SISWA DALAM MENULIS HORTATORY EXPOSITION TEXT

A. Identitas Responden

- a) Usia :
b) Jenis Kelamin : (L/P)*

*coret yang tidak dipilih

B. Pengantar

Angket ini diberikan kepada Anda untuk mengetahui permasalahan menulis *hortatory exposition text* pada mata pelajaran Bahasa Inggris. Anda diminta untuk memberikan jawaban terhadap pernyataan yang ada di angket ini secara jujur. Hasil pernyataan Anda tidak akan mempengaruhi nilai mata pelajaran Bahasa Inggris Anda.

C. Petunjuk

- Bacalah pernyataan-pernyataan di bawah ini dengan baik dan cermat.
- Pada tabel berikut disajikan beberapa pernyataan yang berkaitan dengan permasalahan menulis *hortatory exposition text*. Berikanlah jawaban dengan memberikan tanda centang (√) pada kolom yang sesuai dengan pilihan Anda.
- Keterangan jawaban:
SS : Sangat Setuju
S : Setuju
RR : Ragu-ragu
TS : Tidak Setuju
STS : Sangat Tidak Setuju

No.	Statements	Answer				
		SS	S	RR	TS	STS
1	Saya belum mampu menentukan topik yang menarik.					
2	Saya kesulitan dalam menentukan ide-ide terkait topik.					
3	Saya belum mampu membuat perencanaan berupa daftar ide yang ingin saya tulis.					
4	Saya belum mampu mengkonsep ide saya dalam sebuah <i>outline/mapping</i> .					
5	Saya kesulitan dalam menentukan ide pokok tulisan yang akan saya buat.					
6	Saya kesulitan dalam menentukan ide pendukung untuk setiap ide pokok.					
7	Saya kesulitan menulis dalam Bahasa Inggris secara langsung.					

No.	Statements	Answer				
		SS	S	RR	TS	STS
8	Saya belum mampu menuliskan ide pokok untuk setiap paragraf.					
9	Saya kesulitan dalam menjabarkan ide pendukung untuk setiap ide pokok tulisan.					
10	Saya tidak mampu melakukan <i>review</i> terhadap tulisan yang saya buat, sehingga saya memerlukan bantuan teman/guru.					
11	Saya kesulitan menentukan kesalahan dan perbaikan untuk tulisan saya.					
12	Saya kesulitan dalam memperbaiki tulisan secara langsung, sehingga saya perlu menuliskannya terlebih dahulu ke dalam catatan kecil.					
13	Saya tidak bisa memperbaiki tulisan saya tanpa panduan yang diberikan oleh guru.					
14	Saya belum mampu merumuskan judul yang menggambarkan ide utama tulisan saya.					
15	Saya belum mampu menulis sesuai dengan struktur teks yang diminta.					
16	Saya kesulitan dalam membagikan ide secara jelas melalui tulisan.					
17	Saya belum mampu merumuskan ide-ide saya ke dalam tulisan yang runut.					
18	Saya belum mampu menyambungkan paragraph satu dan paragraph lainnya.					
19	Saya kesulitan dalam menjabarkan ide pokok yang didukung oleh ide pendukung yang sesuai.					
20	Saya kesulitan menggunakan struktur kalimat yang sesuai dan benar.					
21	Saya kesulitan menuliskan kalimat yang kompleks.					
22	Saya belum mampu menggunakan struktur kalimat yang beragam.					
23	Saya belum mampu menggunakan pilihan kata yang bervariasi dalam menulis.					
24	Saya kesulitan menggunakan kelas kata yang tepat.					
25	Saya belum mampu menggunakan beragam ekspresi yang tepat dalam menulis.					
26	Saya belum mampu menulis dengan rapi.					
27	Saya kesulitan dalam menulis ejaan kata.					
28	Saya mengalami kesulitan dalam penggunaan penulisan tanda baca ketika menulis.					
29	Saya belum memahami penggunaan huruf kapital secara tepat.					

No.	Statements	Answer				
		SS	S	RR	TS	STS
30	Saya bingung menentukan penggunaan tanda koma atau kata sambung untuk menyambungkan kalimat.					

1) Tulis dan jelaskan secara singkat masalah yang Anda temukan selama proses menulis, yang tidak tercantum pada butir pernyataan di atas!

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APPENDIX 14 – POST-TEST DATA TABULATION

The Students' Writing Score (Experimental Group)													
Gender	Dimension										Total Score		Average
	Content		Organization		Structure		Vocabulary		Mechanics		Rater 1	Rater 2	
Student	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Average
M1	24	24	18	18	12	12	12	12	9	9	75	75	75
M2	32	24	24	18	16	12	12	12	12	12	96	78	87
M3	24	24	18	18	16	16	12	12	12	12	82	82	82
M4	24	24	12	12	12	12	8	8	12	12	68	68	68
M5	24	24	18	12	16	16	12	12	9	9	79	73	76
M6	24	16	12	12	16	16	12	12	12	9	76	65	71
M7	32	32	18	18	12	12	12	12	9	9	83	83	83
M8	24	24	24	24	16	12	12	12	9	9	85	81	83
M9	24	24	18	18	16	12	12	12	9	9	79	75	77
M10	24	24	12	12	12	12	8	8	12	12	68	68	68
M11	24	24	18	18	12	12	12	12	12	9	78	75	77
M12	32	32	24	18	12	16	12	16	12	12	92	94	93
M13	24	24	12	18	12	12	12	16	9	9	69	79	74
M14	24	24	12	12	12	12	12	12	12	12	72	72	72
M15	32	32	16	12	12	12	12	12	12	12	84	80	82
M16	32	32	18	18	16	16	12	12	12	12	90	90	90
F17	32	32	24	18	16	16	12	12	12	12	96	90	93
F18	32	32	18	18	16	12	16	16	12	12	94	90	92
F19	32	24	24	18	16	16	12	12	12	12	96	82	89
F20	32	32	24	24	16	12	12	12	12	12	96	92	94
F21	24	24	18	18	16	16	12	12	12	12	82	82	82
F22	24	24	18	18	12	12	12	12	12	12	78	78	78
F23	32	32	18	18	16	16	12	12	12	12	90	90	90
F24	32	32	12	12	12	12	12	12	12	12	80	80	80
F25	24	24	12	12	12	12	12	12	12	12	72	72	72
F26	32	32	24	18	16	16	12	12	12	12	96	90	93

The Students' Writing Score (Experimental Group)															
Gender	Dimension										Total Score		Average		
	Content		Organization		Structure		Vocabulary		Mechanics		Rater 1	Rater 2			
Student	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2			
F27	32	32	18	18	16	12	12	12	12	12	12	12	90	86	88
F28	32	32	16	16	12	12	12	12	12	12	12	12	84	84	84
F29	32	24	24	18	16	16	12	12	12	12	12	12	96	82	89
F30	32	24	24	18	12	16	12	12	12	12	12	12	92	82	87
F31	24	16	12	12	12	12	12	12	12	12	12	12	72	64	68
F32	32	32	18	12	12	12	12	12	12	12	12	12	86	80	83
F33	24	24	24	24	16	12	12	12	12	12	12	12	88	84	86
F34	32	32	18	18	12	12	12	12	12	12	12	12	86	86	86
												Class Average	82.12		

