

Appendix 1 Students' Summative Test Score

Table of Students' Summative Score
(Experimental Group)

No.	Students	Score
1.	Student 1	60
2.	Student 2	64
3.	Student 3	70
4.	Student 4	68
5.	Student 5	64
6.	Student 6	72
7.	Student 7	70
8.	Student 8	72
9.	Student 9	66
10.	Student 10	60
11.	Student 11	80
12.	Student 12	66
13.	Student 13	62
14.	Student 14	64
15.	Student 15	70
16.	Student 16	62
17.	Student 17	66
18.	Student 18	72
19.	Student 19	78
20.	Student 20	67
21.	Student 21	78
22.	Student 22	80
23.	Student 23	68
24.	Student 24	70
25.	Student 25	76
26.	Student 26	60
27.	Student 27	74
28.	Student 28	62
29.	Student 29	74
30.	Student 30	68

Table of Students' Summative Score
(Control Group)

No.	Students	Score
1.	Student 1	68
2.	Student 2	70
3.	Student 3	66
4.	Student 4	60
5.	Student 5	70
6.	Student 6	64
7.	Student 7	78
8.	Student 8	64
9.	Student 9	68
10.	Student 10	70
11.	Student 11	72
12.	Student 12	68
13.	Student 13	60
14.	Student 14	66
15.	Student 15	66
16.	Student 16	70
17.	Student 17	64
18.	Student 18	80
19.	Student 19	62
20.	Student 20	60
21.	Student 21	72
22.	Student 22	62
23.	Student 23	67
24.	Student 24	78
25.	Student 25	78
26.	Student 26	68
27.	Student 27	76
28.	Student 28	76
29.	Student 29	66
30.	Student 30	74

Appendix 2 Normality and Homogeneity Test of Students' Summative Score

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EXAMINE VARIABLES=Score BY Class
/PLOT BOXPLOT NPLOT SPREADLEVEL
/COMPARE GROUPS
/STATISTICS DESCRIPTIVES
/CINTERVAL 95
/MISSING LISTWISE
/NOTOTAL.
    
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Case Processing Summary

	Class	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Score	Experimental Group	30	100,0%	0	0,0%	30	100,0%
	Control Group	30	100,0%	0	0,0%	30	100,0%

Descriptives

	Class	Statistic	Std. Error		
Score	Experimental Group	Mean	68,77	1,089	
		95% Confidence Interval for Mean	Lower Bound	66,54	
			Upper Bound	70,99	
		5% Trimmed Mean		68,63	
		Median		68,00	
		Variance		35,564	
		Std. Deviation		5,964	
		Minimum		60	
		Maximum		80	
		Range		20	
		Interquartile Range		9	
		Skewness		,320	,427
		Kurtosis		-,765	,833
		Control Group		Mean	68,77
95% Confidence Interval for Mean	Lower Bound			66,61	
	Upper Bound			70,92	
5% Trimmed Mean				68,67	
Median				68,00	
Variance				33,357	
Std. Deviation				5,776	
Minimum				60	

Maximum	80	
Range	20	
Interquartile Range	9	
Skewness	,325	,427
Kurtosis	-,749	,833

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Experimental Group	,088	30	,200*	,953	30	,207
	Control Group	,119	30	,200*	,951	30	,177

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

a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	,064	1	58	,801
	Based on Median	,087	1	58	,769
	Based on Median and with adjusted df	,087	1	57,985	,769
	Based on trimmed mean	,066	1	58	,798

Appendix 3 Post Writing Test

Writing Task

Instruction!

1. Please create a hortatory exposition text related to the topic that you have!
(you need to follow every writing process)
2. The writing should consist of at least 15 sentences and 20 sentences maximumly.
3. The writing should follow the generic structure of the text.

In this task, you will be assessed in terms of:

- Content : clear main ideas, focus on the main idea, supporting main ideas with specific, appropriate details/example/reason/evidence
- Organization : well-arranged, cohesion and coherent
- Grammar : appropriate tenses, no jumbled words, word order, articles, pronoun, and preposition
- Vocabulary : appropriate choice of words
- Mechanics : capitalization, punctuation, spelling and formatting.



Appendix 4 Writing Scoring Rubric for Hortatory Exposition Text

Aspects of Writing	Score	Performance Description	Weight
Content (C) 30%	4	Main ideas stated clearly and relevant to the topic. Support main idea convincingly with specific, appropriate example/reason/evidence.	3
	3	Main ideas stated clear enough and almost relevant to the topic. Support main idea but few points are too general/abstract/vague.	
	2	Main ideas somewhat not clear but generally address the topic. Lack use of specific, appropriate example/reason/evidence	
	1	Main idea is not clear. No use of specific, appropriate example/reason/evidence.	
Organization (O) 20%	4	Focuses on the main idea with well-organized, well-elaborated text, perfectly coherent.	2
	3	Focuses on the main idea and well-organized but not well-elaborated, logical but incomplete sequencing.	
	2	Focuses on the main idea but not well-organized and not well-elaborated, lacks logical sequencing.	
	1	Not focus on the main idea, sometimes has more than one main idea, not well-organized, not well-elaborated, incoherent.	
Grammar (G) 20%	4	Very few jumbled words, very few mistakes in: tense, word order, articles, pronoun, and preposition. (1-6)	2
	3	Few jumbled words, few mistakes in: tense, word order, articles, pronoun, and preposition. (7-20)	
	2	Numerous jumbled words, numerous mistakes in: tense, word order, articles, pronoun, and preposition. (20-50)	
	1	Frequent jumbled words, frequent mistakes in: tense, word order, articles, pronoun, and preposition. (51-100)	
Vocabulary (V) 15%	4	Effective choice of words and use of idioms and word forms	1.5
	3	Adequate choice of words but some misuse of vocabulary, idioms and word forms	
	2	Limited range of confused words, idioms, and word forms	
	1	Very limited range, very poor knowledge of words, idioms and word forms	
Mechanics (M) 15%	4	Effective use of capitalization, punctuation, spelling and formatting.	
	3	Few (if any) noticeable error in capitalization, punctuation, spelling and formatting.	
	2	Several errors in spelling and punctuation which detract from meaning.	
	1	Many misspell in simple words.	

(Adapted from Brown, 2007)

$$\text{Score} = \frac{3C+20+2G+1.5V+1.5M}{40} \times 100$$

Maximum score : 100

Minimum score : 25



ANGKET MOTIVASI SISWA DALAM MENULIS

1. Pendahuluan

Tujuan penyampaian angket ini adalah untuk mendapatkan gambaran atau informasi sehubungan dengan penelitian mengenai motivasi anda dalam menulis.

Perlu disampaikan bahwa **hasil penelitian ini hanya untuk kepentingan akademik**. Jadi angket ini bukan merupakan tes atau ujian dan tidak akan mempengaruhi nilai anda. Bantuan anda untuk mengisi kuisioner ini dengan sejujur-jujurnya akan sangat berguna bagi penelitian yang saya lakukan, oleh karena itu jawablah semua pernyataan sesuai dengan keadaan yang anda alami dengan **jujur**.

2. Petunjuk Mengerjakan Angket

- Isilah data diri anda terlebih dahulu sebelum menjawab pernyataan.
- Angket ini terdiri atas 40 pernyataan.
- Pernyataan di bawah ini menggambarkan kemampuan anda menulis, ketertarikan anda dalam menulis, pandangan anda mengenai kegiatan menulis, dan tujuan anda menulis.
- Dalam menjawab setiap butir pernyataan berilah tanda (√) pada jawaban yang sesuai dengan pendapat anda. Pilihlah :

SS : Berarti anda *sangat setuju* dengan pernyataan angket tersebut.

S : Berarti anda *setuju* dengan pernyataan angket tersebut.

RR : Berarti anda *ragu-ragu* dengan pernyataan angket tersebut.

TS : Berarti anda *tidak setuju* dengan pernyataan angket tersebut.

STS : Berarti anda *sangat tidak setuju* dengan pernyataan angket tersebut.

Data Diri Responden

Hari/Tanggal : _____

Tanggal, Tahun lahir : _____

Jenis kelamin (beri tanda √) : Laki-laki Perempuan

Apakah jenis smartphone anda?

- IOS
- Android
- Lainnya

Jumlah smartphone anda?

- 1 buah
- 2 buah
- Lainnya

Intensitas penggunaan smartphone

- ≤ 1 jam / hari
- 2 – 3 jam / hari
- 4 – 5 jam / hari
- ≥ 6 jam / hari
- Lainnya

Penggunaan smartphone (pilih yang paling sering dilakukan, dapat memilih lebih dari 1)

- Menonton video
- Media sosial
- Musik/lagu
- Games
- Mencari
- Lainnya

Apakah bagi anda menulis itu penting? Kenapa?

No.	Pernyataan	Jawaban				
		SS	S	RR	TS	STS
1.	Penggunaan mobile phone (mengakses online sources), mempermudah dalam mencari ide untuk tulisan saya.					
2.	Penggunaan mobile phone dapat membantu saya menemukan ide dimanapun dan kapanpun untuk tulisan saya.					
3.	Penggunaan mobile phone (aplikasi notes/memo) membantu saya dalam mencatat ide-ide untuk tulisan saya.					
4.	Penggunaan aplikasi (online mind map) membantu saya dalam menjabarkan ide-ide untuk tulisan saya.					
5.	Penggunaan mobile phone membuat saya bingung menentukan topik yang akan saya gunakan karena terlalu banyak pilihan topik yang saya temukan.					
6.	Penggunaan aplikasi (Grammarly) membantu saya memperbaiki ejaan kata dalam tulisan saya.					
7.	Penggunaan aplikasi (Grammarly) membantu saya dalam penggunaan tanda baca untuk tulisan saya.					
8.	Penggunaan aplikasi (Grammarly) membantu saya dalam memperbaiki struktur kalimat dalam tulisan saya.					
9.	Penggunaan aplikasi (Grammarly) membantu saya memperbaiki grammar yang salah dalam tulisan saya.					
10.	Penggunaan aplikasi (Grammarly) mempermudah saya dalam merevisi dan mengedit tulisan saya.					

11.	Penggunaan aplikasi dan online sources membantu dalam merencanakan apa yang akan saya tulis sebelum saya mulai menulis.					
12.	Penggunaan aplikasi dan online sources meminimalisir hambatan dalam proses menulis.					
13.	Penggunaan aplikasi dan online source membuat saya merasa lebih nyaman saat menyelesaikan tugas menulis.					
14.	Mengakses online source dalam menulis membuat saya belajar untuk memilih sumber terbaik untuk tulisan saya.					
15.	Penggunaan mobile phone dalam menulis membuat saya tidak mampu menyelesaikan tugas menulis dengan cepat.					
16.	Penggunaan mobile phone dalam kegiatan menulis lebih menarik minat saya untuk menulis.					
17.	Penggunaan mobile phone membuat saya dapat menyelesaikan tulisan dimanapun dan kapanpun.					
18.	Menulis (mengetik) tulisan pada mobile phone membuat saya lebih fokus dalam menyelesaikan tulisan saya.					
19.	Saya lebih senang apabila saya mendapat kesempatan menulis lebih banyak dengan menggunakan bantuan mobile phone (aplikasi dan online sources).					
20.	Saya tidak nyaman menulis di mobile phone karena layar yang terlalu kecil.					
21.	Tugas menulis yang diberikan (menulis horatory teks) berkaitan dengan apa yang sedang menjadi topik di sekitar kita.					
22.	Tugas menulis yang diberikan memberikan efek penggunaan social media secara positif.					
23.	Tugas menulis yang diberikan bermanfaat untuk orang lain (misal, ajakan untuk tidak menggunakan plastik).					
24.	Tugas menulis yang diberikan membuat saya tertantang untuk mengeksplere topik lebih banyak.					
25.	Tugas menulis yang diberikan meningkatkan rasa keingin tahuan saya mengenai topik tulisan saya.					
26.	Penggunaan mobile phone dalam menyelesaikan tugas menulis memberikan kesempatan untuk mencari ide sebanyak mungkin.					
27.	Tugas menulis yang diberikan sangat penting untuk mengasah cara menyampaikan pendapat secara tertulis.					
28.	Tugas menulis yang diberikan mengasah cara mengajak orang lain untuk melakukan/tidak melakukan sesuatu.					
29.	Tugas menulis yang diberikan sangat penting kedepannya untuk sebagai latihan untuk membuat tulisan yang baik.					
30.	Tugas menulis yang diberikan mampu memperdalam bahasa yang sedang saya pelajari.					
31.	Tugas menulis yang diberikan meningkatkan kemampuan saya dalam menulis.					
32.	Tugas menulis dengan bantuan aplikasi dan online source meningkatkan kemampuan saya dalam menggunakan aplikasi (Ms. Word, grammarly).					

33.	Menulis menggunakan bantuan aplikasi dan online source meningkatkan kemampuan saya dalam memilih sumber terbaik.					
34.	Saya akan tetap menulis walaupun tulisan saya tidak dinilai.					
35.	Saya akan lebih senang apabila tulisan saya dinilai.					
36.	Saya menulis karena ingin orang lain mengetahui saya pandai menulis.					
37.	Saya ingin mendapatkan nilai yang paling tinggi di kelas pada tugas menulis.					
38.	Saya lebih senang apabila tulisan saya di upload di social media agar orang lain tahu saya mampu menulis.					
39.	Saya lebih senang apabila tulisan saya hanya di print dan di kumpulkan ke guru, tanpa harus di upload.					
40.	Saya tidak mau tulisan saya di upload di social media karena saya malu orang lain membaca tulisan saya.					

Note:

The online version available on <https://forms.gle/HMeGYuLGGV6XrvdN8>



LESSON PLAN 1st and 2nd Meeting
(Experimental Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI/II
Subject : English
Topic : Hortatory Exposition text
Time Allotment : 4x45 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) Creating an online mind map about the ideas on the topic that they have.
- 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 group.
- 2) The students are able to creating an online mind mapping through online mapping tool.
- 3) The students are able to write a hortatory exposition text related to a healthy life through following task-based learning phases.

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 recount 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 : Communicative Approach
 Method : Task-Based Language Teaching
 Technique : Group work, Discussion,

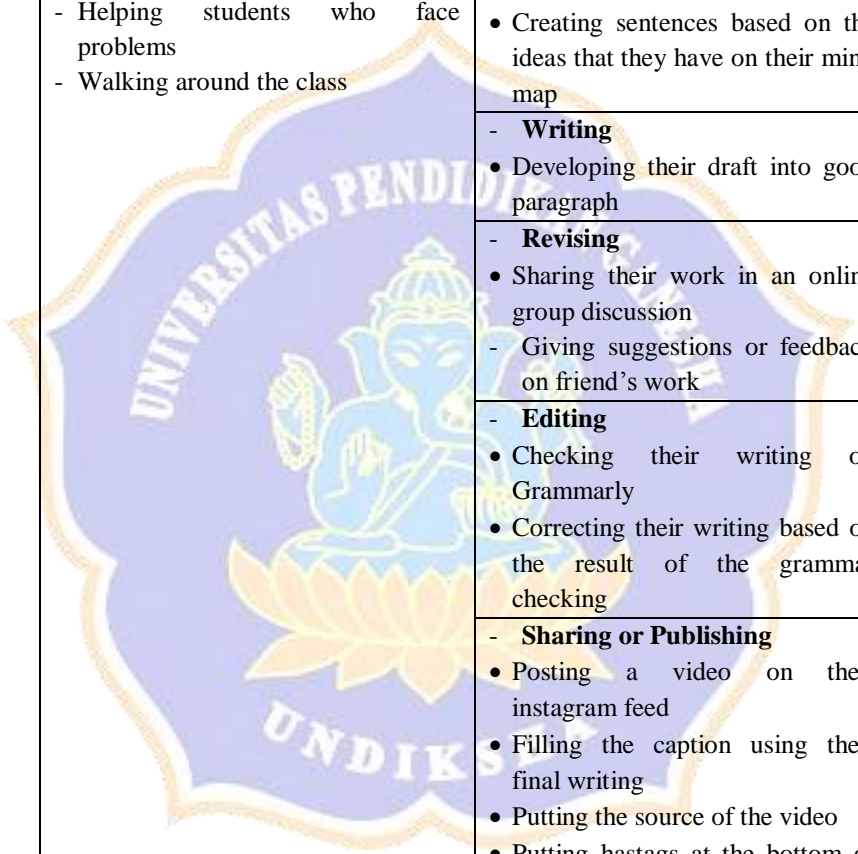
G. Teaching Aids, Media, and Sources

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 the last topic that they have learned.	- Telling the last topic that they have learned.	
40 minutes	Whilst Activity		
	Pre-task Phase		
	- Informing the students about the task and allotment time to accomplish the task. (The students are asked to write a hortatory text, based on the given topic, within 45 minutes)	- Listening and paying attention to the teacher (Rising their hand if they have any questions related to the task)	Whole Class
	- Checking and built students' background knowledge about the topic Healthy Lifestyle. (Do you think our health is important?, What do you usually do to keep our body healthy?, Any recommendation on what activities that can prevent us from diseases?)	- Responding to the teacher by giving opinions and sharing their ideas about Healthy Lifestyle	Whole Class
	- Highlighting important vocabulary and forms. (How to express their arguments, the tenses use in expressing their ideas)	- Responding to the teacher by sharing thoughts on language features used in expressing ideas	Whole Class
	- Telling task process/steps and providing a model (Telling the students that they should follow the writing process in completing the task)	- Paying attention to the teacher and raising their hands if they have any questions	Whole Class
- Pre writing • Telling the students to find information related to the topic that they have, watching videos on YouTube and reading articles on	- Finding a topic related to health - Watching videos on YouTube - Searching articles on Google - Opening MindMeister		

	<p>Google</p> <ul style="list-style-type: none"> • Giving model on creating mind map in an online mapping tool (Mind Meister) 	<ul style="list-style-type: none"> - Creating mind map 	
	<ul style="list-style-type: none"> - Drafting • Telling the students that they should write their first draft based on the ideas that they have on the mind map (write on Ms.Word on their mobile devices) • Giving examples on paraphrasing, deciding title, creating sentences 	<ul style="list-style-type: none"> - Deciding title - Creating sentences based on ideas that they have on their mind map 	
	<ul style="list-style-type: none"> - Writing • Telling the students that in this phase the students need to develop their draft into good paragraph 	<ul style="list-style-type: none"> - Writing the paragraph 	
	<ul style="list-style-type: none"> - Revising • Telling the students that after they finish their writing, they need to share their writing in an online group discussion on Whatsapp application and others should give feedback and suggestions • Telling the students that they need to revise their writing based on the given suggestion 	<ul style="list-style-type: none"> - Paying attention to the teacher explanation on how to revise their writing - Sharing their writing 	
	<ul style="list-style-type: none"> - Editing • Telling the students that they need to check their writing in terms of writing mechanics, spelling, language use. • Giving model on how to use Grammarly on checking their writing 	<ul style="list-style-type: none"> - Opening Grammarly application - Learning how to use the application on checking the mechanics, spelling, grammar, and vocabulary 	
	<ul style="list-style-type: none"> - Sharing/Publishing their Final Writing • Telling the students about social media used, the hastag used, the students should post a video related to their writing, with their writing as the caption, and put the source of their videos at the end of the writing. • Giving model on how to post a video with their writing as the caption, and put the source and hastag. 	<ul style="list-style-type: none"> - Paying attention on the steps to upload the video, put the caption, put the source of the video, and put the hastag 	
	<ul style="list-style-type: none"> - Planning on how the students performing the task <p>(Asking the students to form a group by counting 1 to 6. Number 1 with</p>	<ul style="list-style-type: none"> - Counting from 1 to 6 - Finding their group - Creating a WhatsApp group dicussion 	<p>Group Work (One topic for a group, but each students should have</p>

	number 1, and so on.) (Asking the students to discuss with their group what their writing might be about related to Healthy Lifestyle.)	- Discussing the topic that they want to write related to Healthy Lifestyle	one writing at the end of the meeting)
80 minutes	Main-task Phase <ul style="list-style-type: none"> - Motivating the students to finish their task - Making sure the students understand the task phase and what they are expected in completing the task - Supporting the students in accomplishing the task - Helping students who face problems - Walking around the class 	<ul style="list-style-type: none"> - Pre-writing <ul style="list-style-type: none"> • Watching related videos on YouTube • Reading articles on Google • Creating mind mapping on MindMesiter - Drafting <ul style="list-style-type: none"> • Deciding title of their writing • Creating sentences based on the ideas that they have on their mind map - Writing <ul style="list-style-type: none"> • Developing their draft into good paragraph - Revising <ul style="list-style-type: none"> • Sharing their work in an online group discussion - Giving suggestions or feedback on friend's work - Editing <ul style="list-style-type: none"> • Checking their writing on Grammarly • Correcting their writing based on the result of the grammar checking - Sharing or Publishing <ul style="list-style-type: none"> • Posting a video on their instagram feed • Filling the caption using their final writing • Putting the source of the video • Putting hastags at the bottom of the caption 	<ul style="list-style-type: none"> Group Work Group Work Individual Work Group Work Individual Work Individual Work
40 minutes	Post-task Phase		
	Discussing the process of the writing that students have been through before (including the problems raised on the process of completing the task)	Telling the whole class the process that they have been through in completing the writing task	Whole Class
	- Discussing about form Focusing on form used in the writing (including problems related to form that they have found on the process of completing the writing)	- Telling form used on their writing Discussing form with the teacher	Whole Class
	Leading the students in exercising	Learning to use the language and	Whole Class

	the language and the form	the form	
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

Type : Formal assessment

Technique : Writing test (creating a hortatory exposition text)

Instruments :

<p>Writing Task</p> <p><u>Instruction!</u></p> <ol style="list-style-type: none"> 1. Please work in a group of five. 2. Discuss about topics related to Healthy Life. 3. Please create a hortatory exposition text related to Healthy Life (you need to follow every writing process with your group) <p>In this task, you will be assessed in terms of:</p> <ul style="list-style-type: none"> - Content : clear main ideas, focus on the main idea, supporting main ideas with specific, appropriate details/example/reason/evidence - Organization : well-arranged, cohesion and coherent - Grammar : appropriate tenses, no jumbled words, word order, articles, pronoun, and preposition - Vocabulary : appropriate choice of words - Mechanics : capitalization, punctuation, spelling and formatting.
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Writing Scoring Rubric for Hortatory Exposition Text:

Aspects of Writing	Score	Performance Description	Weight
Content (C) 30%	4	Main ideas stated clearly and relevant to the topic. Support main idea convincingly with specific, appropriate example/reason/evidence.	3
	3	Main ideas stated clear enough and almost relevant to the topic. Support main idea but few points are too general/abstract/vague.	
	2	Main ideas somewhat not clear but generally address the topic. Lack use of specific, appropriate example/reason/evidence	
	1	Main idea is not clear. No use of specific, appropriate	

		example/reason/evidence.	
Organization (O) 20%	4	Focuses on the main idea with well-organized, well-elaborated text, perfectly coherent.	2
	3	Focuses on the main idea and well-organized but not well-elaborated, logical but incomplete sequencing.	
	2	Focuses on the main idea but not well-organized and not well-elaborated, lacks logical sequencing.	
	1	Not focus on the main idea, sometimes has more than one main idea, not well-organized, not well-elaborated, incoherent.	
Grammar (G) 20%	4	Very few jumbled words, very few mistakes in: tense, word order, articles, pronoun, and preposition. (1-6)	2
	3	Few jumbled words, few mistakes in: tense, word order, articles, pronoun, and preposition. (7-20)	
	2	Numerous jumbled words, numerous mistakes in: tense, word order, articles, pronoun, and preposition. (20-50)	
	1	Frequent jumbled words, frequent mistakes in: tense, word order, articles, pronoun, and preposition. (51-100)	
Vocabulary (V) 15%	4	Effective choice of words and use of idioms and word forms	1.5
	3	Adequate choice of words but some misuse of vocabulary, idioms and word forms	
	2	Limited range of confused words, idioms, and word forms	
	1	Very limited range, very poor knowledge of words, idioms and word forms	
Mechanics (M) 15%	4	Effective use of capitalization, punctuation, spelling and formatting.	
	3	Few (if any) noticeable error in capitalization, punctuation, spelling and formatting.	
	2	Several errors in spelling and punctuation which detract from meaning.	
	1	Many misspell in simple words.	

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 100$$

Maximum score : 100

Minimum score : 25

LESSON PLAN 3rd and 4th Meeting (Experimental Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI/II
Subject : English
Topic : Hortatory Exposition text
Time Allotment : 4x45 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) Creating an online mind map about the ideas on the topic that they have.
- 3) Writing hortatory exposition texts related to Our Environment.

D. Learning Objectives

- 1) The students are able to identify generic structure, social function, and language features of hortatory exposition text through discussing in group.
- 2) The students are able to creating an online mind mapping through online mapping tool.
- 3) The students are able to write a hortatory exposition text related to environment through following task-based learning phases.

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 recount 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 : Communicative Approach

Method : Task-Based Language Teaching

Technique : Group work, Discussion,

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 the last topic that they have learned.	- Telling the last topic that they have learned.	
40 minutes	Whilst Activity		
	Pre-task Phase		
	- Informing the students about the task and allotment time to accomplish the task. (The students are asked to write a hortatory text, based on the given topic, within 45 minutes)	- Listening and paying attention to the teacher (Rising their hand if they have any questions related to the task)	Whole Class
	- Checking and built students' background knowledge about the topic "Our Environment". (What is happening to forests in the world?, What happens when we remove forests?, What can we do to protect forests?)	- Responding to the teacher by giving opinions and sharing their ideas about Our Environment	Whole Class
	- Highlighting important vocabulary and forms. (How to express their arguments, the tenses use in expressing their ideas)	- Responding to the teacher by sharing thoughts on language features used in expressing ideas	Whole Class
	- Telling task process/steps and providing a model (Telling the students that they should follow the writing process in completing the task)	- Paying attention to the teacher and raising their hands if they have any questions	Whole Class
	- Pre writing • Telling the students to find information related to the topic that they have, watching videos on YouTube and reading articles on Google • Giving model on creating mind map in an online mapping tool (Mind Meister)	- Finding a topic related to environment - Watching videos on YouTube - Searching articles on Google - Opening MindMeister - Creating mind map	

	<ul style="list-style-type: none"> - Drafting • Telling the students that they should write their first draft based on the ideas that they have on the mind map (write on Ms.Word on their mobile devices) • Giving examples on paraphrasing, deciding title, creating sentences 	<ul style="list-style-type: none"> - Deciding title - Creating sentences based on ideas that they have on their mind map 	
	<ul style="list-style-type: none"> - Writing • Telling the students that in this phase the students need to develop their draft into good paragraph 	<ul style="list-style-type: none"> - Writing the paragraph 	
	<ul style="list-style-type: none"> - Revising • Telling the students that after they finish their writing, they need to share their writing in an online group discussion on Whatsapp application and others should give feedback and suggestions • Telling the students that they need to revise their writing based on the given suggestion 	<ul style="list-style-type: none"> - Paying attention to the teacher explanation on how to revise their writing - Sharing their writing 	
	<ul style="list-style-type: none"> - Editing • Telling the students that they need to check their writing in terms of writing mechanics, spelling, language use. • Giving model on how to use Grammarly on checking their writing 	<ul style="list-style-type: none"> - Opening Grammarly application - Learning how to use the application on checking the mechanics, spelling, grammar, and vocabulary 	
	<ul style="list-style-type: none"> - Sharing/Publishing their Final Writing • Telling the students about social media used, the hastag used, the students should post a video related to their writing, with their writing as the caption, and put the source of their videos at the end of the writing. • Giving model on how to post a video with their writing as the caption, and put the source and hastag. 	<ul style="list-style-type: none"> - Paying attention on the steps to upload the video, put the caption, put the source of the video, and put the hastag 	
	<ul style="list-style-type: none"> - Planning on how the students performing the task (Asking the students to form a group by counting 1 to 6. Number 1 with number 1, and so on.) (Asking the students to discuss with their group what their writing might about related to Environment.) 	<ul style="list-style-type: none"> - Counting from 1 to 6 - Finding their group - Creating a WhatsApp group discussion - Discussing the topic that they want to write related to Environment 	<p>Group Work (One topic for a group, but each students should have one writing at the end of the meeting)</p>

80 minutes	Main-task Phase		
	<ul style="list-style-type: none"> - Motivating the students to finish their task - Making sure the students understand the task phase and what they are expected in completing the task - Supporting the students in accomplishing the task - Helping students who face problems - Walking around the class 	<ul style="list-style-type: none"> - Pre-writing <ul style="list-style-type: none"> • Watching related videos on YouTube • Reading articles on Google • Creating mind mapping on MindMesiter 	Group Work
		<ul style="list-style-type: none"> - Drafting <ul style="list-style-type: none"> • Deciding title of their writing • Creating sentences based on the ideas that they have on their mind map 	Group Work
		<ul style="list-style-type: none"> - Writing <ul style="list-style-type: none"> • Developing their draft into good paragraph 	Individual Work
		<ul style="list-style-type: none"> - Revising <ul style="list-style-type: none"> • Sharing their work in an online group discussion - Giving suggestions or feedback on friend's work 	Group Work
		<ul style="list-style-type: none"> - Editing <ul style="list-style-type: none"> • Checking their writing on Grammarly • Correcting their writing based on the result of the grammar checking 	Individual Work
<ul style="list-style-type: none"> - Sharing or Publishing <ul style="list-style-type: none"> • Posting a video on their instagram feed • Filling the caption using their final writing • Putting the source of the video • Putting hastags at the bottom of the caption 		Individual Work	
40 minutes	Post-task Phase		
	Discussing the process of the writing that students have been through before (including the problems rised on the process of completing the task)	Telling the whole class the process that they have been through in completing the writing task	Whole Class
	<ul style="list-style-type: none"> - Discussing about form Focusing on form used in the writing (including problems related to form that they have found on the process of completing the writing)	<ul style="list-style-type: none"> - Telling form used on their writing Discussing form with the teacher	Whole Class
	Leading the students in exercising the language and the form	Learning to use the language and the form	Whole Class
10 minutes	<i>Closing</i>		Whole class
	<ul style="list-style-type: none"> - Asking the students' comments on learning. 	<ul style="list-style-type: none"> - Commenting on learning process. 	
	<ul style="list-style-type: none"> - Asking any difficulties faced by 	<ul style="list-style-type: none"> - Telling difficulties during the 	

	students during the lesson	learning.	
	- Asking the students to conclude what have been learnt.	- Concluding the learning.	

I. Learning Assessment

Type : Formal assessment

Technique : Writing test (creating a hortatory exposition text)

Instruments :

Writing Task	
<u>Instruction!</u>	
<ol style="list-style-type: none"> 1. Please work in a group of five. 2. Discuss about topics related to Environment. 3. Please create a hortatory exposition text related to Environment (you need to follow every writing process with your group) 	
In this task, you will be assessed in terms of:	
- Content	: clear main ideas, focus on the main idea, supporting main ideas with specific, appropriate details/example/reason/evidence
- Organization	: well-arranged, cohesion and coherent
- Grammar	: appropriate tenses, no jumbled words, word order, articles, pronoun, and preposition
- Vocabulary	: appropriate choice of words
- Mechanics	: capitalization, punctuation, spelling and formatting.

Writing Scoring Rubric for Hortatory Exposition Text:

Aspects of Writing	Score	Performance Description	Weight
Content (C) 30%	4	Main ideas stated clearly and relevant to the topic. Support main idea convincingly with specific, appropriate example/reason/evidence.	3
	3	Main ideas stated clear enough and almost relevant to the topic. Support main idea but few points are too general/abstract/vague.	
	2	Main ideas somewhat not clear but generally address the topic. Lack use of specific, appropriate example/reason/evidence	
	1	Main idea is not clear. No use of specific, appropriate example/reason/evidence.	
Organization (O) 20%	4	Focuses on the main idea with well-organized, well-elaborated text, perfectly coherent.	2
	3	Focuses on the main idea and well-organized but not well-	

		elaborated, logical but incomplete sequencing.	
	2	Focuses on the main idea but not well-organized and not well-elaborated, lacks logical sequencing.	
	1	Not focus on the main idea, sometimes has more than one main idea, not well-organized, not well-elaborated, incoherent.	
Grammar (G) 20%	4	Very few jumbled words, very few mistakes in: tense, word order, articles, pronoun, and preposition. (1-6)	2
	3	Few jumbled words, few mistakes in: tense, word order, articles, pronoun, and preposition. (7-20)	
	2	Numerous jumbled words, numerous mistakes in: tense, word order, articles, pronoun, and preposition. (20-50)	
	1	Frequent jumbled words, frequent mistakes in: tense, word order, articles, pronoun, and preposition. (51-100)	
Vocabulary (V) 15%	4	Effective choice of words and use of idioms and word forms	1.5
	3	Adequate choice of words but some misuse of vocabulary, idioms and word forms	
	2	Limited range of confused words, idioms, and word forms	
	1	Very limited range, very poor knowledge of words, idioms and word forms	
Mechanics (M) 15%	4	Effective use of capitalization, punctuation, spelling and formatting.	
	3	Few (if any) noticeable error in capitalization, punctuation, spelling and formatting.	
	2	Several errors in spelling and punctuation which detract from meaning.	
	1	Many misspell in simple words.	