Remark:

M: Male Student

F: Female Student



**The Students' Writing Score
(Control Group)**

Gender	Dimension										Total Score		Average
	Content		Organization		Structure		Vocabulary		Mechanics		Rater 1	Rater 2	
Student	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	
M1	24	24	12	12	8	12	8	8	9	9	61	65	63
M2	16	16	12	12	8	8	8	12	12	12	56	60	58
M3	24	24	18	18	12	12	12	12	9	9	75	75	75
M4	24	24	12	12	12	12	12	12	12	12	72	72	72
M5	24	24	18	18	12	12	12	12	9	9	75	75	75
M6	24	24	12	12	12	12	8	8	12	9	68	65	67
M7	24	24	12	12	12	12	8	8	9	9	65	65	65
M8	24	24	18	18	8	8	12	12	12	12	74	74	74
M9	24	24	18	12	12	12	12	12	12	12	78	72	75
M10	24	24	18	18	12	8	12	8	9	9	75	67	71
M11	32	24	18	18	12	12	12	12	9	12	83	78	81
M12	32	32	18	12	12	12	12	12	12	9	86	77	82
M13	24	24	18	12	12	8	8	12	9	9	71	65	68
M14	24	24	18	18	12	12	8	8	9	9	71	71	71
M15	24	32	18	12	12	12	12	12	12	12	78	80	79
M16	24	24	12	12	12	12	12	12	12	12	72	72	72
M17	32	24	18	18	12	12	12	12	12	12	86	78	82
F18	24	24	18	18	18	18	8	8	12	12	80	80	80
F19	32	32	18	18	16	12	12	12	12	12	90	86	88
F20	24	24	18	18	18	18	12	12	12	12	84	84	84
F21	32	32	18	18	16	16	12	12	12	12	90	90	90
F22	16	16	12	12	8	8	12	12	9	9	57	57	57
F23	32	24	24	24	16	16	12	12	12	12	96	88	92
F24	24	24	24	18	12	12	12	12	12	12	84	78	81
F25	24	24	18	18	12	12	12	12	12	12	78	78	78
F26	32	24	18	18	16	16	12	12	12	12	90	82	86
F27	32	24	18	18	16	16	8	8	12	12	86	78	82
F28	24	24	12	12	12	12	12	12	9	9	69	69	69

The Students' Writing Score (Control Group)														
Gender	Dimension										Total Score		Average	
	Content		Organization		Structure		Vocabulary		Mechanics		Rater 1	Rater 2		
Student	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2		
F29	24	24	18	12	12	12	12	12	12	12	12	78	72	75
F30	16	16	12	12	12	12	8	8	12	12	60	60	60	
F31	24	24	12	12	12	12	8	8	12	12	68	68	68	
F32	32	24	12	12	12	12	12	12	12	12	80	72	76	
F33	16	16	12	12	12	12	12	12	12	12	64	64	64	
F34	24	24	18	18	12	12	12	12	12	12	78	78	78	
												Class Average	74.65	

Remark:

M: Male Student

F: Female Student



APPENDIX 15 – THE OUTPUT OF PRE-REQUISITE TEST

Tests of Normality

	Strategy	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	POWER	.112	34	.200 [*]	.946	34	.095
	POW	.075	34	.200 [*]	.985	34	.911

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tests of Normality

	Gender	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Male	.096	33	.200 [*]	.986	33	.930
	Female	.119	35	.200 [*]	.927	35	.023

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tests of Normality

	Gender in POWER	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Male	.148	16	.200 [*]	.959	16	.639
	Female	.154	18	.200 [*]	.916	18	.111

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Tests of Normality

	Gender in POW	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Male	.126	17	.200 [*]	.962	17	.668
	Female	.131	17	.200 [*]	.956	17	.560

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Test of Homogeneity of Variances

STRATEGIES

Levene Statistic	df1	df2	Sig.
.200	1	66	.656

Test of Homogeneity of Variances

Score of Male Students

Levene Statistic	df1	df2	Sig.
.523	1	31	.475

Test of Homogeneity of Variances

Score of Female Students

Levene Statistic	df1	df2	Sig.
2.317	1	33	.138

Test of Homogeneity of Variances

Score in Experimental group

Levene Statistic	df1	df2	Sig.
.237	1	32	.630



APPENDIX 16 – THE OUTPUT OF ONE-WAY ANOVA

Hypothesis Testing 1

ANOVA

Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	948.765	1	948.765	13.331	.001
Within Groups	4697.294	66	71.171		
Total	5646.059	67			

Hypothesis Testing 2

ANOVA

Score1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	368.668	1	368.668	6.871	.013
Within Groups	1716.861	32	53.652		
Total	2085.529	33			