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 100$$

Maximum score : 100

Minimum score : 25

LESSON PLAN 5th and 6th Meeting
(Experimental Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI/II
Subject : English
Topic : Hortatory Exposition text
Time Allotment : 4x45 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) Creating an online mind map about the ideas on the topic that they have.
- 3) Writing hortatory exposition texts 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 group.
- 2) The students are able to creating an online mind mapping through online mapping tool.
- 3) The students are able to write a hortatory exposition text related to education through following task-based learning phases.

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 recount 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 : Communicative Approach

Method : Task-Based Language Teaching

Technique : Group work, Discussion,

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 the last topic that they have learned.	- Telling the last topic that they have learned.	
40 minutes	Whilst Activity		
	Pre-task Phase		
	- Informing the students about the task and allotment time to accomplish the task. (The students are asked to write a hortatory text, based on the given topic, within 45 minutes)	- Listening and paying attention to the teacher (Rising their hand if they have any questions related to the task)	Whole Class
	- Checking and built students' background knowledge about the topic Education. (Do you think that having good education necessary?, Do you enjoy being a senior high school student?, What was your favourite moment or experience in your own education?)	- Responding to the teacher by giving opinions and sharing their ideas about Education	Whole Class
	- Highlighting important vocabulary and forms. (How to express their arguments, the tenses use in expressing their ideas)	- Responding to the teacher by sharing thoughts on language features used in expressing ideas	Whole Class
	- Telling task process/steps and providing a model (Telling the students that they should follow the writing process in completing the task)	- Paying attention to the teacher and raising their hands if they have any questions	Whole Class
- Pre writing	- Finding a topic related to education		
• Telling the students to find information related to the topic that they have, watching videos on YouTube and reading articles on Google	- Watching videos on YouTube		
	- Searching articles on Google		
	- Opening MindMeister		
• Giving model on creating mind map in an online mapping tool (Mind Meister)	- Creating mind map		

	<ul style="list-style-type: none"> - Drafting • Telling the students that they should write their first draft based on the ideas that they have on the mind map (write on Ms.Word on their mobile devices) • Giving examples on paraphrasing, deciding title, creating sentences 	<ul style="list-style-type: none"> - Deciding title - Creating sentences based on ideas that they have on their mind map 	
	<ul style="list-style-type: none"> - Writing • Telling the students that in this phase the students need to develop their draft into good paragraph 	<ul style="list-style-type: none"> - Writing the paragraph 	
	<ul style="list-style-type: none"> - Revising • Telling the students that after they finish their writing, they need to share their writing in an online group discussion on Whatsapp application and others should give feedback and suggestions • Telling the students that they need to revise their writing based on the given suggestion 	<ul style="list-style-type: none"> - Paying attention to the teacher explanation on how to revise their writing - Sharing their writing 	
	<ul style="list-style-type: none"> - Editing • Telling the students that they need to check their writing in terms of writing mechanics, spelling, language use. • Giving model on how to use Grammarly on checking their writing 	<ul style="list-style-type: none"> - Opening Grammarly application - Learning how to use the application on checking the mechanics, spelling, grammar, and vocabulary 	
	<ul style="list-style-type: none"> - Sharing/Publishing their Final Writing • Telling the students about social media used, the hastag used, the students should post a video related to their writing, with their writing as the caption, and put the source of their videos at the end of the writing. • Giving model on how to post a video with their writing as the caption, and put the source and hastag. 	<ul style="list-style-type: none"> - Paying attention on the steps to upload the video, put the caption, put the source of the video, and put the hastag 	
	<ul style="list-style-type: none"> - Planning on how the students performing the task (Asking the students to form a group by counting 1 to 6. Number 1 with number 1, and so on.) (Asking the students to discuss with their group what their writing might about related to Education.) 	<ul style="list-style-type: none"> - Counting from 1 to 6 - Finding their group - Creating a WhatsApp group discussion - Discussing the topic that they want to write related to Education 	<p>Group Work (One topic for a group, but each students should have one writing at the end of the meeting)</p>

80 minutes	Main-task Phase		
<ul style="list-style-type: none"> - Motivating the students to finish their task - Making sure the students understand the task phase and what they are expected in completing the task - Supporting the students in accomplishing the task - Helping students who face problems - Walking around the class 	<ul style="list-style-type: none"> - Pre-writing <ul style="list-style-type: none"> • Watching related videos on YouTube • Reading articles on Google • Creating mind mapping on MindMesiter 	Group Work	
	<ul style="list-style-type: none"> - Drafting <ul style="list-style-type: none"> • Deciding title of their writing • Creating sentences based on the ideas that they have on their mind map 	Group Work	
	<ul style="list-style-type: none"> - Writing <ul style="list-style-type: none"> • Developing their draft into good paragraph 	Individual Work	
	<ul style="list-style-type: none"> - Revising <ul style="list-style-type: none"> • Sharing their work in an online group discussion - Giving suggestions or feedback on friend's work 	Group Work	
	<ul style="list-style-type: none"> - Editing <ul style="list-style-type: none"> • Checking their writing on Grammarly • Correcting their writing based on the result of the grammar checking 	Individual Work	
	<ul style="list-style-type: none"> - Sharing or Publishing <ul style="list-style-type: none"> • Posting a video on their instagram feed • Filling the caption using their final writing • Putting the source of the video • Putting hastags at the bottom of the caption 	Individual Work	
40 minutes	Post-task Phase		
	Discussing the process of the writing that students have been through before (including the problems rised on the process of completing the task)	Telling the whole class the process that they have been through in completing the writing task	Whole Class
	<ul style="list-style-type: none"> - Discussing about form Focusing on form used in the writing (including problems related to form that they have found on the process of completing the writing) 	<ul style="list-style-type: none"> - Telling form used on their writing Discussing form with the teacher 	Whole Class
	Leading the students in exercising the language and the form	Learning to use the language and the form	Whole 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

	- 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

Type : Formal assessment

Technique : Writing test (creating a hortatory exposition text)

Instruments :

<p>Writing Task</p> <p><u>Instruction!</u></p> <ol style="list-style-type: none"> 1. Please work in a group of five. 2. Discuss about topics related to Education. 3. Please create a hortatory exposition text related to Education (you need to follow every writing process with your group) <p>In this task, you will be assessed in terms of:</p> <ul style="list-style-type: none"> - Content : clear main ideas, focus on the main idea, supporting main ideas with specific, appropriate details/example/reason/evidence - Organization : well-arranged, cohesion and coherent - Grammar : appropriate tenses, no jumbled words, word order, articles, pronoun, and preposition - Vocabulary : appropriate choice of words - Mechanics : capitalization, punctuation, spelling and formatting.
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Writing Scoring Rubric for Hortatory Exposition Text:

Aspects of Writing	Score	Performance Description	Weight
Content (C) 30%	4	Main ideas stated clearly and relevant to the topic. Support main idea convincingly with specific, appropriate example/reason/evidence.	3
	3	Main ideas stated clear enough and almost relevant to the topic. Support main idea but few points are too general/abstract/vague.	
	2	Main ideas somewhat not clear but generally address the topic. Lack use of specific, appropriate example/reason/evidence	
	1	Main idea is not clear. No use of specific, appropriate example/reason/evidence.	
Organization (O) 20%	4	Focuses on the main idea with well-organized, well-elaborated text, perfectly coherent.	2
	3	Focuses on the main idea and well-organized but not well-	

		elaborated, logical but incomplete sequencing.	
	2	Focuses on the main idea but not well-organized and not well-elaborated, lacks logical sequencing.	
	1	Not focus on the main idea, sometimes has more than one main idea, not well-organized, not well-elaborated, incoherent.	
Grammar (G) 20%	4	Very few jumbled words, very few mistakes in: tense, word order, articles, pronoun, and preposition. (1-6)	2
	3	Few jumbled words, few mistakes in: tense, word order, articles, pronoun, and preposition. (7-20)	
	2	Numerous jumbled words, numerous mistakes in: tense, word order, articles, pronoun, and preposition. (20-50)	
	1	Frequent jumbled words, frequent mistakes in: tense, word order, articles, pronoun, and preposition. (51-100)	
Vocabulary (V) 15%	4	Effective choice of words and use of idioms and word forms	1.5
	3	Adequate choice of words but some misuse of vocabulary, idioms and word forms	
	2	Limited range of confused words, idioms, and word forms	
	1	Very limited range, very poor knowledge of words, idioms and word forms	
Mechanics (M) 15%	4	Effective use of capitalization, punctuation, spelling and formatting.	
	3	Few (if any) noticeable error in capitalization, punctuation, spelling and formatting.	
	2	Several errors in spelling and punctuation which detract from meaning.	
	1	Many misspell in simple words.	

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 100$$

Maximum score : 100

Minimum score : 25

LESSON PLAN 7th and 8th Meeting
(Experimental Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI/II
Subject : English
Topic : Hortatory Exposition text
Time Allotment : 4x45 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) Creating an online mind map about the ideas on the topic that they have.
- 3) Writing hortatory exposition texts related to technology.

D. Learning Objectives

- 1) The students are able to identify generic structure, social function, and language features of hortatory exposition text through discussing in group.
- 2) The students are able to creating an online mind mapping through online mapping tool.
- 3) The students are able to write a hortatory exposition text related to technology through following task-based learning phases.

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 recount 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 : Communicative Approach

Method : Task-Based Language Teaching

Technique : Group work, Discussion,

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 the last topic that they have learned.	- Telling the last topic that they have learned.	
40 minutes	Whilst Activity		
	Pre-task Phase		
	- Informing the students about the task and allotment time to accomplish the task. (The students are asked to write a hortatory text, based on the given topic, within 45 minutes)	- Listening and paying attention to the teacher (Rising their hand if they have any questions related to the task)	Whole Class
	- Checking and built students' background knowledge about the topic Technology. (In your opinion, what is the greatest technological invention? Why?, What are the advantages of technology?, What are the disadvantages of technology?, Have you used the Internet to learn English or read or talk in English?)	- Responding to the teacher by giving opinions and sharing their ideas about Technology	Whole Class
	- Highlighting important vocabulary and forms. (How to express their arguments, the tenses use in expressing their ideas)	- Responding to the teacher by sharing thoughts on language features used in expressing ideas	Whole Class
	- Telling task process/steps and providing a model (Telling the students that they should follow the writing process in completing the task)	- Paying attention to the teacher and raising their hands if they have any questions	Whole Class
- Pre writing • Telling the students to find information related to the topic that they have, watching videos on YouTube and reading articles on Google • Giving model on creating mind map in an online mapping tool (Mind Meister)	- Finding a topic related to Technology - Watching videos on YouTube - Searching articles on Google - Opening MindMeister - Creating mind map		
- Drafting	- Deciding title		

	<ul style="list-style-type: none"> • Telling the students that they should write their first draft based on the ideas that they have on the mind map (write on Ms.Word on their mobile devices) • Giving examples on paraphrasing, deciding title, creating sentences 	<ul style="list-style-type: none"> - Creating sentences based on ideas that they have on their mind map 	
	<ul style="list-style-type: none"> - Writing • Telling the students that in this phase the students need to develop their draft into good paragraph 	<ul style="list-style-type: none"> - Writing the paragraph 	
	<ul style="list-style-type: none"> - Revising • Telling the students that after they finish their writing, they need to share their writing in an online group discussion on Whatsapp application and others should give feedback and suggestions • Telling the students that they need to revise their writing based on the given suggestion 	<ul style="list-style-type: none"> - Paying attention to the teacher explanation on how to revise their writing - Sharing their writing 	
	<ul style="list-style-type: none"> - Editing • Telling the students that they need to check their writing in terms of writing mechanics, spelling, language use. • Giving model on how to use Grammarly on checking their writing 	<ul style="list-style-type: none"> - Opening Grammarly application - Learning how to use the application on checking the mechanics, spelling, grammar, and vocabulary 	
	<ul style="list-style-type: none"> - Sharing/Publishing their Final Writing • Telling the students about social media used, the hastag used, the students should post a video related to their writing, with their writing as the caption, and put the source of their videos at the end of the writing. • Giving model on how to post a video with their writing as the caption, and put the source and hastag. 	<ul style="list-style-type: none"> - Paying attention on the steps to upload the video, put the caption, put the source of the video, and put the hastag 	
	<ul style="list-style-type: none"> - Planning on how the students performing the task (Asking the students to form a group by counting 1 to 6. Number 1 with number 1, and so on.) (Asking the students to discuss with their group what their writing might about related to Technology.) 	<ul style="list-style-type: none"> - Counting from 1 to 6 - Finding their group - Creating a WhatsApp group discussion - Discussing the topic that they want to write related to Technology 	<p>Group Work (One topic for a group, but each students should have one writing at the end of the meeting)</p>

80 minutes	Main-task Phase		
	<ul style="list-style-type: none"> - Motivating the students to finish their task - Making sure the students understand the task phase and what they are expected in completing the task - Supporting the students in accomplishing the task - Helping students who face problems - Walking around the class 	<ul style="list-style-type: none"> - Pre-writing <ul style="list-style-type: none"> • Watching related videos on YouTube • Reading articles on Google • Creating mind mapping on MindMesiter 	Group Work
		<ul style="list-style-type: none"> - Drafting <ul style="list-style-type: none"> • Deciding title of their writing • Creating sentences based on the ideas that they have on their mind map 	Group Work
		<ul style="list-style-type: none"> - Writing <ul style="list-style-type: none"> • Developing their draft into good paragraph 	Individual Work
		<ul style="list-style-type: none"> - Revising <ul style="list-style-type: none"> • Sharing their work in an online group discussion - Giving suggestions or feedback on friend's work 	Group Work
		<ul style="list-style-type: none"> - Editing <ul style="list-style-type: none"> • Checking their writing on Grammarly • Correcting their writing based on the result of the grammar checking 	Individual Work
<ul style="list-style-type: none"> - Sharing or Publishing <ul style="list-style-type: none"> • Posting a video on their instagram feed • Filling the caption using their final writing • Putting the source of the video • Putting hastags at the bottom of the caption 		Individual Work	
40 minutes	Post-task Phase		
	Discussing the process of the writing that students have been through before (including the problems rised on the process of completing the task)	Telling the whole class the process that they have been through in completing the writing task	Whole Class
	<ul style="list-style-type: none"> - Discussing about form Focusing on form used in the writing (including problems related to form that they have found on the process of completing the writing)	<ul style="list-style-type: none"> - Telling form used on their writing Discussing form with the teacher	Whole Class
	Leading the students in exercising the language and the form	Learning to use the language and the form	Whole Class
10 minutes	<i>Closing</i>		Whole class
	<ul style="list-style-type: none"> - Asking the students' comments on learning. 	<ul style="list-style-type: none"> - Commenting on learning process. 	
	<ul style="list-style-type: none"> - Asking any difficulties faced by 	<ul style="list-style-type: none"> - Telling difficulties during the 	

	students during the lesson	learning.	
	- Asking the students to conclude what have been learnt.	- Concluding the learning.	

I. Learning Assessment

Type : Formal assessment

Technique : Writing test (creating a hortatory exposition text)

Instruments :

<p>Writing Task</p> <p><u>Instruction!</u></p> <ol style="list-style-type: none"> 1. Please work in a group of five. 2. Discuss about topics related to Technology. 3. Please create a hortatory exposition text related to Technology (you need to follow every writing process with your group) <p>In this task, you will be assessed in terms of:</p> <ul style="list-style-type: none"> - Content : clear main ideas, focus on the main idea, supporting main ideas with specific, appropriate details/example/reason/evidence - Organization : well-arranged, cohesion and coherent - Grammar : appropriate tenses, no jumbled words, word order, articles, pronoun, and preposition - Vocabulary : appropriate choice of words - Mechanics : capitalization, punctuation, spelling and formatting.
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Writing Scoring Rubric for Hortatory Exposition Text:

Aspects of Writing	Score	Performance Description	Weight
Content (C) 30%	4	Main ideas stated clearly and relevant to the topic. Support main idea convincingly with specific, appropriate example/reason/evidence.	3
	3	Main ideas stated clear enough and almost relevant to the topic. Support main idea but few points are too general/abstract/vague.	
	2	Main ideas somewhat not clear but generally address the topic. Lack use of specific, appropriate example/reason/evidence	
	1	Main idea is not clear. No use of specific, appropriate example/reason/evidence.	
Organization (O) 20%	4	Focuses on the main idea with well-organized, well-elaborated text, perfectly coherent.	2
	3	Focuses on the main idea and well-organized but not well-elaborated, logical but incomplete sequencing.	

	2	Focuses on the main idea but not well-organized and not well-elaborated, lacks logical sequencing.	
	1	Not focus on the main idea, sometimes has more than one main idea, not well-organized, not well-elaborated, incoherent.	
Grammar (G) 20%	4	Very few jumbled words, very few mistakes in: tense, word order, articles, pronoun, and preposition. (1-6)	2
	3	Few jumbled words, few mistakes in: tense, word order, articles, pronoun, and preposition. (7-20)	
	2	Numerous jumbled words, numerous mistakes in: tense, word order, articles, pronoun, and preposition. (20-50)	
	1	Frequent jumbled words, frequent mistakes in: tense, word order, articles, pronoun, and preposition. (51-100)	
Vocabulary (V) 15%	4	Effective choice of words and use of idioms and word forms	1.5
	3	Adequate choice of words but some misuse of vocabulary, idioms and word forms	
	2	Limited range of confused words, idioms, and word forms	
	1	Very limited range, very poor knowledge of words, idioms and word forms	
Mechanics (M) 15%	4	Effective use of capitalization, punctuation, spelling and formatting.	
	3	Few (if any) noticeable error in capitalization, punctuation, spelling and formatting.	
	2	Several errors in spelling and punctuation which detract from meaning.	
	1	Many misspell in simple words.	

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 100$$

Maximum score : 100

Minimum score : 25



LESSON PLAN 1st Meeting
(Control Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI/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 the social function of hortatory exposition text.
- 2) Identifying the structures and language features of hortatory exposition text.
- 3) Generating ideas of the reading text in the form of a mind mapping.
- 4) Rewriting a hortatory exposition text related to healthy life.

D. Learning Objectives

- 1) Through group discussion after reading a hortatory exposition text, the students are able to identify the social function of the text.
- 2) Through group discussion after reading a hortatory exposition text, the students are able to identify the structures and language features of the text.
- 3) Through group work the students able to generate ideas related to the reading text in the form of mind mapping.
- 4) Through group work the students are able to rewrite a hortatory exposition text based on the reading text.

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 recount 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 : Communicative Approach
 Method : Task-Based Language Teaching
 Technique : Group work, Presentation

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

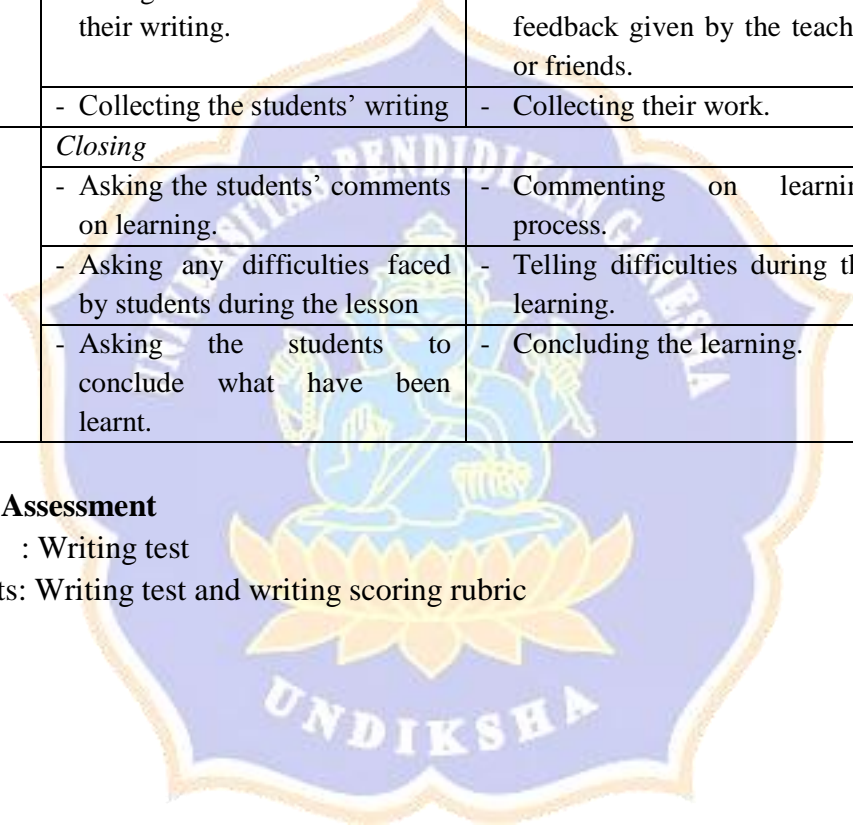
Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole Class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students' attendance	- Responding to the teacher	
	- Checking the students' readiness by asking about their opinion about a healthy life.	- Telling their opinion about breakfast.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Group work
	- Distributing examples of hortatory exposition text.	- Taking text given by the teacher.	
	- Asking the students to work in group of five.	- Sitting with their group's member.	
	- 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.	Whole class
	- Asking the students to analyse hortatory exposition text by summarizing important points of the text.	- Analysing text by summarizing important points of the text.	Group work
	- Asking the students' to create mind map using paper and pen	- Creating mind mapping with the group	Group Work
	- Asking the students to present	- Presenting their mind mapping	Whole Class

	their mind map in front of the class	in front of the class (Students with same text give comment on the map, including the ideas that they have)	
	- Asking the students to rewrite hortatory text following the generic structure. - Monitoring each student during the writing process.	- Rewriting recount text based on the text given using their own words, different title	Group work
	- Asking the students to share their writing	Reading their writing in front of class	Whole Class
	- 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.	
	- Collecting the students' writing	- Collecting their work.	Whole 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

Type : Writing test

Instruments: Writing test and writing scoring rubric



LESSON PLAN 2nd Meeting

(Control Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI/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 the social function of hortatory exposition text.
- 2) Identifying the structures and language features of hortatory exposition text.
- 3) Generating ideas of the reading text in the form of a mind mapping.
- 4) Writing a hortatory exposition text related to healthy life.

D. Learning Objectives

- 1) Through group discussion after reading a hortatory exposition text, the students are able to identify the social function of the text.
- 2) Through group discussion after reading a hortatory exposition text, the students are able to identify the structures and language features of the text.
- 3) Through group work the students able to generate ideas related to the reading text in the form of mind mapping.
- 4) Through group work the students are able to write a hortatory exposition text related to healthy life.

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 recount 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 : Communicative Approach

Method : Task-Based Language Teaching

Technique : Group work, Presentation

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		Group work
	- Asking the students to work in group of five.	- Sitting with their group's member.	
	- Asking the students to decide about a topic related to healthy life	- Deciding a topic for their writing related to healthy life	
	- Asking the students to discuss the ideas that they have in a group	- Discussing the ideas that they have related to Health (Students in a group should have different ideas)	
	- Asking the students to create mind map on paper about their ideas	- Creating mind mapping about their topic	Individual work
	- Asking the students to write hortatory text following the generic structure.	- Writing recount text based on the generic structures.	Individual work
	- 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.		
	- Asking the students to share their writing	- Reading their writing in front of class	
	- 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.	
	- Collecting the students' writing	- Collecting their work.	Whole 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

Type : Formal assessment

Technique : Writing test (creating a hortatory exposition text)

Instruments :

Writing Task

Instruction!

1. Please work in a group of five.
2. Discuss about topics related to Healthy Life.
3. Please create a hortatory exposition text related to Healthy Life (you need to follow every writing process with your group)

In this task, you will be assessed in terms of:

- Content : clear main ideas, focus on the main idea, supporting main ideas with specific, appropriate details/example/reason/evidence
- Organization : well-arranged, cohesion and coherent
- Grammar : appropriate tenses, no jumbled words, word order, articles, pronoun, and preposition
- Vocabulary : appropriate choice of words
- Mechanics : capitalization, punctuation, spelling and formatting.

Writing Scoring Rubric for Hortatory Exposition Text:

Aspects of Writing	Score	Performance Description	Weight
Content (C) 30%	4	Main ideas stated clearly and relevant to the topic. Support main idea convincingly with specific, appropriate example/reason/evidence.	3
	3	Main ideas stated clear enough and almost relevant to the topic. Support main idea but few points are too general/abstract/vague.	
	2	Main ideas somewhat not clear but generally address the	

		topic. Lack use of specific, appropriate example/reason/evidence	
	1	Main idea is not clear. No use of specific, appropriate example/reason/evidence.	
Organization (O) 20%	4	Focuses on the main idea with well-organized, well-elaborated text, perfectly coherent.	2
	3	Focuses on the main idea and well-organized but not well-elaborated, logical but incomplete sequencing.	
	2	Focuses on the main idea but not well-organized and not well-elaborated, lacks logical sequencing.	
	1	Not focus on the main idea, sometimes has more than one main idea, not well-organized, not well-elaborated, incoherent.	
Grammar (G) 20%	4	Very few jumbled words, very few mistakes in: tense, word order, articles, pronoun, and preposition. (1-6)	2
	3	Few jumbled words, few mistakes in: tense, word order, articles, pronoun, and preposition. (7-20)	
	2	Numerous jumbled words, numerous mistakes in: tense, word order, articles, pronoun, and preposition. (20-50)	
	1	Frequent jumbled words, frequent mistakes in: tense, word order, articles, pronoun, and preposition. (51-100)	
Vocabulary (V) 15%	4	Effective choice of words and use of idioms and word forms	1.5
	3	Adequate choice of words but some misuse of vocabulary, idioms and word forms	
	2	Limited range of confused words, idioms, and word forms	
	1	Very limited range, very poor knowledge of words, idioms and word forms	
Mechanics (M) 15%	4	Effective use of capitalization, punctuation, spelling and formatting.	
	3	Few (if any) noticeable error in capitalization, punctuation, spelling and formatting.	
	2	Several errors in spelling and punctuation which detract from meaning.	
	1	Many misspell in simple words.	

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 100$$

Maximum score : 100

Minimum score : 25

LESSON PLAN 3rd Meeting
(Control Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI/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 the social function of hortatory exposition text.
- 2) Identifying the structures and language features of hortatory exposition text.
- 3) Generating ideas of the reading text in the form of a mind mapping.
- 4) Rewriting a hortatory exposition text related to environment.

D. Learning Objectives

- 1) Through group discussion after reading a hortatory exposition text, the students are able to identify the social function of the text.
- 2) Through group discussion after reading a hortatory exposition text, the students are able to identify the structures and language features of the text.
- 3) Through group work the students able to generate ideas related to the reading text in the form of mind mapping.
- 4) Through group work the students are able to rewrite a hortatory exposition text based on the reading text.

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 recount 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 : Communicative Approach

Method : Task-Based Language Teaching

Technique : Group work, Presentation

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

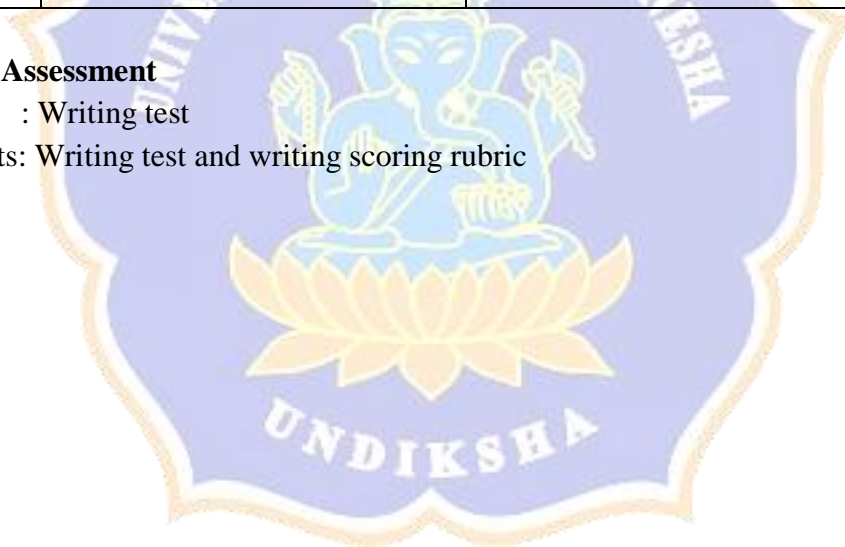
Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole Class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students' attendance	- Responding to the teacher	
	- Checking the students' readiness by asking about their opinion about a environment.	- Telling their opinion about environment nowadays.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Group work
	- Distributing examples of hortatory exposition text.	- Taking text given by the teacher.	
	- Asking the students to work in group of five.	- Sitting with their group's member.	
	- 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.	Whole class
	- Asking the students to analyse hortatory exposition text by summarizing important points of the text.	- Analysing text by summarizing important points of the text.	Group work
	- Asking the students' to create mind map using paper and pen	- Creating mind mapping with the group	Group Work
- Asking the students to present their mind map in front of the class	- Presenting their mind mapping in front of the class (Students with same text give comment on the map, including the ideas that they have)	Whole Class	

	<ul style="list-style-type: none"> - Asking the students to rewrite hortatory text following the generic structure. - Monitoring each student during the writing process. 	<ul style="list-style-type: none"> - Rewriting recount text based on the text given using their own words, different title 	Group work
	<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 	Whole Class
	<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"> - Collecting the students' writing 	<ul style="list-style-type: none"> - Collecting their work. 	Whole 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

Type : Writing test

Instruments: Writing test and writing scoring rubric



LESSON PLAN 4th Meeting
(Control Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI/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 the social function of hortatory exposition text.
- 2) Identifying the structures and language features of hortatory exposition text.
- 3) Generating ideas of the reading text in the form of a mind mapping.
- 4) Writing a hortatory exposition text related to environment.

D. Learning Objectives

- 1) Through group discussion after reading a hortatory exposition text, the students are able to identify the social function of the text.
- 2) Through group discussion after reading a hortatory exposition text, the students are able to identify the structures and language features of the text.
- 3) Through group work the students able to generate ideas related to the reading text in the form of mind mapping.
- 4) Through group work the students are able to write a hortatory exposition text related to environment.

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 recount 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 : Communicative Approach

Method : Task-Based Language Teaching

Technique : Group work, Presentation

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 environment.	- Telling their opinion about environment nowadays.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Group work
	- Asking the students to work in group of five.	- Sitting with their group's member.	
	- Asking the students to decide about a topic related to environment	- Deciding a topic for their writing related to environment	
	- Asking the students to discuss the ideas that they have in a group	- Discussing the ideas that they have related to environment (Students in a group should have different ideas)	
	- Asking the students to create mind map on paper about their ideas	- Creating mind mapping about their topic	Individual work
	- Asking the students to write hortatory text following the generic structure.	- Writing recount text based on the generic structures.	Individual work
	- 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.		
	- Asking the students to share their writing	- Reading their writing in front of class	
- 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.	
	- Collecting the students' writing	- Collecting their work.	Whole 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

Type : Formal assessment

Technique : Writing test (creating a hortatory exposition text)

Instruments :

Writing Task

Instruction!

1. Please work in a group of five.
2. Discuss about topics related to Environment.
3. Please create a hortatory exposition text related to Environment.
(you need to follow every writing process with your group)

In this task, you will be assessed in terms of:

- Content : clear main ideas, focus on the main idea, supporting main ideas with specific, appropriate details/example/reason/evidence
- Organization : well-arranged, cohesion and coherent
- Grammar : appropriate tenses, no jumbled words, word order, articles, pronoun, and preposition
- Vocabulary : appropriate choice of words
- Mechanics : capitalization, punctuation, spelling and formatting.

Writing Scoring Rubric for Hortatory Exposition Text:

Aspects of Writing	Score	Performance Description	Weight
Content (C) 30%	4	Main ideas stated clearly and relevant to the topic. Support main idea convincingly with specific, appropriate example/reason/evidence.	3
	3	Main ideas stated clear enough and almost relevant to the topic. Support main idea but few points are too general/abstract/vague.	
	2	Main ideas somewhat not clear but generally address the	

		topic. Lack use of specific, appropriate example/reason/evidence	
	1	Main idea is not clear. No use of specific, appropriate example/reason/evidence.	
Organization (O) 20%	4	Focuses on the main idea with well-organized, well-elaborated text, perfectly coherent.	2
	3	Focuses on the main idea and well-organized but not well-elaborated, logical but incomplete sequencing.	
	2	Focuses on the main idea but not well-organized and not well-elaborated, lacks logical sequencing.	
	1	Not focus on the main idea, sometimes has more than one main idea, not well-organized, not well-elaborated, incoherent.	
Grammar (G) 20%	4	Very few jumbled words, very few mistakes in: tense, word order, articles, pronoun, and preposition. (1-6)	2
	3	Few jumbled words, few mistakes in: tense, word order, articles, pronoun, and preposition. (7-20)	
	2	Numerous jumbled words, numerous mistakes in: tense, word order, articles, pronoun, and preposition. (20-50)	
	1	Frequent jumbled words, frequent mistakes in: tense, word order, articles, pronoun, and preposition. (51-100)	
Vocabulary (V) 15%	4	Effective choice of words and use of idioms and word forms	1.5
	3	Adequate choice of words but some misuse of vocabulary, idioms and word forms	
	2	Limited range of confused words, idioms, and word forms	
	1	Very limited range, very poor knowledge of words, idioms and word forms	
Mechanics (M) 15%	4	Effective use of capitalization, punctuation, spelling and formatting.	
	3	Few (if any) noticeable error in capitalization, punctuation, spelling and formatting.	
	2	Several errors in spelling and punctuation which detract from meaning.	
	1	Many misspell in simple words.	