APPENDIX 17 – RESPONSES OF QUESTIONNAIRE

Respondent	Before Treatment																															
	Items																															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
R1	3	2	4	1	4	4	4	3	2	4	4	4	4	2	2	4	1	2	3	3	4	4	4	4	4	3	4	1	1	2		
R2	4	4	4	3	3	3	3	3	4	3	3	4	4	4	3	3	2	3	4	4	3	4	4	4	4	2	3	4	3	3		
R3	4	4	3	3	3	3	3	2	3	3	4	3	3	1	4	3	3	2	3	4	3	4	4	3	5	4	3	4	3	3		
R4	3	3	3	3	4	3	2	3	3	4	4	3	3	3	1	2	3	3	3	3	4	3	4	4	4	3	2	1	2	1		
R5	1	1	4	2	3	3	2	3	4	4	4	4	4	4	4	4	3	2	3	4	4	4	4	4	4	4	3	4	2	3		
R6	4	2	3	3	2	2	4	3	2	3	4	3	4	2	2	4	3	4	3	3	3	4	4	4	4	5	4	2	4	2	2	
R7	1	3	2	3	3	4	4	3	1	4	3	5	4	4	3	3	3	3	3	3	2	4	3	3	4	2	3	4	3	3		
R8	3	3	3	2	3	3	3	2	2	3	4	2	3	3	2	3	2	2	2	2	3	2	4	4	3	4	2	3	4	2		
R9	4	1	3	3	4	4	4	3	4	4	4	4	4	3	2	3	4	4	4	3	2	3	4	4	4	3	3	3	3	3		
R10	4	4	4	3	3	3	3	1	3	4	3	2	4	4	3	3	4	3	3	4	3	4	3	4	3	3	4	3	2	2	4	2
R11	3	3	3	3	4	3	3	2	2	4	4	4	4	4	3	3	4	3	3	4	4	3	4	3	3	3	3	3	3	3	3	
R12	5	4	4	4	3	2	3	2	3	4	3	4	4	4	3	3	2	2	4	3	3	3	4	3	4	1	4	3	3	4		
R13	5	3	3	3	4	4	4	3	3	4	4	3	4	4	2	3	4	3	4	3	4	4	4	3	4	3	3	3	3	3	3	
R14	4	3	4	3	4	4	1	2	3	4	4	3	3	4	2	3	4	3	4	3	3	3	3	3	4	4	3	3	3	3		
R15	4	3	4	3	4	4	2	2	2	4	4	3	4	3	2	3	2	2	4	4	4	3	4	4	3	2	2	1	1	2		
R16	3	3	4	3	3	3	1	3	2	4	4	4	3	3	2	3	3	3	3	4	4	4	4	4	4	3	2	2	4	2		
R17	1	3	3	2	2	2	1	3	2	4	4	4	4	4	1	4	2	2	2	3	3	4	2	2	2	4	1	1	1	1		
R18	1	2	2	2	3	2	3	4	1	4	4	3	3	2	1	4	2	1	3	3	2	3	4	4	4	4	3	4	3	3		
R19	4	4	3	3	2	3	4	2	1	3	3	4	3	4	3	2	3	3	4	2	2	3	2	4	4	3	1	3	3	1		
R20	3	3	3	4	3	4	3	3	4	4	3	3	4	2	3	3	4	4	1	2	3	4	3	3	3	3	3	4	2	3		
R21	1	1	4	1	3	3	3	3	4	3	3	3	4	3	3	4	1	3	3	4	4	4	3	3	3	4	2	3	2	2		
R22	4	2	3	4	4	4	2	2	2	4	4	3	3	3	2	3	4	4	4	4	4	3	2	2	3	3	2	2	4	2		
R23	1	3	2	2	4	4	3	3	3	4	4	3	3	3	3	3	4	2	3	3	3	4	3	4	3	1	2	2	2	2		
R24	3	3	3	3	2	3	4	2	4	3	3	3	3	3	3	4	3	3	4	3	4	3	2	4	3	3	2	2	3	2		
R25	4	1	3	2	4	4	2	2	3	3	3	3	4	2	2	2	2	3	2	2	2	3	2	4	2	3	1	1	1	1		
R26	4	4	4	2	3	2	3	4	4	3	4	4	4	3	3	3	3	3	4	4	4	4	4	4	3	4	2	3	3	2		
R27	3	3	3	3	3	3	2	2	4	3	4	3	3	2	3	3	3	3	2	3	2	4	2	3	2	3	1	1	1	1		
R28	5	4	4	3	3	4	4	3	4	3	3	3	4	4	3	4	3	3	4	4	4	4	3	4	4	3	4	3	3	3		
R29	5	3	3	3	2	2	3	4	4	4	4	4	3	3	4	4	3	3	2	3	3	4	4	4	3	3	1	3	2	1		

Respondent	Before Treatment																													
	Items																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
R30	4	3	4	2	3	2	4	4	4	4	4	4	4	4	3	4	2	2	2	4	4	5	4	4	4	4	3	3	3	3
R31	4	3	4	2	4	4	4	3	4	4	4	4	4	4	3	4	3	2	2	4	4	4	3	4	5	4	3	2	3	3
R32	3	3	4	2	2	2	3	3	4	2	3	4	4	4	3	4	3	1	3	4	4	4	3	3	4	4	2	2	2	2
R33	1	3	3	2	3	3	3	2	3	2	2	4	4	3	3	3	4	2	3	4	3	3	3	3	3	3	3	3	3	3
R34	1	2	2	1	4	2	2	2	2	2	3	4	4	2	2	2	2	1	1	4	3	3	3	3	3	3	2	2	2	2

Respondent	After Treatment																													
	Items																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
R1	4	2	3	2	2	2	4	3	4	3	3	3	4	2	4	3	3	3	3	3	4	3	4	3	4	2	2	3	2	4
R2	2	4	3	2	2	3	4	4	3	2	2	3	3	2	3	3	3	3	4	4	4	3	4	2	3	2	2	3	2	3
R3	2	3	2	3	2	3	2	3	3	3	3	3	2	2	3	2	2	3	3	3	3	3	4	2	3	3	2	2	3	2
R4	4	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	3	3	3	4	2	3	3	2	2	2	2
R5	3	2	3	3	1	1	3	2	2	3	3	3	4	2	3	2	2	2	2	2	4	3	4	2	3	2	3	3	2	3
R6	4	1	4	3	2	3	2	2	2	3	4	2	4	2	2	2	2	3	3	2	4	3	3	3	3	4	2	3	2	2
R7	3	4	2	2	2	2	2	2	4	2	2	3	4	2	3	2	2	2	2	2	2	2	3	3	3	2	3	2	1	3
R8	2	4	5	3	3	3	2	3	2	3	3	3	5	2	2	3	3	2	3	4	4	3	3	3	3	4	2	2	2	2
R9	1	3	2	3	4	4	2	3	4	3	3	3	5	2	2	3	3	2	4	2	3	2	2	2	3	3	3	3	2	3
R10	1	2	4	4	5	4	3	3	3	3	3	3	2	1	4	4	2	3	2	2	2	4	2	2	3	2	2	2	2	2
R11	2	2	2	1	4	5	2	3	2	3	3	4	3	1	1	3	3	2	4	2	2	2	2	2	2	3	3	3	2	3
R12	2	1	2	1	3	2	2	2	2	2	2	2	2	1	1	2	2	3	2	3	3	2	4	3	2	1	2	3	2	3
R13	3	3	1	2	3	2	2	2	2	2	2	2	2	1	1	2	2	3	2	2	2	3	4	2	2	3	2	3	3	3
R14	2	2	2	2	2	2	2	2	1	2	2	2	1	1	1	1	1	1	2	2	2	2	2	3	2	4	3	3	1	2
R15	2	4	2	2	2	2	2	3	3	3	3	3	3	2	1	2	2	2	4	4	4	3	3	3	3	2	2	2	2	2
R16	1	1	3	3	4	3	2	2	3	3	3	3	3	2	3	4	2	2	4	2	2	2	3	2	3	3	2	2	3	2
R17	4	2	1	2	3	3	2	3	3	3	3	3	3	2	3	2	2	2	4	3	2	3	2	3	2	2	1	1	1	1
R18	5	3	2	2	4	2	2	4	2	3	3	3	3	1	2	3	3	2	2	3	3	3	2	2	2	2	2	2	2	3
R19	2	3	2	2	2	2	2	2	3	2	2	2	4	1	2	2	2	2	2	3	2	3	2	3	2	2	1	3	2	2
R20	3	5	3	2	3	2	3	3	2	2	5	2	4	1	2	2	2	2	2	2	2	2	2	3	2	2	2	2	3	3
R21	3	4	2	1	2	2	3	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	3	3	3	2	2	3	2	2