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 100$$

Maximum score : 100

Minimum score : 25

LESSON PLAN 5th Meeting
(Control Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI/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 the social function of hortatory exposition text.
- 2) Identifying the structures and language features of hortatory exposition text.
- 3) Generating ideas of the reading text in the form of a mind mapping.
- 4) Rewriting a hortatory exposition text related to education.

D. Learning Objectives

- 1) Through group discussion after reading a hortatory exposition text, the students are able to identify the social function of the text.
- 2) Through group discussion after reading a hortatory exposition text, the students are able to identify the structures and language features of the text.
- 3) Through group work the students able to generate ideas related to the reading text in the form of mind mapping.
- 4) Through group work the students are able to rewrite a hortatory exposition text based on the reading text.

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 recount 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 : Communicative Approach

Method : Task-Based Language Teaching

Technique : Group work, Presentation

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

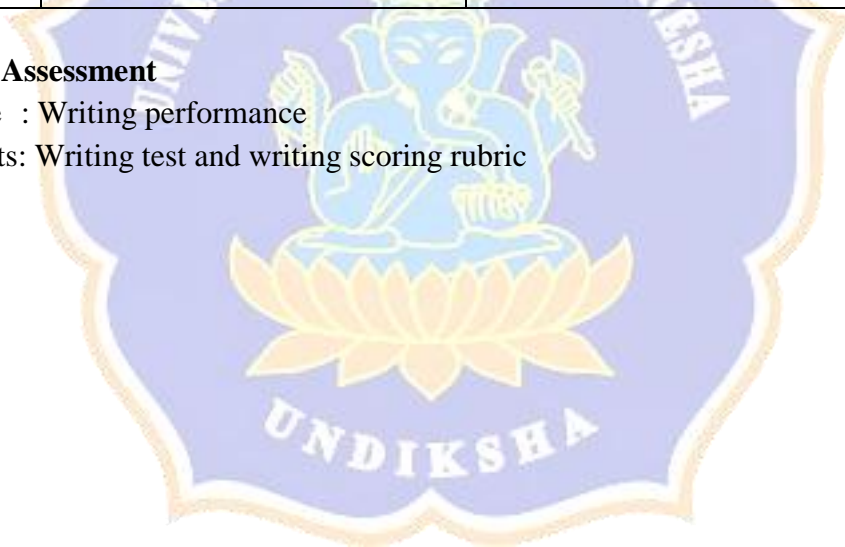
Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole Class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students' attendance	- Responding to the teacher	
	- Checking the students' readiness by asking about their opinion about a education.	- Telling their opinion about education.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Group work
	- Distributing examples of hortatory exposition text.	- Taking text given by the teacher.	
	- Asking the students to work in group of five.	- Sitting with their group's member.	
	- 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.	
	- Asking the students to analyse hortatory exposition text by summarizing important points of the text.	- Analysing text by summarizing important points of the text.	Group work
	- Asking the students' to create mind map using paper and pen	- Creating mind mapping with the group	Group Work
	- Asking the students to present their mind map in front of the class	- Presenting their mind mapping in front of the class (Students with same text give comment on the map, including the ideas that they have)	Whole Class

	<ul style="list-style-type: none"> - Asking the students to rewrite hortatory text following the generic structure. - Monitoring each student during the writing process. 	<ul style="list-style-type: none"> - Rewriting recount text based on the text given using their own words, different title 	Group work
	<ul style="list-style-type: none"> - Asking the students to share their writing 	Reading their writing in front of class	Whole Class
	<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"> - Collecting the students' writing 	<ul style="list-style-type: none"> - Collecting their work. 	Whole class
10 minutes	<i>Closing</i>		Whole class
	<ul style="list-style-type: none"> - Asking the students' comments on learning. 	<ul style="list-style-type: none"> - Commenting on learning process. 	
	<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 6th Meeting

(Control Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI/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 the social function of hortatory exposition text.
- 2) Identifying the structures and language features of hortatory exposition text.
- 3) Generating ideas of the reading text in the form of a mind mapping.
- 4) Writing a hortatory exposition text related to education.

D. Learning Objectives

- 1) Through group discussion after reading a hortatory exposition text, the students are able to identify the social function of the text.
- 2) Through group discussion after reading a hortatory exposition text, the students are able to identify the structures and language features of the text.
- 3) Through group work the students able to generate ideas related to the reading text in the form of mind mapping.
- 4) Through group work the students are able to write a hortatory exposition text related to education.

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 recount 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 : Communicative Approach

Method : Task-Based Language Teaching

Technique : Group work, Presentation

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 education.	- Telling their opinion about education.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Group work
	- Asking the students to work in group of five.	- Sitting with their group's member.	
	- Asking the students to decide about a topic related to education	- Deciding a topic for their writing related to education	
	- Asking the students to discuss the ideas that they have in a group	- Discussing the ideas that they have related to education (Students in a group should have different ideas)	
	- Asking the students to create mind map on paper about their ideas	- Creating mind mapping about their topic	Individual work
	- Asking the students to write hortatory text following the generic structure.	- Writing recount text based on the generic structures.	Individual work
	- 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.		
	- Asking the students to share their writing	- Reading their writing in front of class	
	- 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.	
	- Collecting the students' writing	- Collecting their work.	Whole 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

Type : Formal assessment

Technique : Writing test (creating a hortatory exposition text)

Instruments :

Writing Task

Instruction!

1. Please work in a group of five.
2. Discuss about topics related to Education.
3. Please create a hortatory exposition text related to Education.
(you need to follow every writing process with your group)

In this task, you will be assessed in terms of:

- Content : clear main ideas, focus on the main idea, supporting main ideas with specific, appropriate details/example/reason/evidence
- Organization : well-arranged, cohesion and coherent
- Grammar : appropriate tenses, no jumbled words, word order, articles, pronoun, and preposition
- Vocabulary : appropriate choice of words
- Mechanics : capitalization, punctuation, spelling and formatting.

Writing Scoring Rubric for Hortatory Exposition Text:

Aspects of Writing	Score	Performance Description	Weight
Content (C) 30%	4	Main ideas stated clearly and relevant to the topic. Support main idea convincingly with specific, appropriate example/reason/evidence.	3
	3	Main ideas stated clear enough and almost relevant to the topic. Support main idea but few points are too general/abstract/vague.	
	2	Main ideas somewhat not clear but generally address the	

		topic. Lack use of specific, appropriate example/reason/evidence	
	1	Main idea is not clear. No use of specific, appropriate example/reason/evidence.	
Organization (O) 20%	4	Focuses on the main idea with well-organized, well-elaborated text, perfectly coherent.	2
	3	Focuses on the main idea and well-organized but not well-elaborated, logical but incomplete sequencing.	
	2	Focuses on the main idea but not well-organized and not well-elaborated, lacks logical sequencing.	
	1	Not focus on the main idea, sometimes has more than one main idea, not well-organized, not well-elaborated, incoherent.	
Grammar (G) 20%	4	Very few jumbled words, very few mistakes in: tense, word order, articles, pronoun, and preposition. (1-6)	2
	3	Few jumbled words, few mistakes in: tense, word order, articles, pronoun, and preposition. (7-20)	
	2	Numerous jumbled words, numerous mistakes in: tense, word order, articles, pronoun, and preposition. (20-50)	
	1	Frequent jumbled words, frequent mistakes in: tense, word order, articles, pronoun, and preposition. (51-100)	
Vocabulary (V) 15%	4	Effective choice of words and use of idioms and word forms	1.5
	3	Adequate choice of words but some misuse of vocabulary, idioms and word forms	
	2	Limited range of confused words, idioms, and word forms	
	1	Very limited range, very poor knowledge of words, idioms and word forms	
Mechanics (M) 15%	4	Effective use of capitalization, punctuation, spelling and formatting.	
	3	Few (if any) noticeable error in capitalization, punctuation, spelling and formatting.	
	2	Several errors in spelling and punctuation which detract from meaning.	
	1	Many misspell in simple words.	

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 100$$

Maximum score : 100

Minimum score : 25

LESSON PLAN 7th Meeting

(Control Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI/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 the social function of hortatory exposition text.
- 2) Identifying the structures and language features of hortatory exposition text.
- 3) Generating ideas of the reading text in the form of a mind mapping.
- 4) Rewriting a hortatory exposition text related to technology.

D. Learning Objectives

- 1) Through group discussion after reading a hortatory exposition text, the students are able to identify the social function of the text.
- 2) Through group discussion after reading a hortatory exposition text, the students are able to identify the structures and language features of the text.
- 3) Through group work the students able to generate ideas related to the reading text in the form of mind mapping.
- 4) Through group work the students are able to rewrite a hortatory exposition text based on the reading text.

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 recount 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 : Communicative Approach

Method : Task-Based Language Teaching

Technique : Group work, Presentation

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

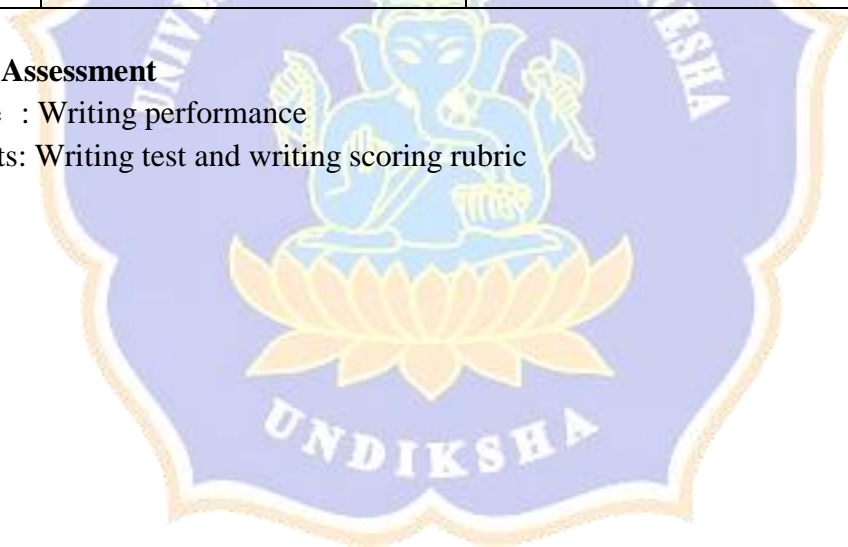
Time Frame (in minute)	Procedures		Notes
	Teacher	Students	
10 minutes	Opening/ Warming up		Whole Class
	- Greeting the students.	- Greeting the teacher.	
	- Checking students' attendance	- Responding to the teacher	
	- Checking the students' readiness by asking about their opinion about a technology.	- Telling their opinion about technology nowadays.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Group work
	- Distributing examples of hortatory exposition text.	- Taking text given by the teacher.	
	- Asking the students to work in group of five.	- Sitting with their group's member.	
	- 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.	Whole class
	- Asking the students to analyse hortatory exposition text by summarizing important points of the text.	- Analysing text by summarizing important points of the text.	Group work
	- Asking the students to create mind map using paper and pen	- Creating mind mapping with the group	Group Work
- Asking the students to present their mind map in front of the class	- Presenting their mind mapping in front of the class (Students with same text give comment on the map, including the ideas that they have)	Whole Class	

	<ul style="list-style-type: none"> - Asking the students to rewrite hortatory text following the generic structure. - Monitoring each student during the writing process. 	<ul style="list-style-type: none"> - Rewriting recount text based on the text given using their own words, different title 	Group work
	<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 	Whole Class
	<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"> - Collecting the students' writing 	<ul style="list-style-type: none"> - Collecting their work. 	Whole 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 8th Meeting

(Control Group)

School : SMA Negeri 4 Singaraja
Class/Term : XI/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 the social function of hortatory exposition text.
- 2) Identifying the structures and language features of hortatory exposition text.
- 3) Generating ideas of the reading text in the form of a mind mapping.
- 4) Writing a hortatory exposition text related to technology.

D. Learning Objectives

- 1) Through group discussion after reading a hortatory exposition text, the students are able to identify the social function of the text.
- 2) Through group discussion after reading a hortatory exposition text, the students are able to identify the structures and language features of the text.
- 3) Through group work the students able to generate ideas related to the reading text in the form of mind mapping.
- 4) Through group work the students are able to write a hortatory exposition text related to technology.

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 recount 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 : Communicative Approach

Method : Task-Based Language Teaching

Technique : Group work, Presentation

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 the last topic that they have	- Telling their opinion about the last topic.	
	- Telling learning objectives.	- Listening to the teacher.	
70 minutes	Whilst Activity		Group work
	- Asking the students to work in group of five.	- Sitting with their group's member.	
	- Asking the students to decide about a topic related to technology	- Deciding a topic for their writing related to technology	
	- Asking the students to discuss the ideas that they have in a group	- Discussing the ideas that they have related to technology (Students in a group should have different ideas)	
	- Asking the students to create mind map on paper about their ideas	- Creating mind mapping about their topic	Individual work
	- Asking the students to write hortatory text following the generic structure.	- Writing recount text based on the generic structures.	Individual work
	- 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.		
	- Asking the students to share their writing	- Reading their writing in front of class	
- 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.	
	- Collecting the students' writing	- Collecting their work.	Whole 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

Type : Formal assessment

Technique : Writing test (creating a hortatory exposition text)

Instruments :

Writing Task

Instruction!

1. Please work in a group of five.
2. Discuss about topics related to Technology.
3. Please create a hortatory exposition text related to Technology.
(you need to follow every writing process with your group)

In this task, you will be assessed in terms of:

- Content : clear main ideas, focus on the main idea, supporting main ideas with specific, appropriate details/example/reason/evidence
- Organization : well-arranged, cohesion and coherent
- Grammar : appropriate tenses, no jumbled words, word order, articles, pronoun, and preposition
- Vocabulary : appropriate choice of words
- Mechanics : capitalization, punctuation, spelling and formatting.

Writing Scoring Rubric for Hortatory Exposition Text:

Aspects of Writing	Score	Performance Description	Weight
Content (C) 30%	4	Main ideas stated clearly and relevant to the topic. Support main idea convincingly with specific, appropriate example/reason/evidence.	3
	3	Main ideas stated clear enough and almost relevant to the	

		topic. Support main idea but few points are too general/abstract/vague.	
	2	Main ideas somewhat not clear but generally address the topic. Lack use of specific, appropriate example/reason/evidence	
	1	Main idea is not clear. No use of specific, appropriate example/reason/evidence.	
Organization (O) 20%	4	Focuses on the main idea with well-organized, well-elaborated text, perfectly coherent.	2
	3	Focuses on the main idea and well-organized but not well-elaborated, logical but incomplete sequencing.	
	2	Focuses on the main idea but not well-organized and not well-elaborated, lacks logical sequencing.	
	1	Not focus on the main idea, sometimes has more than one main idea, not well-organized, not well-elaborated, incoherent.	
Grammar (G) 20%	4	Very few jumbled words, very few mistakes in: tense, word order, articles, pronoun, and preposition. (1-6)	2
	3	Few jumbled words, few mistakes in: tense, word order, articles, pronoun, and preposition. (7-20)	
	2	Numerous jumbled words, numerous mistakes in: tense, word order, articles, pronoun, and preposition. (20-50)	
	1	Frequent jumbled words, frequent mistakes in: tense, word order, articles, pronoun, and preposition. (51-100)	
Vocabulary (V) 15%	4	Effective choice of words and use of idioms and word forms	1.5
	3	Adequate choice of words but some misuse of vocabulary, idioms and word forms	
	2	Limited range of confused words, idioms, and word forms	
	1	Very limited range, very poor knowledge of words, idioms and word forms	
Mechanics (M) 15%	4	Effective use of capitalization, punctuation, spelling and formatting.	
	3	Few (if any) noticeable error in capitalization, punctuation, spelling and formatting.	