Respondent	After Treatment																													
	Items																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
R22	2	3	2	1	2	2	3	2	2	2	4	2	2	3	2	2	2	2	2	3	2	2	2	3	2	2	2	2	3	2
R23	4	2	2	4	3	2	4	2	2	2	4	2	2	2	2	2	2	2	2	3	2	3	2	2	2	1	2	2	2	2
R24	4	3	3	1	2	2	2	2	2	2	2	2	4	3	2	2	2	2	2	3	4	4	2	2	2	1	2	2	2	2
R25	2	4	2	2	4	4	3	4	5	3	3	3	3	3	2	2	2	3	4	3	3	3	4	3	4	2	1	3	1	1
R26	1	2	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	1	2	2	2	2
R27	3	1	2	3	2	2	3	2	2	2	2	2	2	3	2	2	2	2	2	2	2	3	4	3	4	1	1	1	1	1
R28	2	1	3	4	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4	4	3	2	2	2	1	2	2	2	2
R29	2	2	2	5	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	2	2	2
R30	2	1	2	4	3	2	2	2	2	2	3	2	3	2	2	2	2	2	2	3	2	3	2	2	2	1	2	2	2	2
R31	2	3	1	2	2	3	2	2	2	2	2	2	3	3	3	2	2	2	3	2	2	2	2	2	2	1	2	2	2	2
R32	3	3	2	2	2	3	2	2	2	2	2	2	3	3	3	2	2	1	2	4	3	3	2	2	2	1	2	2	2	2
R33	3	3	2	3	1	2	2	2	2	2	2	2	2	2	1	1	2	1	2	2	3	3	2	2	2	1	2	2	2	2
R34	2	2	3	1	2	2	1	1	2	2	2	2	3	1	1	1	2	1	1	2	2	2	2	2	2	1	1	1	1	1

Notes:

R1 – R16: Male Students of Experimental Group

R17 – R34: Female Students of Experimentan Group



RESPONSES OF QUESTIONNAIRE (CONTROL GROUP)

Respondent	Before Treatment (Control Group)																													
	Items																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
R1	3	2	4	1	4	4	4	3	2	4	4	4	4	2	2	4	1	2	3	3	4	4	4	4	5	3	4	1	1	2
R2	4	4	4	3	3	3	3	3	4	3	3	4	4	4	3	3	2	3	4	4	3	4	4	4	4	2	3	4	3	3
R3	4	4	3	3	3	3	4	4	4	3	2	3	3	1	4	3	3	2	3	4	3	4	4	3	5	4	3	4	3	3
R4	3	3	4	3	4	3	2	3	3	4	4	3	3	3	1	2	3	3	3	3	4	3	4	4	4	3	2	1	2	1
R5	1	1	4	2	3	3	2	3	4	4	4	4	4	4	4	4	3	2	3	4	4	4	4	4	4	4	3	4	2	3
R6	4	2	3	3	2	2	4	3	2	3	4	3	4	2	2	4	3	4	3	3	3	4	4	4	5	4	2	4	2	2
R7	1	3	2	3	3	4	4	3	1	4	3	5	4	4	3	3	3	3	3	3	2	4	3	5	4	2	3	4	3	3
R8	3	3	3	4	3	3	3	2	2	3	4	2	3	3	2	3	2	2	2	2	3	2	4	4	3	4	2	3	4	2
R9	4	1	4	3	4	4	4	3	4	4	4	4	4	3	2	3	4	4	4	3	2	3	4	4	4	3	3	3	3	3
R10	4	4	4	3	3	3	3	2	3	4	3	2	4	4	3	3	4	3	3	4	3	4	3	4	3	3	2	2	4	2
R11	3	3	3	3	4	3	3	2	2	4	4	4	4	4	3	3	4	3	3	4	4	3	4	3	3	3	3	3	3	3
R12	5	4	4	4	3	2	3	2	3	4	3	4	4	4	3	3	2	2	4	3	3	5	4	3	4	1	4	3	3	4
R13	5	3	3	3	4	4	4	3	4	4	4	3	4	4	2	3	4	3	4	3	4	4	4	3	4	3	3	3	3	3
R14	4	3	4	3	4	4	1	2	3	4	5	3	3	4	2	3	4	3	5	4	3	3	3	3	4	4	3	3	3	3
R15	4	3	4	3	4	4	2	2	2	5	4	4	4	4	4	4	3	3	4	4	4	5	4	4	3	2	2	1	2	3
R16	3	3	4	3	3	3	1	3	2	3	3	4	3	3	2	3	3	3	3	4	3	4	4	4	4	3	2	2	4	2
R17	2	3	3	2	2	4	1	3	2	4	4	4	4	4	1	4	2	2	2	3	5	4	3	3	3	4	1	1	1	1
R18	1	2	3	4	4	2	3	4	1	4	4	3	3	2	1	4	2	1	3	5	4	4	4	4	4	4	3	4	3	2
R19	4	4	3	3	2	3	4	2	1	3	3	4	3	4	3	2	3	3	4	2	4	3	2	4	4	4	4	5	4	1
R20	3	3	3	4	3	4	4	3	4	4	3	3	4	2	3	3	4	4	1	2	3	4	3	3	3	3	3	4	2	3
R21	3	1	4	1	3	3	3	3	4	3	3	3	4	3	3	4	1	3	3	4	4	4	4	4	3	4	2	3	2	2
R22	4	2	3	4	4	4	2	2	2	4	4	3	3	3	2	3	4	4	4	4	4	4	4	4	3	3	2	2	4	2
R23	1	3	2	2	4	4	3	3	3	4	4	3	3	3	3	3	4	2	3	5	5	4	3	4	3	3	2	2	2	2
R24	3	3	3	3	2	3	4	2	4	3	3	3	3	3	3	4	3	3	4	3	4	5	2	4	4	3	2	2	3	2
R25	4	4	3	2	5	4	2	2	3	3	3	3	4	2	2	2	2	3	2	2	2	3	2	5	2	3	2	2	2	2
R26	4	4	4	2	3	2	3	4	4	2	4	4	4	3	3	3	3	3	4	4	4	4	4	5	3	4	2	3	3	2
R27	4	3	3	3	3	3	2	2	4	3	4	3	3	2	3	3	3	3	2	3	2	4	2	3	2	3	2	2	2	2
R28	5	4	4	3	3	4	4	3	4	3	3	3	4	4	3	4	3	3	4	4	4	4	3	4	4	4	3	4	3	3
R29	5	3	3	3	2	3	3	4	4	4	4	4	3	3	4	4	3	3	2	3	3	4	4	4	3	3	1	3	2	1

Respondent	Before Treatment (Control Group)																													
	Items																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
R30	4	3	4	2	3	2	4	4	4	4	4	4	4	4	3	4	2	2	2	4	4	5	4	4	4	4	3	3	3	3
R31	4	4	4	2	4	4	4	3	4	4	4	4	4	4	3	4	3	2	2	4	4	4	3	4	5	4	3	2	3	3
R32	3	3	4	2	2	2	3	3	4	2	3	4	4	4	3	4	3	1	3	4	4	4	3	5	4	4	2	2	2	2
R33	1	3	3	2	3	3	3	2	3	2	2	4	4	3	3	3	4	2	3	4	3	3	3	3	3	3	3	3	3	3
R34	1	2	2	1	4	2	2	2	2	2	2	3	4	4	2	2	2	2	1	1	4	3	3	3	3	3	2	2	2	2

Respondent	After Treatment (Control Group)																													
	Items																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
R1	3	2	4	1	4	4	4	3	2	4	4	4	4	2	2	4	1	2	3	3	4	4	4	4	5	3	4	1	1	2
R2	4	4	4	3	3	3	3	3	4	3	3	4	4	4	3	3	2	3	4	4	4	4	4	4	4	2	3	4	3	3
R3	4	4	3	3	3	3	3	2	3	3	2	3	3	1	4	3	3	2	3	4	4	4	4	3	5	4	3	4	3	3
R4	3	3	3	3	4	3	2	3	3	4	4	3	3	3	1	2	3	3	3	3	4	3	4	4	4	3	2	1	2	4
R5	1	1	4	2	3	3	2	3	4	4	4	4	4	4	4	4	3	2	3	4	4	4	4	4	4	4	3	4	2	3
R6	4	2	3	3	2	2	4	3	2	3	4	3	4	2	2	4	3	4	3	3	3	4	4	4	5	4	2	4	2	2
R7	1	3	2	3	3	4	4	3	1	4	3	5	4	4	3	3	3	3	3	3	2	4	3	5	4	2	3	4	3	3
R8	3	3	3	2	3	3	3	2	2	3	4	2	3	3	2	3	2	2	2	2	3	2	4	4	3	4	2	3	4	4
R9	4	1	3	3	4	4	4	3	4	4	4	4	4	3	2	3	4	4	4	3	4	3	4	4	4	3	3	3	3	3
R10	4	4	4	3	3	3	3	1	3	4	3	2	4	4	3	3	4	3	3	4	3	4	3	3	4	3	2	2	4	2
R11	3	3	3	3	4	3	3	2	2	4	4	4	4	4	3	3	4	3	3	4	4	3	4	3	3	3	3	3	3	3
R12	5	4	4	4	3	2	3	2	3	4	3	4	4	4	3	3	2	2	4	3	3	3	4	3	4	1	4	3	3	4
R13	5	3	3	3	4	4	4	3	3	4	4	3	4	4	2	3	4	3	4	3	4	4	4	3	4	3	3	3	3	4
R14	4	3	4	3	4	4	1	2	3	4	4	3	3	4	2	3	4	3	4	3	3	3	3	3	4	4	3	3	3	3
R15	4	3	4	3	4	4	2	2	2	4	4	3	4	3	2	3	2	2	4	4	4	3	4	4	3	2	2	1	1	2
R16	3	3	4	3	3	3	1	3	2	3	3	4	3	3	2	3	3	3	3	4	4	4	4	4	4	3	2	2	4	2
R17	1	3	3	2	2	2	1	3	2	4	4	4	4	4	1	4	2	2	2	3	3	4	3	3	3	4	1	1	1	1
R18	1	2	2	2	3	2	3	4	1	4	4	3	3	2	1	4	2	1	3	3	4	3	4	4	4	4	3	4	3	3
R19	4	4	3	3	2	3	4	2	1	3	3	4	3	4	3	2	3	3	4	2	2	3	2	4	4	3	1	3	3	1
R20	3	3	3	4	3	4	3	3	4	4	3	3	4	2	3	3	4	4	1	2	3	4	3	3	3	3	3	4	2	3
R21	1	1	4	1	3	3	3	3	4	3	3	3	4	3	3	4	1	3	3	4	4	4	3	3	3	4	2	3	2	2

Respondent	After Treatment (Control Group)																													
	Items																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
R22	4	2	3	4	4	4	2	2	2	4	4	3	3	3	2	3	4	4	4	4	4	3	2	4	3	3	2	2	4	2
R23	1	3	2	2	4	4	3	3	3	4	4	3	3	3	3	3	4	2	3	3	3	4	3	4	3	1	2	2	2	2
R24	3	3	3	3	2	3	4	2	4	3	3	3	3	3	3	4	3	3	4	3	4	3	2	4	3	3	2	2	3	2
R25	4	1	3	2	4	4	2	2	3	3	3	3	4	2	2	2	2	3	2	2	2	3	2	4	2	3	1	1	1	1
R26	4	4	4	2	3	2	3	4	4	2	4	4	4	3	3	3	3	4	4	4	4	4	4	5	3	4	2	3	3	2
R27	3	3	3	3	3	3	2	2	4	3	4	3	3	2	3	3	3	3	2	3	2	4	2	3	2	3	1	1	1	1
R28	5	4	4	3	3	4	4	3	4	3	3	3	4	4	3	4	3	3	4	4	4	4	3	4	4	4	3	4	3	3
R29	5	3	3	3	2	2	3	4	4	4	4	4	3	3	4	4	3	3	2	3	4	4	4	4	3	3	1	3	2	1
R30	4	3	4	2	3	2	4	4	4	4	4	4	4	4	3	4	2	2	2	4	4	5	4	4	4	4	3	3	3	3
R31	4	3	4	2	4	4	4	3	4	4	4	4	4	4	3	4	3	2	2	5	4	4	3	4	5	4	3	2	3	3
R32	3	3	4	2	2	2	3	3	4	2	3	4	4	4	3	4	3	1	3	4	5	5	3	5	4	4	4	2	2	2
R33	1	3	3	2	3	3	3	2	3	2	2	4	4	3	3	3	4	2	3	4	3	3	3	3	3	3	3	3	4	3
R34	1	2	2	1	4	2	2	2	2	2	2	3	4	4	2	2	2	2	1	1	4	3	3	3	3	3	2	2	4	2

Summary of Writing Problems in Control Group

No.	Student's Problems in Writing	Before		After	
		Mean	Interpretation	Mean	Interpretation
1	Problems in Planning	3.24	Medium	3.15	Medium
2	Problems in Organizing	3.03	Medium	2.91	Medium
3	Problems during Writing	2.97	Medium	2.85	Medium
4	Problems in Editing	3.68	High	3.62	High
5	Problems in Revising	3.74	High	3.74	High
6	Poor Content	3.09	Medium	3.06	Medium
7	Poor Organization	2.79	High	2.79	High
8	Grammatical Error	3.59	High	3.44	High
9	Problems of Word Choices	3.62	High	3.56	High
10	Mechanics Problems	2.71	Medium	2.65	Medium

APPENDIX 18 – DESCRIPTIVE STATISTICS OF QUESTIONNAIRE

Descriptive Statistics

	N	Mean
Problems in Planning	34	2.50
Problems in Organizing	34	2.47
Problems during Writing	34	2.41
Problems in Editing	34	2.59
Problems in Revising	34	2.82
Poor Content	34	2.00
Poor Organization	34	2.29
Grammatical Error	34	2.71
Problems of Word Choices	34	2.56
Mechanics Problems	34	2.12
Problems in Planning	18	2.44
Problems in Organizing	18	2.39
Problems during Writing	18	2.28
Problems in Editing	18	2.44
Problems in Revising	18	2.56
Poor Content	18	2.00
Poor Organization	18	2.06
Grammatical Error	18	2.67
Problems of Word Choices	18	2.28
Mechanics Problems	18	1.83
Problems in Planning	16	2.56
Problems in Organizing	16	2.56
Problems during Writing	16	2.56
Problems in Editing	16	2.75
Problems in Revising	16	3.13
Poor Content	16	2.00
Poor Organization	16	2.56
Grammatical Error	16	2.75
Problems of Word Choices	16	2.88
Mechanics Problems	16	2.44
Valid N (listwise)	16	