	2	Several errors in spelling and punctuation which detract from meaning.	
	1	Many misspell in simple words.	

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 100$$

Maximum score : 100

Minimum score : 25



Appendix 8 Content Validity of the Questionnaire

Cross Tabulation Table (Motivation in Writing Questionnaire)

		The First Expert Judge	
		Irrelevant	Relevant
The Second Expert Judge	Irrelevant	A = 0	C = 0
	Relevant	B = 0	D = 40

Content Validity of the Questionnaire:

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

$$\text{Content Validity} = \frac{40}{0 + 0 + 0 + 40}$$

$$\text{Content Validity} = 1$$



Blue Print of Questionnaire

Students' Motivation in Writing

Research Question

- 1) Is there any significant effect of Mobile Assisted Task-based Language Learning towards students' motivation in writing?

A. Grand Theory of Mobile Assisted Language Learning

Mobile Assisted Language Learning defined as the use of mobile devices in learning (such as mobile phones, tablet pcs, or other personal digital assistants) that take account of the (1) mobility of technology, in which students are able to do the task anywhere, by using a variety of devices that have the capacity to link to the Internet and deliver content and instruction that can enable learners to learn at any time and anywhere; (2) mobility of learners in which students fully control the access of information on their mobile devices, and enjoy a certain amount of freedom and independence; and the last (3) mobility of learning in which deals with accessible resources wherever the students are, support for effective learning and performance-based assessment, flexibility (Arvanitis, Krystalli, & Panagiotidis, 2016; El-hussein & Cronje, 2010; Kukulska-hulme & Shield, 2008).

B. Grand Theory of Motivation in Writing

Bruning, Dempsey, Kauffman, and Zumbrunn (2013); Troia, Shankland, and Wolbers (2012) argue that there are several components of motivation that affect the students' writing including *self-efficacy beliefs, interest, perceived task value, and goal orientations*. First, self-efficacy related to how the students assess themselves related to their competence to perform a task. Bruning et al. (2013) argue that self-efficacy in writing is more related to students' abilities to successfully perform various writing tasks than to changes in specific writing skills. This includes (1) ideation which focus on writers' judgments of the ability to generate ideas and order their ideas, (2) conventions which focus on accepted standards for expressing ideas in writing ways, such as to spell, to punctuate, to capitalize, and also focus on sentences structure and tenses, and

(3) self-regulation defined as skills to manage the anxieties and emotions that can accompany writing, such as get “unstuck” from writing problems, motivate oneself to write even when a topic is less than captivating and deals with correcting grammatical errors.

Second, interest and task value. Interest and task value are related to personal significance or importance of the task towards themselves. Troi et al., also believe that students with a strong personal interest in a topic or activity will pay greater attention, persist longer, enjoy their involvement, and acquire more knowledge than those lacking interest, and have a higher value of the task (Troia, Shankland, & Wolbers, 2012).

The last is the goal orientations. There are two types of goals related to achievement, namely mastery and performance goal. Mastery goals are a focus on knowledge and skill attainment and achieving a sense of competence. Meanwhile, performance goals related to demonstrating relative ability, receiving public recognition, and surpassing others (Troia et al., 2012).

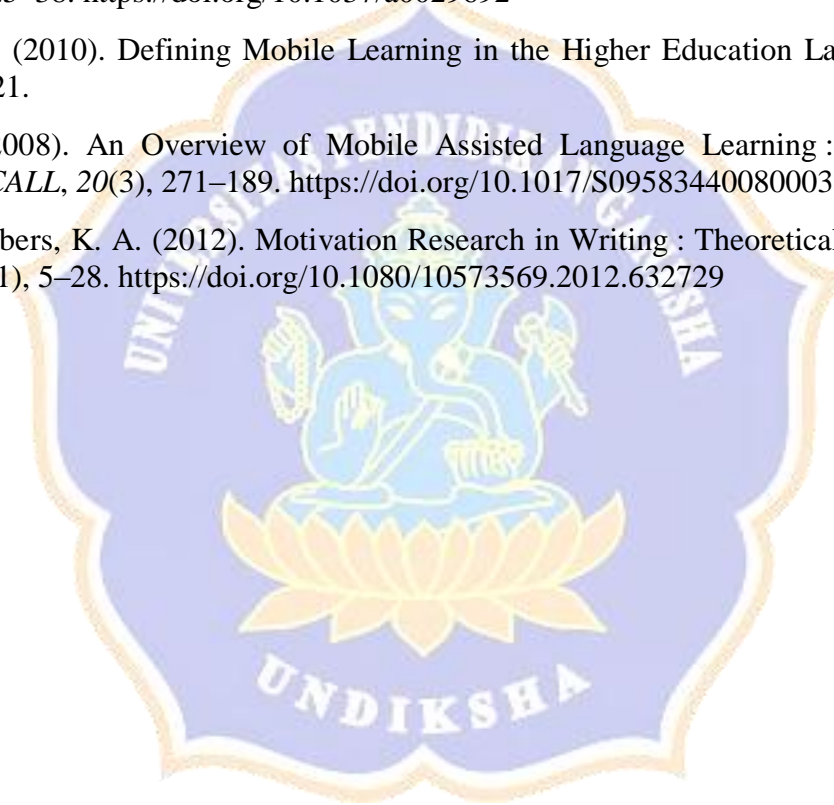
The Blue Print of Questionnaire

No.	Dimensions	Indicators	Items
1.	Self-efficacy belief	Self-efficacy in writing is more related to students’ abilities to successfully perform various writing tasks than to changes in specific writing skills. This includes: - Ideation (Focus on writers’ judgments of the ability to generate ideas and order their ideas)	8 items
		- Conventions (Focus on accepted standards for expressing ideas in writing ways, such as to spell, to punctuate, to capitalize, and also focus on sentences structure and tenses)	8 items

		<ul style="list-style-type: none"> - Self-regulation (Self-regulatory skills are to manage the anxieties and emotions that can accompany writing, such as get “unstuck” from writing problems, motivate oneself to write even when a topic is less than captivating and deals with correcting grammatical errors) (Bruning et al., 2013) 	8 items
2.	Interest and task-value	A strong personal interest in a topic or activity: <ul style="list-style-type: none"> - Pay greater attention - Persist longer - Engage in doing the writing task 	8 items
		Value can be broken down into: <ul style="list-style-type: none"> - Attainment value (i.e. the relevance of the task), - Intrinsic value (i.e. the extent to which the task presents a challenge, invites curiosity, and permits a sense of control and mastery), - Utility value (i.e. the importance of the task) (Troia et al., 2012)	@3 items, Total = 9 items
3.	Goal orientation	Goal orientation is related to the reasons that the students have for doing their work. <ul style="list-style-type: none"> - Mastery goals (focus on knowledge, skill attainment, and achieving a sense of competence) and 	8 items
		<ul style="list-style-type: none"> - Performance goals (demonstrating relative ability, receiving public recognition, and surpassing others). Includes performance-approach (desire to display competence to receive recognition, more positive evaluation, and greater competitive edge, such as impressing the teacher) and performance-avoid (to avoid displaying incompetence, such as not appearing incompetence in front of the class). (Troia et al., 2012)	8 items
TOTAL			57 items

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No.	Statements	Answer					Relevant	Irrelevant	Suggestions
		SS	S	RR	TS	STS			
Self-efficacy beliefs									
Ideation									
The ability to generate ideas and order their ideas									
1.	Penggunaan mobile phone (mengakses online sources), mempermudah dalam mencari ide untuk tulisan saya.						√		
2.	Penggunaan mobile phone (mengakses online source) dapat membantu saya menemukan ide dimanapun dan kapanpun untuk tulisan saya.						√		
3.	Penggunaan mobile phone (aplikasi notes/memo) membantu saya dalam mencatat ide-ide untuk tulisan saya.						√		
4.	Penggunaan aplikasi (online mind map) membantu saya dalam menjabarkan ide-ide untuk tulisan saya.						√		
5.	Penggunaan aplikasi (online mind map) mempermudah saya dalam mengurutkan ide-ide yang saya punya.						√		
6.	Penggunaan mobile phone (sharing draft di group) membantu saya untuk mendapatkan masukan mengenai ide tulisan saya.						√		
7.	Penggunaan mobile phone mempermudah dalam						√		

	berbagi/bertukar ide untuk menulis.								
8.	Penggunaan mobile phone mempermudah dalam berdiskusi mengenai urutan ide dalam tulisan saya.						√		
Conventions The ability to spell, to punctuate, to capitalize, and also focus on sentences structure and tenses									
9.	Penggunaan aplikasi (Grammarly) membantu saya memperbaiki ejaan kata dalam tulisan saya.						√		
10.	Penggunaan aplikasi (Grammarly) membantu saya dalam penggunaan tanda baca untuk tulisan saya.						√		
11.	Penggunaan aplikasi (Grammarly) membantu saya dalam penggunaan huruf kapital dalam tulisan saya.						√		
12.	Penggunaan aplikasi (Grammarly) membantu saya dalam memperbaiki struktur kalimat dalam tulisan saya.						√		
13.	Penggunaan aplikasi (Grammarly) membantu saya dalam menggunakan kata penghubung dengan benar untuk menggabungkan kalimat pada tulisan saya.						√		
14.	Saya mengetahui dengan jelas setiap text menggunakan tenses yang berbeda.						√		
15.	Penggunaan aplikasi (Grammarly) membantu saya memperbaiki grammar yang salah dalam tulisan						√		

	saya.								
16.	Penggunaan aplikasi (Grammarly) mempermudah saya dalam merevisi dan megedit tulisan saya.						√		
Self-regulation The ability to manage the anxieties and emotions that can accompany writing									
17.	Penggunaan mobile phone (aplikasi dan akses online source) membuat saya mampu fokus dalam menyelesaikan tulisan saya kurang dari 1 jam.						√		
18.	Dengan penggunaan aplikasi dan dukungan online sources mampu membantu saya meminimalisir gangguan saat menulis.						√		
19.	Penggunakan aplikasi dan bantuan dari online sources dapat meminimalisir kebingungan saya saat menulis.						√		
20.	Penggunaan aplikasi dan online sources membantu dalam merencanakan apa yang akan saya tulis sebelum saya mulai menulis.						√		
21.	Penggunaan aplikasi dan online sources meminimalisir kendala dalam proses menulis.						√		
22.	Penggunaan aplikasi dan online sources membuat saya tetap pada topik yang saya sudah tentukan sebelumnya.						√		

23.	Penggunaan aplikasi dan online source membuat saya merasa lebih nyaman saat menyelesaikan tugas menulis.						√		
24.	Mengakses online source dalam menulis membuat saya belajar untuk memilih sumber terbaik untuk tulisan saya.						√		
Students' interest Pay greater attention, persist longer, and engage in doing the writing task									
25.	Penggunaan mobile phone membuat saya dapat mengetahui tugas menulis yang diberikan dimanapun dan kapanpun.						√		
26.	Penggunaan mobile phone dalam kegiatan menulis lebih menarik minat saya dalam menulis.						√		
27.	Penggunaan mobile phone dalam menulis membuat saya lebih tertarik untuk menyelesaikan tulisan saya.						√		
28.	Penggunaan mobile phone membuat saya dapat menyelesaikan tulisan dimanapun dan kapanpun.						√		
29.	Menulis (mengetik) tulisan pada mobile phone membuat saya lebih fokus dalam menyelesaikan tulisan saya.						√		
30.	Saya lebih senang apabila saya mendapat kesempatan menulis lebih banyak dengan menggunakan bantuan mobile phone (aplikasi dan						√		

	online sources).								
31.	Saya lebih senang apabila saya mendapat kesempatan menulis lebih banyak dengan menggunakan kertas dan pulpen.					√			
32.	Saya sangat menikmati setiap kegiatan menulis yang saya lakukan baik itu menggunakan bantuan mobile phone maupun pulpen dan kertas.					√			
Task Value									
<i>Attainment value</i> (the relevance of the task)									
33.	Tugas menulis yang diberikan (menulis horatory teks) berkaitan dengan apa yang sedang menjadi topik di sekitar kita.					√			
34.	Tugas menulis yang diberikan memberikan efek penggunaan social media secara positif.					√			
35.	Tugas menulis yang diberikan bermanfaat untuk orang lain (misal, ajakan untuk tidak menggunakan plastik).					√			
<i>Intrinsic value</i> (the task presents a challenge, invites curiosity, and permits a sense of control and mastery)									
36.	Tugas menulis yang diberikan membuat saya tertantang untuk mengeksplere topik lebih banyak.					√			
37.	Tugas menulis yang diberikan meningkatkan rasa keingin tahuan					√			

	saya mengenai topik tulisan saya.								
38.	Penggunaan mobile phone dalam menyelesaikan tugas menulis memberikan kesempatan untuk memilih sendiri ide tulisan.						√		
Utility value (the importance of the task)									
39.	Tugas menulis yang diberikan sangat penting untuk mengasah cara menyampaikan pendapat secara tertulis.						√		
40.	Tugas menulis yang diberikan mengasah cara mengajak orang lain untuk melakukan/tidak melakukan sesuatu.						√		
41.	Tugas menulis yang diberikan sangat penting kedepannya untuk sebagai latihan untuk membuat tulisan yang baik.						√		
Goal orientation									
Mastery Goals									
Focus on knowledge, skill attainment, and achieving a sense of competence									
42.	Tugas menulis yang diberikan sangat penting kedepannya untuk sebagai latihan untuk membuat tulisan yang baik.						√		
43.	Tugas menulis yang diberikan menambah pengetahuan saya mengenai topik yang saya sukai.						√		
44.	Tugas menulis yang diberikan mampu memperdalam bahasa yang sedang saya pelajari.						√		

45.	Tugas menulis yang diberikan meningkatkan kemampuan saya dalam menulis.						√		
46.	Tugas menulis dengan bantuan aplikasi dan online source meningkatkan kemampuan saya dalam menggunakan aplikasi (Ms. Word, grammarly).						√		
47.	Menulis menggunakan bantuan aplikasi dan online source meningkatkan kemampuan saya dalam memilih sumber terbaik.						√		
48.	Tugas menulis yang diberikan mencerminkan seberapa baik saya dalam menulis.						√		
49.	Tugas menulis yang diberikan mampu membandingkan kemampuan menulis saya dengan teman.						√		
Performance Goals									
Demonstrating relative ability, receiving public recognition, and surpassing others									
50.	Saya akan tetap menulis walaupun tulisan saya tidak dinilai.						√		
51.	Saya akan lebih senang apabila tulisan saya dinilai.						√		
52.	Saya menulis karena ingin orang lain mengetahui saya pandai menulis.						√		
53.	Saya ingin mendapatkan nilai yang paling tinggi di kelas pada tugas menulis.						√		

54.	Saya menulis hanya untuk memenuhi tugas dari guru.						√		
55.	Saya menulis untuk membuat guru saya terkesan terhadap saya.						√		
56.	Saya lebih senang apabila tulisan saya di upload di social media agar orang lain tahu saya mampu menulis.						√		
57.	Saya lebih senang apabila tulisan saya di print dan di kumpulkan ke guru.						√		



Singaraja, 6 Juni 2019

Rendra

Dr. Dewa Putu Ramendra, S.Pd., M.Pd
NIP. 197609022000031001

Blue Print of Questionnaire Students' Motivation in Writing

Research Question

- 2) Is there any significant effect of Mobile Assisted Task-based Language Learning towards students' motivation in writing?

C. Grand Theory of Mobile Assisted Language Learning

Mobile Assisted Language Learning defined as the use of mobile devices in learning (such as mobile phones, tablet pcs, or other personal digital assistants) that take account of the (1) mobility of technology, in which students are able to do the task anywhere, by using a variety of devices that have the capacity to link to the Internet and deliver content and instruction that can enable learners to learn at any time and anywhere; (2) mobility of learners in which students fully control the access of information on their mobile devices, and enjoy a certain amount of freedom and independence; and the last (3) mobility of learning in which deals with accessible resources wherever the students are, support for effective learning and performance-based assessment, flexibility (Arvanitis, Krystalli, & Panagiotidis, 2016; El-hussein & Cronje, 2010; Kukulska-hulme & Shield, 2008).