Frequency Table of Students' Problems in Writing in Each Item

Item 1

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	4	11.8	11.8	11.8

2	15	44.1	44.1	55.9
3	8	23.5	23.5	79.4
4	6	17.6	17.6	97.1
5	1	2.9	2.9	100.0
Total	34	100.0	100.0	

Item 2

	Frequency	Percent	Valid Percent	Cumulative Percent
1	6	17.6	17.6	17.6
2	11	32.4	32.4	50.0
Valid 3	10	29.4	29.4	79.4
4	6	17.6	17.6	97.1
5	1	2.9	2.9	100.0
Total	34	100.0	100.0	

Item 3

	Frequency	Percent	Valid Percent	Cumulative Percent
1	4	11.8	11.8	11.8
2	19	55.9	55.9	67.6
Valid 3	8	23.5	23.5	91.2
4	2	5.9	5.9	97.1
5	1	2.9	2.9	100.0
Total	34	100.0	100.0	

Item 4

	Frequency	Percent	Valid Percent	Cumulative Percent
1	6	17.6	17.6	17.6
2	15	44.1	44.1	61.8
Valid 3	8	23.5	23.5	85.3
4	4	11.8	11.8	97.1
5	1	2.9	2.9	100.0
Total	34	100.0	100.0	

Item 5

	Frequency	Percent	Valid Percent	Cumulative Percent
1	2	5.9	5.9	5.9
Valid 2	19	55.9	55.9	61.8
3	7	20.6	20.6	82.4
4	5	14.7	14.7	97.1

5	1	2.9	2.9	100.0
Total	34	100.0	100.0	

Item 6

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	2.9	2.9	2.9
2	21	61.8	61.8	64.7
Valid 3	8	23.5	23.5	88.2
4	3	8.8	8.8	97.1
5	1	2.9	2.9	100.0
Total	34	100.0	100.0	

Item 7

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	2.9	2.9	2.9
2	23	67.6	67.6	70.6
Valid 3	7	20.6	20.6	91.2
4	3	8.8	8.8	100.0
Total	34	100.0	100.0	

Item 8

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	2.9	2.9	2.9
2	21	61.8	61.8	64.7
Valid 3	9	26.5	26.5	91.2
4	3	8.8	8.8	100.0
Total	34	100.0	100.0	

Item 9

	Frequency	Percent	Valid Percent	Cumulative Percent
1	1	2.9	2.9	2.9
2	22	64.7	64.7	67.6
Valid 3	7	20.6	20.6	88.2
4	3	8.8	8.8	97.1
5	1	2.9	2.9	100.0
Total	34	100.0	100.0	

Item 10

	Frequency	Percent	Valid Percent	Cumulative Percent

	2	21	61.8	61.8	61.8
Valid	3	13	38.2	38.2	100.0
	Total	34	100.0	100.0	

Item 11

		Frequency	Percent	Valid Percent	Cumulative Percent
	2	16	47.1	47.1	47.1
	3	14	41.2	41.2	88.2
Valid	4	3	8.8	8.8	97.1
	5	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

Item 12

		Frequency	Percent	Valid Percent	Cumulative Percent
	2	20	58.8	58.8	58.8
Valid	3	13	38.2	38.2	97.1
	4	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

Item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	1	2.9	2.9	2.9
	2	12	35.3	35.3	38.2
Valid	3	12	35.3	35.3	73.5
	4	7	20.6	20.6	94.1
	5	2	5.9	5.9	100.0
	Total	34	100.0	100.0	

Item 14

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	8	23.5	23.5	23.5
Valid	2	20	58.8	58.8	82.4
	3	6	17.6	17.6	100.0
	Total	34	100.0	100.0	

Item 15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	26.5	26.5	26.5
	2	16	47.1	47.1	73.5

	3	8	23.5	23.5	97.1
	4	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

Item 16

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	3	8.8	8.8
	2	23	67.6	76.5
Valid	3	6	17.6	94.1
	4	2	5.9	100.0
	Total	34	100.0	100.0

Item 17

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	1	2.9	2.9
	2	26	76.5	79.4
Valid	3	6	17.6	97.1
	4	1	2.9	100.0
	Total	34	100.0	100.0

Item 18

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	4	11.8	11.8
	2	23	67.6	79.4
Valid	3	7	20.6	100.0
	Total	34	100.0	100.0

Item 19

	Frequency	Percent	Valid Percent	Cumulative Percent
	1	1	2.9	2.9
	2	20	58.8	61.8
Valid	3	6	17.6	79.4
	4	7	20.6	100.0
	Total	34	100.0	100.0

Item 20

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	16	47.1	47.1
	3	13	38.2	85.3

4	5	14.7	14.7	100.0
Total	34	100.0	100.0	

Item 21

	Frequency	Percent	Valid Percent	Cumulative Percent
2	18	52.9	52.9	52.9
Valid 3	8	23.5	23.5	76.5
4	8	23.5	23.5	100.0
Total	34	100.0	100.0	

Item 22

	Frequency	Percent	Valid Percent	Cumulative Percent
2	14	41.2	41.2	41.2
Valid 3	19	55.9	55.9	97.1
4	1	2.9	2.9	100.0
Total	34	100.0	100.0	

Item 23

	Frequency	Percent	Valid Percent	Cumulative Percent
2	18	52.9	52.9	52.9
Valid 3	6	17.6	17.6	70.6
4	10	29.4	29.4	100.0
Total	34	100.0	100.0	

Item 24

	Frequency	Percent	Valid Percent	Cumulative Percent
2	20	58.8	58.8	58.8
Valid 3	14	41.2	41.2	100.0
Total	34	100.0	100.0	

Item 25

	Frequency	Percent	Valid Percent	Cumulative Percent
2	20	58.8	58.8	58.8
Valid 3	11	32.4	32.4	91.2
4	3	8.8	8.8	100.0
Total	34	100.0	100.0	

Item 26

	Frequency	Percent	Valid Percent	Cumulative Percent

	1	12	35.3	35.3	35.3
	2	12	35.3	35.3	70.6
Valid	3	7	20.6	20.6	91.2
	4	3	8.8	8.8	100.0
	Total	34	100.0	100.0	

Item 27

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	6	17.6	17.6	17.6
Valid	2	23	67.6	67.6	85.3
	3	5	14.7	14.7	100.0
	Total	34	100.0	100.0	

Item 28

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	3	8.8	8.8	8.8
Valid	2	19	55.9	55.9	64.7
	3	12	35.3	35.3	100.0
	Total	34	100.0	100.0	