D. Grand Theory of Motivation in Writing

Bruning, Dempsey, Kauffman, and Zumbrunn (2013); Troia, Shankland, and Wolbers (2012) argue that there are several components of motivation that affect the students' writing including *self-efficacy beliefs, interest, perceived task value, and goal orientations*. First, self-efficacy related to how the students assess themselves related to their competence to perform a task. Bruning et al. (2013) argue that self-efficacy in writing is more related to students' abilities to successfully perform various writing tasks than to changes in specific writing skills. This includes (1) ideation which focus on writers' judgments of the ability to generate ideas and order their ideas, (2) conventions which focus on accepted standards for expressing ideas in writing ways, such as to spell, to punctuate, to capitalize, and also focus on sentences structure and tenses, and

(3) self-regulation defined as skills to manage the anxieties and emotions that can accompany writing, such as get “unstuck” from writing problems, motivate oneself to write even when a topic is less than captivating and deals with correcting grammatical errors.

Second, interest and task value. Interest and task value are related to personal significance or importance of the task towards themselves. Troi et al., also believe that students with a strong personal interest in a topic or activity will pay greater attention, persist longer, enjoy their involvement, and acquire more knowledge than those lacking interest, and have a higher value of the task (Troia, Shankland, & Wolbers, 2012).

The last is the goal orientations. There are two types of goals related to achievement, namely mastery and performance goal. Mastery goals are a focus on knowledge and skill attainment and achieving a sense of competence. Meanwhile, performance goals related to demonstrating relative ability, receiving public recognition, and surpassing others (Troia et al., 2012).

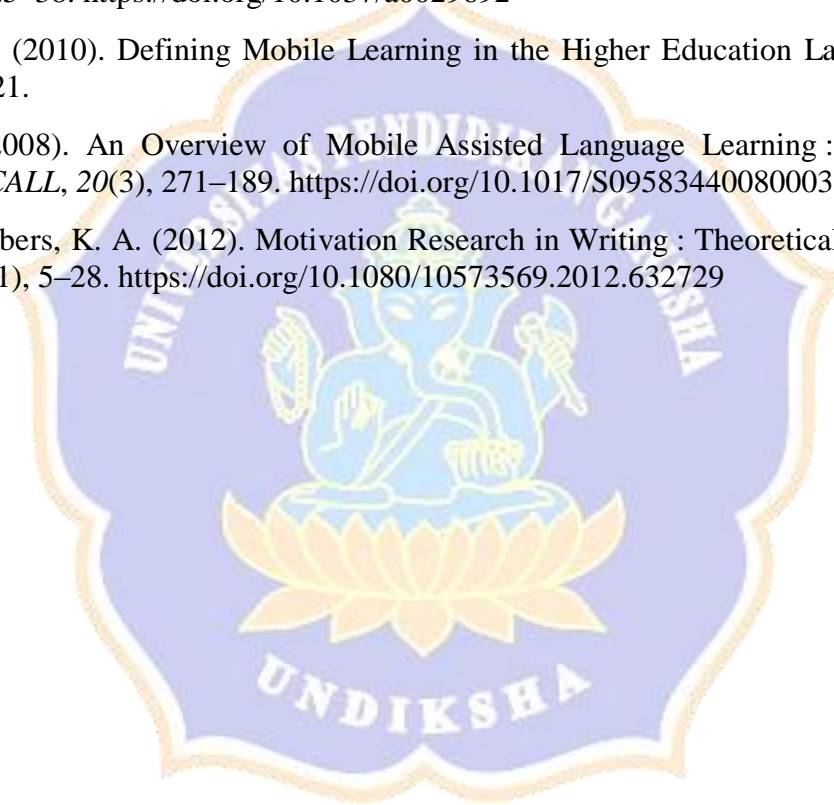
The Blue Print of Questionnaire

No.	Dimensions	Indicators	Items
1.	Self-efficacy belief	Self-efficacy in writing is more related to students’ abilities to successfully perform various writing tasks than to changes in specific writing skills. This includes: - Ideation (Focus on writers’ judgments of the ability to generate ideas and order their ideas)	8 items
		- Conventions (Focus on accepted standards for expressing ideas in writing ways, such as to spell, to punctuate, to capitalize, and also focus on sentences structure and tenses)	8 items

		<ul style="list-style-type: none"> - Self-regulation (Self-regulatory skills are to manage the anxieties and emotions that can accompany writing, such as get “unstuck” from writing problems, motivate oneself to write even when a topic is less than captivating and deals with correcting grammatical errors) (Bruning et al., 2013) 	8 items
2.	Interest and task-value	A strong personal interest in a topic or activity: <ul style="list-style-type: none"> - Pay greater attention - Persist longer - Engage in doing the writing task 	8 items
		Value can be broken down into: <ul style="list-style-type: none"> - Attainment value (i.e. the relevance of the task), - Intrinsic value (i.e. the extent to which the task presents a challenge, invites curiosity, and permits a sense of control and mastery), - Utility value (i.e. the importance of the task) (Troia et al., 2012)	@3 items, Total = 9 items
3.	Goal orientation	Goal orientation is related to the reasons that the students have for doing their work. <ul style="list-style-type: none"> - Mastery goals (focus on knowledge, skill attainment, and achieving a sense of competence) and 	8 items
		<ul style="list-style-type: none"> - Performance goals (demonstrating relative ability, receiving public recognition, and surpassing others). Includes performance-approach (desire to display competence to receive recognition, more positive evaluation, and greater competitive edge, such as impressing the teacher) and performance-avoid (to avoid displaying incompetence, such as not appearing incompetence in front of the class). (Troia et al., 2012)	8 items
TOTAL			57 items

REFERENCES

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No.	Statements	Answer					Relevant	Irrelevant	Suggestions
		SS	S	RR	TS	STS			
Self-efficacy beliefs									
Ideation									
The ability to generate ideas and order their ideas									
1.	Penggunaan mobile phone (mengakses online sources), mempermudah dalam mencari ide untuk tulisan saya.						√		
2.	Penggunaan mobile phone (mengakses online source) dapat membantu saya menemukan ide dimanapun dan kapanpun untuk tulisan saya.						√		
3.	Penggunaan mobile phone (aplikasi notes/memo) membantu saya dalam mencatat ide-ide untuk tulisan saya.						√		
4.	Penggunaan aplikasi (online mind map) membantu saya dalam menjabarkan ide-ide untuk tulisan saya.						√		
5.	Penggunaan aplikasi (online mind map) mempermudah saya dalam mengurutkan ide-ide yang saya punya.						√		
6.	Penggunaan mobile phone (sharing draft di group) membantu saya untuk mendapatkan masukan mengenai ide tulisan saya.						√		
7.	Penggunaan mobile phone mempermudah dalam						√		

	berbagi/bertukar ide untuk menulis.								
8.	Penggunaan mobile phone mempermudah dalam berdiskusi mengenai urutan ide dalam tulisan saya.						√		
Conventions The ability to spell, to punctuate, to capitalize, and also focus on sentences structure and tenses									
9.	Penggunaan aplikasi (Grammarly) membantu saya memperbaiki ejaan kata dalam tulisan saya.						√		
10.	Penggunaan aplikasi (Grammarly) membantu saya dalam penggunaan tanda baca untuk tulisan saya.						√		
11.	Penggunaan aplikasi (Grammarly) membantu saya dalam penggunaan huruf kapital dalam tulisan saya.						√		
12.	Penggunaan aplikasi (Grammarly) membantu saya dalam memperbaiki struktur kalimat dalam tulisan saya.						√		
13.	Penggunaan aplikasi (Grammarly) membantu saya dalam menggunakan kata penghubung dengan benar untuk menggabungkan kalimat pada tulisan saya.						√		
14.	Saya mengetahui dengan jelas setiap text menggunakan tenses yang berbeda.						√		
15.	Penggunaan aplikasi (Grammarly) membantu saya memperbaiki grammar yang salah dalam tulisan						√		

	saya.								
16.	Penggunaan aplikasi (Grammarly) mempermudah saya dalam merevisi dan megedit tulisan saya.						√		
Self-regulation The ability to manage the anxieties and emotions that can accompany writing									
17.	Penggunaan mobile phone (aplikasi dan akses online source) membuat saya mampu fokus dalam menyelesaikan tulisan saya kurang dari 1 jam.						√		
18.	Dengan penggunaan aplikasi dan dukungan online sources mampu membantu saya meminimalisir gangguan saat menulis.						√		
19.	Penggunakan aplikasi dan bantuan dari online sources dapat meminimalisir kebingungan saya saat menulis.						√		
20.	Penggunaan aplikasi dan online sources membantu dalam merencanakan apa yang akan saya tulis sebelum saya mulai menulis.						√		
21.	Penggunaan aplikasi dan online sources meminimalisir kendala dalam proses menulis.						√		
22.	Penggunaan aplikasi dan online sources membuat saya tetap pada topik yang saya sudah tentukan sebelumnya.						√		

23.	Penggunaan aplikasi dan online source membuat saya merasa lebih nyaman saat menyelesaikan tugas menulis.						√		
24.	Mengakses online source dalam menulis membuat saya belajar untuk memilih sumber terbaik untuk tulisan saya.						√		
Students' interest Pay greater attention, persist longer, and engage in doing the writing task									
25.	Penggunaan mobile phone membuat saya dapat mengetahui tugas menulis yang diberikan dimanapun dan kapanpun.						√		
26.	Penggunaan mobile phone dalam kegiatan menulis lebih menarik minat saya dalam menulis.						√		
27.	Penggunaan mobile phone dalam menulis membuat saya lebih tertarik untuk menyelesaikan tulisan saya.						√		
28.	Penggunaan mobile phone membuat saya dapat menyelesaikan tulisan dimanapun dan kapanpun.						√		
29.	Menulis (mengetik) tulisan pada mobile phone membuat saya lebih fokus dalam menyelesaikan tulisan saya.						√		
30.	Saya lebih senang apabila saya mendapat kesempatan menulis lebih banyak dengan menggunakan bantuan mobile phone (aplikasi dan						√		

	online sources).								
31.	Saya lebih senang apabila saya mendapat kesempatan menulis lebih banyak dengan menggunakan kertas dan pulpen.					√			
32.	Saya sangat menikmati setiap kegiatan menulis yang saya lakukan baik itu menggunakan bantuan mobile phone maupun pulpen dan kertas.					√			
Task Value									
<i>Attainment value</i> (the relevance of the task)									
33.	Tugas menulis yang diberikan (menulis horatory teks) berkaitan dengan apa yang sedang menjadi topik di sekitar kita.					√			
34.	Tugas menulis yang diberikan memberikan efek penggunaan social media secara positif.					√			
35.	Tugas menulis yang diberikan bermanfaat untuk orang lain (misal, ajakan untuk tidak menggunakan plastik).					√			
<i>Intrinsic value</i> (the task presents a challenge, invites curiosity, and permits a sense of control and mastery)									
36.	Tugas menulis yang diberikan membuat saya tertantang untuk mengeksplere topik lebih banyak.					√			
37.	Tugas menulis yang diberikan meningkatkan rasa keingin tahunan					√			

	saya mengenai topik tulisan saya.								
38.	Penggunaan mobile phone dalam menyelesaikan tugas menulis memberikan kesempatan untuk memilih sendiri ide tulisan.						√		
Utility value (the importance of the task)									
39.	Tugas menulis yang diberikan sangat penting untuk mengasah cara menyampaikan pendapat secara tertulis.						√		
40.	Tugas menulis yang diberikan mengasah cara mengajak orang lain untuk melakukan/tidak melakukan sesuatu.						√		
41.	Tugas menulis yang diberikan sangat penting kedepannya untuk sebagai latihan untuk membuat tulisan yang baik.						√		
Goal orientation									
Mastery Goals									
Focus on knowledge, skill attainment, and achieving a sense of competence									
42.	Tugas menulis yang diberikan sangat penting kedepannya untuk sebagai latihan untuk membuat tulisan yang baik.						√		
43.	Tugas menulis yang diberikan menambah pengetahuan saya mengenai topik yang saya sukai.						√		
44.	Tugas menulis yang diberikan mampu memperdalam bahasa yang sedang saya pelajari.						√		

45.	Tugas menulis yang diberikan meningkatkan kemampuan saya dalam menulis.						√		
46.	Tugas menulis dengan bantuan aplikasi dan online source meningkatkan kemampuan saya dalam menggunakan aplikasi (Ms. Word, grammarly).						√		
47.	Menulis menggunakan bantuan aplikasi dan online source meningkatkan kemampuan saya dalam memilih sumber terbaik.						√		
48.	Tugas menulis yang diberikan mencerminkan seberapa baik saya dalam menulis.						√		
49.	Tugas menulis yang diberikan mampu membandingkan kemampuan menulis saya dengan teman.						√		
Performance Goals									
Demonstrating relative ability, receiving public recognition, and surpassing others									
50.	Saya akan tetap menulis walaupun tulisan saya tidak dinilai.						√		
51.	Saya akan lebih senang apabila tulisan saya dinilai.						√		
52.	Saya menulis karena ingin orang lain mengetahui saya pandai menulis.						√		
53.	Saya ingin mendapatkan nilai yang paling tinggi di kelas pada tugas menulis.						√		

54.	Saya menulis hanya untuk memenuhi tugas dari guru.						√		
55.	Saya menulis untuk membuat guru saya terkesan terhadap saya.						√		
56.	Saya lebih senang apabila tulisan saya di upload di social media agar orang lain tahu saya mampu menulis.						√		
57.	Saya lebih senang apabila tulisan saya di print dan di kumpulkan ke guru.						√		



Singaraja, 6 Juni 2019

Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP. 196202021988032001

Appendix 9 Students' Answer on Questionnaire Try-Out

Rsp	Self-efficacy Belief															Interest and Task Value														Goal Orientation																							
	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	31	32	33	34	35	36	37	38	39	40													
	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0											
R1	5	4	4	4	5	4	3	5	3	4	3	5	4	3	5	5	5	5	4	5	5	4	4	2	3	2	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5									
R2	4	3	2	2	3	4	3	3	2	2	5	3	2	3	4	3	3	4	2	4	4	5	4	4	4	3	4	3	5	4	3	5	5	5	4	4	4	4	4	2	3	4	4	4	4								
R3	4	5	4	3	4	3	3	5	5	4	4	4	4	4	4	2	3	4	5	5	4	3	2	3	4	4	4	5	5	4	5	5	3	3	4	5	4	3	3	5	5	5	5	5	5	5							
R4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5						
R5	5	4	4	4	4	3	5	4	4	3	4	4	3	3	5	5	4	4	4	4	4	4	4	4	5	3	4	4	4	4	4	3	5	4	4	4	4	4	4	4	4	2	3	4	4	4							
R6	5	4	4	4	5	4	4	5	5	3	4	5	3	4	4	4	5	4	4	4	4	3	4	3	4	3	4	4	5	4	5	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4						
R7	5	4	3	4	4	4	3	4	3	3	4	4	3	3	4	3	4	4	4	4	4	4	3	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	1	3	4	4	4						
R8	4	4	4	4	4	3	4	5	3	2	3	4	2	3	4	4	4	4	4	3	5	5	1	3	4	4	3	4	1	5	3	4	3	3	4	4	4	4	4	4	4	5	3	4	4	4							
R9	4	4	4	4	4	3	3	5	3	3	5	4	3	3	5	4	5	5	3	4	4	4	3	4	5	4	5	4	3	4	4	5	4	4	4	4	4	4	4	4	4	4	2	2	4	4	4						
R10	4	5	4	3	4	5	2	4	5	3	5	4	3	3	5	4	3	3	3	4	5	3	2	4	4	2	4	4	4	5	3	4	3	3	4	4	4	4	3	2	3	4	4	4	4	4							
R11	4	4	3	3	3	3	4	4	3	3	4	3	3	3	4	3	4	3	3	4	4	2	3	5	3	3	4	3	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4					
R12	4	4	3	4	4	4	3	4	3	3	4	4	3	3	4	3	4	4	3	4	4	3	4	4	3	3	4	3	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4				
R13	4	4	3	3	3	3	5	4	3	3	4	3	3	3	5	3	4	3	3	4	4	3	3	4	3	3	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4			
R14	5	5	4	4	5	5	5	4	4	3	5	5	3	4	5	4	5	5	4	4	5	5	4	4	4	3	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	3	4	4			
R15	5	5	5	4	4	4	3	4	3	3	4	4	3	3	4	4	4	4	4	3	4	4	3	4	3	3	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	3	4	4		
R16	5	4	5	4	5	5	5	5	5	4	5	5	4	3	5	4	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	4	4	
R17	5	5	4	4	4	5	5	5	4	4	5	4	4	4	5	4	4	4	4	3	3	3	3	4	3	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4			
R18	4	4	4	4	4	5	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4		
R19	4	4	2	3	4	3	2	3	4	3	4	4	3	3	4	4	4	3	2	4	3	3	4	4	3	4	3	4	3	4	4	3	4	4	4	3	4	2	4	4	4	4	4	4	4	4	3	4	4	4			
R20	4	4	3	4	4	4	4	3	3	3	4	4	3	4	4	4	4	4	4	3	4	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4
R21	3	2	2	2	2	2	2	2	2	2	2	2	2	3	4	1	2	2	1	2	2	1	1	2	2	2	2	2	3	1	2	4	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	4	4			
R22	4	4	4	3	4	4	3	4	4	3	3	4	3	2	5	5	4	5	4	4	5	5	3	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	4	4	4	4	