Item 29

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	6	17.6	17.6	17.6
Valid	2	23	67.6	67.6	85.3
	3	5	14.7	14.7	100.0
	Total	34	100.0	100.0	

Item 30

		Frequency	Percent	Valid Percent	Cumulative Percent
	1	4	11.8	11.8	11.8
	2	20	58.8	58.8	70.6
Valid	3	9	26.5	26.5	97.1
	4	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

APPENDIX 19 – OBSERVATION CHECKLIST OF WRITING PROCESS IN EXPERIMENTAL GROUP

Meeting: 1st / April 12th, 2019

No.	Procedures	Student		Notes	
		M	F	Male	Female
1	Planning	✓	✓	searching information about topic: healthy life	summarizing example of the text.
	Deciding clear topic	✓	✓	directly choosing topic about healthy life. i.e. importance of doing exercises	preparing some topics, searching the information, then choosing one topic.
	Deciding main idea of writing	✓	✓	directly writing all main idea of each paragraph	deciding main idea based on the information & their prior knowledge
	Listing ideas and information	✓	✓	mind mapping, listing ideas shortly	listing all ideas that they want to write in details.
2	Organizing	✓	✓	only few students organize their writing based on generic structure	considering generic structure
	Making outline or mapping	✓	✓	mapping	outline and mapping
	Deciding generic structure of text	✓	✓	there are some student write directly.	mostly, almost all students
	Deciding main idea of each paragraph	✓	✓	using heading of their mapping	listing all main ideas
	Providing supportive ideas	✓	✓	in short sentences	in details
3	Writing	✓	✓	using English	using English
	Writing directly in English	✓	✓	using google translate to help translate difficult words	writing directly in English and using online dictionary.
	Expanding main ideas	✓	✓	using short sentences	using complex sentences (mostly)
	Supporting each main idea with details	✓	✓	giving explanation	describing situation/example

	Writing draft of writing	✓	✓	already in form of text	still in rough draft including generic structure of the text
4	Editing	✓	✓	doing in group, still asking the teacher.	doing in pairs, using guidance given
	Reviewing draft or writing	✓	✓	revising word by word directly	revising sentences & context (writing in notes)
	Checking mistakes	✓	✓		
5	Revising	✓	✓	directly revising mistakes	few students need to take note
	Correcting mistakes directly	✓	✓		some students correct mistakes directly.
	Rewriting the final text	✓	✓		

Result of Group discussion:

- 1) Topic selection : Females felt difficult to select interesting topic, they needed more time to choose the topic.
Male students could directly choose the topic that suited their interest.
- 2) Organizing: Female students liked to write an outline
Males tended to make mind map.
- 3) Editing: Both male and female admitted they needed guidance in editing their writing.
- 4) Revising: Males admitted that they liked to correct mistake directly.
Females tended to rewrite their rough draft.

Hani

12/4 2019

OBSERVATION CHECKLIST OF TEACHING PROCESS IN EXPERIMENTAL GROUP

Meeting: 2nd / April 17th, 2019

No.	Procedures	Student		Notes	
		M	F	Male	Female
1	Planning	✓	✓	planning the writing	planning their writing
	Deciding clear topic	✓	✓	directly choose topic based on their interest	searching for information about current issues
	Deciding main idea of writing	✓	✓	writing the title then deciding main idea based on topic	writing ideas based on the information
	Listing ideas and information	✓	✓	using short sentences.	listing ideas in details.
2	Organizing	✓	✓		
	Making outline or mapping	✓	✓	mapping (10 students) - outline (6 students)	all students write outline.
	Deciding generic structure of text	✓	✓		
	Deciding main idea of each paragraph	✓	✓	writing directly	using heading.
	Providing supportive ideas	✓	✓		
3	Writing	✓	✓		
	Writing directly in English	✓	✓		
	Expanding main ideas	✓	✓		
	Supporting each main idea with details	✓	✓		

	Writing draft of writing	✓	✓	writing English directly	writing rough draft
4	Editing	✓	✓	in pairs	in pairs
	Reviewing draft or writing	✓	✓		
	Checking mistakes	✓	✓	helping each others	asking the teacher
5	Revising	✓	✓		
	Correcting mistakes directly	✓	✓		
	Rewriting the final text	✓	✓		rewriting the rough draft into final writing.

Comments of Group discussion:

1) The students admitted that they already adapted the writing strategy.

2) Planning and organizing helped them in preparing their writing.

2) Female students tended to write outline.

Male students liked to make simple mapping.

4) The student already learned to edit and revise their writing.

5) They were happy because they had enough time to review and edit their writing.

Rahid
17/4 2019

OBSERVATION CHECKLIST OF TEACHING PROCESS IN EXPERIMENTAL GROUP

Meeting: 3rd / April 19th, 2019

No.	Procedures	Student		Notes	
		M	F	Male	Female
1	Planning	✓	✓		
	Deciding clear topic	✓	✓	directly choose topic based on their interest	needing reference in choosing topic
	Deciding main idea of writing	✓	✓		
	Listing ideas and information	✓	✓	based on their experiences	searching ideas from different sources
2	Organizing	✓	✓		
	Making outline or mapping	✓	✓	mapping	outline & draft
	Deciding generic structure of text	✓	✓		
	Deciding main idea of each paragraph	✓	✓		
	Providing supportive ideas	✓	✓		
3	Writing	✓	✓		
	Writing directly in English	✓	✓		
	Expanding main ideas	✓	✓		
	Supporting each main idea with details	✓	✓		

	Writing draft of writing	✓	✓	directly writing the paragraphs	making rough draft
4	Editing	✓	✓	individually	individually,
	Reviewing draft or writing	✓	✓		
	Checking mistakes	✓	✓		using guidance
5	Revising	✓	✓		
	Correcting mistakes directly	✓	✓	correcting the words	checking context
	Rewriting the final text	✓	✓		rewriting the final writing

Result of Group discussion:

- 1) the students felt struggle in editing and revising individually, but they admitted that they kept learn to do it.
- 2) the students admitted that they enjoyed the learning process.

OBSERVATION CHECKLIST OF TEACHING PROCESS IN EXPERIMENTAL GROUP

Meeting: 4th / April 24th, 2019

No.	Procedures	Student		Notes	
		M	F	Male	Female
1	Planning	✓	✓		
	Deciding clear topic	✓	✓	selecting topic based on their prior knowledge	selecting topic based on the current issues related to education
	Deciding main idea of writing	✓	✓		
	Listing ideas and information	✓	✓		
2	Organizing	✓	✓		
	Making outline or mapping	✓	✓	mapping	outline
	Deciding generic structure of text	✓	✓		
	Deciding main idea of each paragraph	✓	✓		
	Providing supportive ideas	✓	✓		
3	Writing	✓	✓		
	Writing directly in English	✓	✓		
	Expanding main ideas	✓	✓	using google translate in helping them understand difficult words	using online dictionary.
	Supporting each main idea with details	✓	✓		

	Writing draft of writing	=	✓	writing directly	
4	Editing	✓	✓	working individually	working individually
	Reviewing draft or writing	✓	✓		
	Checking mistakes	✓	✓		
5	Revising	✓	✓		
	Correcting mistakes directly	✓	-		making notes first
	Rewriting the final text	✓	✓		rewriting their writing.

The Result of Group discussion:

- 1) the male students admitted that they felt difficult to select appropriate vocabulary related to educational issues.
- 2) the Female students did not prefer to correct mistakes directly because it could affect their neat handwriting.

OBSERVATION CHECKLIST OF TEACHING PROCESS IN EXPERIMENTAL GROUP

Meeting: 5th / April 26th, 2019

No.	Procedures	Student		Notes	
		M	F	Male	Female
1	Planning	✓	✓		
	Deciding clear topic	-	✓	struggle in selecting topic related environment. they need reference	directly choose topic based on their prior knowledge.
	Deciding main idea of writing	✓	✓		
	Listing ideas and information	✓	✓		
2	Organizing	✓	✓		
	Making outline or mapping	✓	✓	mapping (9 students) - outline (7)	mapping (8) - outline (10)
	Deciding generic structure of text	✓	✓		
	Deciding main idea of each paragraph	✓	✓		
	Providing supportive ideas	✓	✓		
3	Writing	✓	✓		
	Writing directly in English	✓	✓		
	Expanding main ideas	✓	✓		
	Supporting each main idea with details	✓	✓		

	Writing draft of writing	✓	✓		
4	Editing	✓	✓		
	Reviewing draft or writing	✓	✓		
	Checking mistakes	✓	✓		
5	Revising	✓	✓		
	Correcting mistakes directly	✓	✓		
	Rewriting the final text	✓	✓		

Notes of Group discussion:

- 1) The students already adapted the writing strategy
- 2) The male students did not prefer ~~environment~~ topic about environment.
The male students tended to use short sentences.

OBSERVATION CHECKLIST OF TEACHING PROCESS IN EXPERIMENTAL GROUP

Meeting: 6th / May 3rd, 2019

No.	Procedures	Student		Notes	
		M	F	Male	Female
1	Planning	✓	✓		
	Deciding clear topic	✓	✓		
	Deciding main idea of writing	✓	✓		
	Listing ideas and information	✓	✓		
2	Organizing	✓	✓		
	Making outline or mapping	✓	✓		
	Deciding generic structure of text	✓	✓		
	Deciding main idea of each paragraph	✓	✓		
	Providing supportive ideas	✓	✓		
3	Writing	✓	✓		
	Writing directly in English	✓	✓		
	Expanding main ideas	✓	✓		
	Supporting each main idea with details	✓	✓		

	Writing draft of writing	✓	✓		
	Editing	✓	✓		
4	Reviewing draft or writing	✓	✓		
	Checking mistakes	✓	✓		
	Revising	✓	✓		
5	Correcting mistakes directly	✓	✓		
	Rewriting the final text	✓	✓		

Notes :

the students did ~~practice~~ writing practice individually.
 they focused on the writing practice, following POWER steps.

OBSERVATION CHECKLIST OF TEACHING PROCESS IN EXPERIMENTAL GROUP

Meeting: 7th/ May 8th, 2019

No.	Procedures	Student		Notes	
		M	F	Male	Female
1	Planning	✓	✓		
	Deciding clear topic	✓	✓		
	Deciding main idea of writing	✓	✓		
	Listing ideas and information	✓	✓		
2	Organizing	✓	✓		
	Making outline or mapping	✓	✓		
	Deciding generic structure of text	✓	✓		
	Deciding main idea of each paragraph	✓	✓		
	Providing supportive ideas	✓	✓		
3	Writing	✓	✓		
	Writing directly in English	✓	✓		
	Expanding main ideas	✓	✓		
	Supporting each main idea with details	✓	✓		

	Writing draft of writing	✓	✓		
4	Editing	✓	✓		
	Reviewing draft or writing	✓	✓		
	Checking mistakes	✓	✓		
5	Revising	✓	✓		
	Correcting mistakes directly	✓	✓		
	Rewriting the final text	✓	✓		

The result of group discussion:

- 1) Male students still found struggle in editing and revising, but they could complete the writing practice.
- 2) Female students need more times in revising.

OBSERVATION CHECKLIST OF TEACHING PROCESS IN EXPERIMENTAL GROUP

Meeting: 8th/May 10th, 2019

No.	Procedures	Student		Notes	
		M	F	Male	Female
1	Planning	✓	✓		
	Deciding clear topic	✓	✓		
	Deciding main idea of writing	✓	✓		
	Listing ideas and information	✓	✓		
2	Organizing	✓	✓		
	Making outline or mapping	✓	✓		
	Deciding generic structure of text	✓	✓		
	Deciding main idea of each paragraph	✓	✓		
	Providing supportive ideas	✓	✓		
3	Writing	✓	✓		
	Writing directly in English	✓	✓		
	Expanding main ideas	✓	✓		
	Supporting each main idea with details	✓	✓		

	Writing draft of writing	✓	✓		
	Editing	✓	✓		
4	Reviewing draft or writing	✓	✓		
	Checking mistakes	✓	✓		
	Revising	✓	✓		
5	Correcting mistakes directly	✓	✓		
	Rewriting the final text	✓	✓		

The result of group discussion:

1) the problems that they still faced :

- Grammar rules (tenses)
- sometimes they confused finding the mistakes and correcting it by their own.

2) the male students ~~like~~ to write directly, so they only made mapping rather than write a draft.

Male students did review once and directly correct the mistakes.

3) the female students liked to write complex sentences. They liked to check dictionary to vary their vocabularies.

They like to write notes before correcting the mistakes.

They always rewrite their rough draft to final writing.

APPENDIX 20 – SURAT IZIN PENELITIAN



PEMERINTAH PROVINSI BALI
DINAS PENDIDIKAN
SMA NEGERI 4 SINGARAJA
Alamat : Jalan Melati Singaraja
Telepon. (0362) 22845, Faxsimile. (0362) 32809, Singaraja – Bali, 81113
<http://sma4singaraja.net> email : sma4singaraja@gmail.com

SURAT KETERANGAN 423.4/460/SMAN4SGR

Yang bertanda tangan di bawah ini Kepala SMA Negeri 4 Singaraja menerangkan bahwa :

Nama : Luh Putu Rany Prihastuti
NIM : 1729081002
Prodi : S2 Pendidikan Bahasa Inggris

Memang benar mahasiswa Universitas Pendidikan Ganesha tersebut di atas telah melakukan penelitian di SMA Negeri 4 Singaraja.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Singaraja, 14 Mei 2019

Kepala SMA Negeri 4 Singaraja



Putu Gede Wartawan, S.Pd., M.Pd.

Pembina Utama Muda

NIP 19700224 199503 1 003

CURRICULUM VITAE



Luh Putu Rany Prihastuti was born in Les, district of Tejakula, on June 12th, 1994. She finished her first degree (S1 Program) in English Education Department, The Faculty of Language and Arts, Ganesha University of Education in 2007. She has an interest in teaching English for young learners and innovative teaching strategies.