R23	4	3	5	4	3	5	5	4	4	4	5	3	4	3	4	4	4	4	4	3	4	3	3	5	4	3	5	5	5	4	4	5	4	5	4	5	5	5	3	4	
R24	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
R25	1	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	3	3	4	3	4	4	4	4	3	2	3	3	4	4	4	3		
R26	4	4	4	4	4	4	4	5	4	4	4	4	4	3	4	4	4	3	4	4	4	4	4	4	3	5	4	4	4	4	4	4	4	4	4	4	4	4	3	3	
R27	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	3	4	3	3	4	3	4	3	4	4	4	4	4	4	4	4	4	3	
R28	4	4	3	4	3	4	4	4	4	4	4	3	4	3	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	3	4	4	5	4	4	4	4	4	1	2	
R29	4	4	3	4	3	4	2	4	3	3	4	3	3	3	4	4	4	4	3	4	4	4	4	4	4	4	1	4	4	4	4	4	4	4	4	4	4	4	4	1	1
R30	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	
R31	5	5	4	4	4	5	5	5	4	4	5	2	5	4	5	4	4	4	4	3	3	3	3	4	3	3	4	4	4	5	4	4	3	3	4	4	4	4	3	3	
R32	4	4	4	4	4	5	4	4	4	4	4	1	2	4	5	5	4	4	4	4	4	4	4	4	4	4	5	4	1	4	4	4	4	4	4	4	4	4	4	4	
R33	4	4	2	3	4	3	2	3	4	3	4	5	4	3	4	4	4	3	2	4	3	3	4	4	3	4	3	4	4	2	4	2	4	4	4	4	4	4	3	4	
R34	4	4	3	4	4	4	4	3	3	3	4	4	4	4	4	4	4	4	3	4	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	3



Appendix 10 Result of Items Validity and Reliability

Items Validity of Motivtion in Writing Questionnaire

$$(df) = N-2$$

$$= 34-2$$

$$= 32 (0.338)$$

Note:

(df) = degree of freedom

N = the number of samples

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Item1	151,15	385,160	,491	,959
Item2	151,21	385,805	,556	,959
Item3	151,68	375,438	,717	,958
Item4	151,62	382,122	,693	,958
Item5	151,41	379,280	,771	,958
Item6	151,35	379,447	,644	,959
Item7	151,62	377,213	,561	,959
Item8	151,24	380,610	,646	,959
Item9	151,62	380,365	,605	,959
Item10	151,94	380,663	,668	,958
Item11	151,21	385,502	,530	,959
Item12	151,53	380,923	,514	,959
Item13	151,91	381,840	,562	,959
Item14	151,91	389,356	,415	,960
Item15	150,94	390,542	,497	,959
Item16	151,44	377,527	,663	,958
Item17	151,29	380,517	,777	,958
Item18	151,38	378,183	,785	,958
Item19	151,68	372,044	,788	,958
Item20	151,50	383,045	,621	,959
Item21	151,29	381,062	,704	,958
Item22	151,71	375,911	,646	,959
Item23	151,88	376,834	,612	,959
Item24	151,41	385,037	,491	,959
Item25	151,62	383,698	,590	,959
Item26	151,91	386,810	,451	,960

Item27	151,47	375,711	,654	,959
Item28	151,24	383,882	,650	,959
Item29	151,24	375,519	,616	,959
Item30	151,35	380,417	,538	,959
Item31	151,26	387,413	,523	,959
Item32	151,21	382,350	,575	,959
Item33	151,38	381,031	,681	,958
Item34	151,29	381,790	,544	,959
Item35	151,24	380,913	,838	,958
Item36	151,09	381,537	,716	,958
Item37	151,15	381,281	,821	,958
Item38	151,41	377,765	,779	,958
Item39	152,09	380,871	,395	,961
Item40	151,91	383,053	,377	,961

Item	r Pearson Correlation	r _{table}	Criterion
1	0.491	0.338	Valid
2	0.556	0.338	Valid
3	0.717	0.338	Valid
4	0.693	0.338	Valid
5	0.771	0.338	Valid
6	0.644	0.338	Valid
7	0.561	0.338	Valid
8	0.646	0.338	Valid
9	0.605	0.338	Valid
10	0.668	0.338	Valid
11	0.530	0.338	Valid
12	0.514	0.338	Valid
13	0.562	0.338	Valid
14	0.415	0.338	Valid
15	0.497	0.338	Valid
16	0.663	0.338	Valid
17	0.777	0.338	Valid
18	0.785	0.338	Valid
19	0.788	0.338	Valid
20	0.621	0.338	Valid
21	0.704	0.338	Valid
22	0.646	0.338	Valid
23	0.612	0.338	Valid
24	0.491	0.338	Valid
25	0.590	0.338	Valid
26	0.451	0.338	Valid
27	0.654	0.338	Valid
28	0.650	0.338	Valid
29	0.616	0.338	Valid
30	0.538	0.338	Valid
31	0.523	0.338	Valid
32	0.575	0.338	Valid
33	0.681	0.338	Valid
34	0.544	0.338	Valid
35	0.838	0.338	Valid
36	0.716	0.338	Valid

37	0.821	0.338	Valid
38	0.779	0.338	Valid
39	0.395	0.338	Valid
40	0.377	0.338	Valid

Items Reliability of Motivtion in Writing Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
,960	40



Appendix 11 Post-test Writing Score

Students' Post-test Writing Score
(Experimental Group)

Students	Rater 1	Rater 2	Average
1.	78	78	78
2.	90	90	90
3.	79	82	81
4.	82	85	84
5.	80	83	82
6.	87	88	88
7.	87	87	87
8.	82	85	84
9.	79	80	80
10.	82	84	83
11.	82	77	80
12.	82	84	83
13.	78	80	79
14.	79	80	80
15.	79	82	81
16.	90	89	90
17.	74	81	78
18.	78	80	79
19.	72	73	73
20.	82	85	84
21.	82	82	82
22.	79	82	81
23.	90	90	90
24.	77	79	78
25.	86	86	86
26.	90	90	90
27.	93	90	92
28.	88	90	89
29.	90	91	91
30.	90	90	90

Students' Post-test Writing Score
(Control Group)

Students	Rater 1	Rater 2	Average
1.	77	78	78
2.	80	80	80
3.	74	74	74
4.	74	75	75
5.	80	82	81
6.	78	77	78
7.	77	80	79
8.	80	81	81
9.	76	76	76
10.	75	75	75
11.	82	82	82
12.	75	77	76
13.	80	80	80
14.	78	77	78
15.	82	84	83
16.	77	80	79
17.	85	86	86
18.	78	79	79
19.	82	85	84
20.	70	70	70
21.	72	72	72
22.	79	82	81
23.	82	84	83
24.	79	80	80
25.	75	77	76
26.	82	83	83
27.	70	71	71
28.	85	85	85
29.	84	84	84
30.	80	82	81

Appendix 12 Prerequisites Analysis (Post-test Writing)

Result of Descriptive Analysis

		Statistics	
		Experimental Group	Control Group
N	Valid	30	30
	Missing	0	0
Mean		83,77	79,00
Median		83,00	79,50
Mode		90	81
Std. Deviation		4,946	4,119
Variance		24,461	16,966
Minimum		73	70
Maximum		92	86

Result of Normality and Homogeneity Test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
WritingScore	Experimental Group	,130	30	,200*	,941	30	,098
	Control Group	,104	30	,200*	,969	30	,502

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

a. Lilliefors Significance Correction

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
WritingScore	Based on Mean	1,868	1	58	,177
	Based on Median	1,503	1	58	,225
	Based on Median and with adjusted df	1,503	1	57,334	,225
	Based on trimmed mean	1,890	1	58	,174

Appendix 13 Result of ANOVA tets (Hypothesis I)

Result of One-way ANOVA test

ANOVA

WritingScore

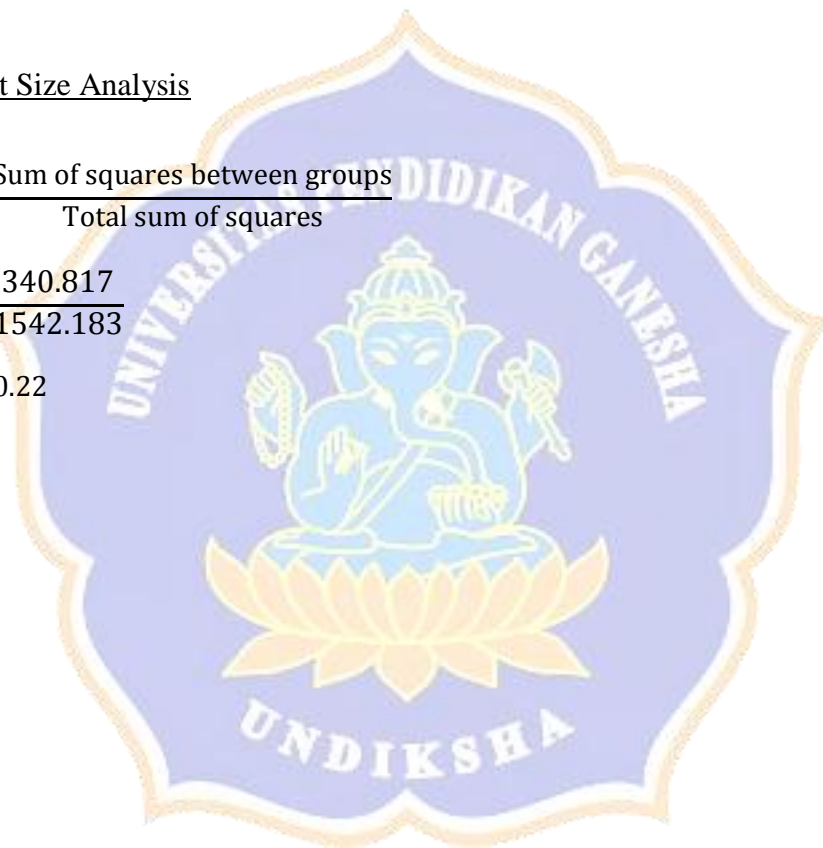
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	340,817	1	340,817	16,454	,000
Within Groups	1201,367	58	20,713		
Total	1542,183	59			

Result of Effect Size Analysis

$$\text{Eta squared} = \frac{\text{Sum of squares between groups}}{\text{Total sum of squares}}$$

$$\text{Eta squared} = \frac{340.817}{1542.183}$$

$$\text{Eta squared} = 0.22$$



Appendix 14 Questionnaire Post-test Result

Motivation in Writing Questionnaire Result - Experimental Group

Rsp	Self-efficacy Belief															Interest and Task Value															Goal Orientation										Total			
	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	31	32	33	34	35	36	37	38	39	40				
	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0				
R1	5	5	5	3	4	4	4	4	4	4	5	5	5	5	1	4	5	4	5	4	5	3	4	5	4	4	5	4	4	4	3	5	4	5	4	4	5	1	4	3	165			
R2	5	5	4	3	4	5	4	4	4	4	5	4	4	5	2	4	4	4	4	4	4	4	4	4	5	4	5	4	5	4	5	5	4	5	4	4	4	4	4	3	167			
R3	5	5	5	4	3	5	5	5	5	5	5	3	3	5	2	4	4	4	4	3	4	4	4	5	4	4	5	4	4	4	5	4	4	5	3	5	3	4	2	165				
R4	2	4	4	3	2	4	3	3	5	3	3	2	4	4	3	5	5	3	5	3	4	4	4	4	4	5	4	5	5	5	5	4	3	5	5	4	4	4	4	1	153			
R5	5	5	4	4	2	3	3	3	3	3	4	4	5	3	4	4	4	4	5	3	4	4	4	4	4	5	4	4	5	5	4	3	4	4	5	3	4	4	3	3	155			
R6	5	4	5	4	4	3	3	3	5	4	4	3	4	4	3	5	4	3	4	3	4	4	5	4	5	5	5	4	4	5	5	4	5	4	5	4	4	3	3	3	162			
R7	2	5	5	5	4	5	5	5	5	5	4	4	5	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	5	4	5	4	4	3	1	3	4	164			
R8	5	5	5	5	3	3	4	4	4	3	5	4	4	5	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	5	4	3	2	157		
R9	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	5	5	5	5	1	5	4	4	4	5	4	5	4	4	4	5	4	4	4	4	4	4	4	4	1	170			
R10	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	158		
R11	5	5	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	3	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	3	5	4	3	1	158		
R12	5	5	5	4	1	4	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	3	3	4	3	3	3	4	3	2	148		
R13	4	4	5	4	4	4	2	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	1	3	4	158		
R14	5	5	4	5	1	5	5	5	5	5	5	5	1	5	4	5	4	4	5	3	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	164		
R15	5	5	5	5	1	5	5	5	5	5	5	5	5	5	1	5	4	5	4	1	5	5	5	4	4	4	5	4	4	4	4	4	4	4	4	4	3	3	4	4	1	5	1	163
R16	5	5	4	4	2	4	4	4	4	4	4	4	4	4	2	4	4	4	4	1	5	4	4	5	5	5	5	4	4	4	4	4	4	5	5	5	4	4	4	1	5	2	159	
R17	5	5	5	5	3	4	4	4	4	4	4	3	4	4	2	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	2	155	
R18	4	3	4	3	4	3	4	3	3	5	3	4	4	3	4	4	5	4	4	3	4	4	4	4	5	4	5	4	4	4	5	4	4	4	5	4	3	5	1	3	4	153		
R19	4	5	4	5	2	5	4	5	4	5	4	5	4	5	2	5	4	4	4	1	4	4	4	4	4	5	4	5	4	3	3	3	4	5	4	5	4	1	5	2	158			
R20	5	5	5	5	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	5	1	3	4	159			
R21	5	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	5	3	5	3	4	3	3	158			
R22	4	4	5	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	3	3	3	4	3	157			
R23	5	4	4	4	3	5	5	4	4	3	3	5	5	4	3	5	5	4	4	4	4	4	5	5	5	4	5	4	5	5	4	5	5	4	5	5	3	3	5	3	171			

R24	4	5	5	4	2	4	4	4	5	5	5	5	5	5	1	5	4	4	5	3	4	5	4	4	4	4	4	5	4	5	5	5	5	5	3	3	4	1	5	1	164		
R25	3	3	3	3	3	4	4	4	4	4	4	4	4	2	4	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	151
R26	4	5	5	5	3	5	5	5	5	4	5	5	5	1	5	5	5	5	4	4	4	4	4	4	5	5	3	4	4	4	4	4	4	4	4	4	4	4	1	3	3	167	
R27	5	4	4	4	2	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	157
R28	4	4	5	3	3	4	4	4	4	4	4	4	4	2	4	4	4	4	4	4	5	4	5	4	4	4	4	4	4	5	4	5	4	5	5	4	4	4	4	4	3	162	
R29	5	4	5	4	3	4	4	4	4	4	4	3	4	3	5	3	5	4	4	4	4	4	4	5	5	3	4	4	4	5	3	4	3	5	4	4	4	4	4	4	4	161	
R30	5	5	5	4	3	5	4	4	4	3	5	3	4	3	4	4	4	4	4	4	4	5	4	4	5	4	4	5	5	4	4	5	4	5	4	5	3	5	4	3	4	166	



Motivation in Writing Questionnaire Result - Control Group

Rsp	Self-efficacy Belief															Interest and Task Value														Goal Orientation										Total	
	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	31	32	33	34	35	36	37	38	39		40
	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1
R1	3	3	3	4	2	3	4	4	4	4	4	4	4	4	1	4	3	4	4	3	4	4	4	4	3	3	4	4	4	3	3	3	3	3	3	4	4	4	4	1	138
R2	3	4	3	4	3	3	4	3	3	3	4	3	4	4	2	4	4	4	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	4	133	
R3	3	4	3	4	2	3	3	3	3	3	3	2	1	3	4	3	3	3	3	2	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	2	2	132	
R4	3	4	4	4	4	4	3	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	4	4	4	4	4	3	132	
R5	3	4	4	4	4	4	4	4	4	4	4	2	4	4	2	3	3	3	3	4	4	3	3	3	4	4	4	4	4	4	4	4	4	3	3	4	4	3	3	143	
R6	3	3	3	3	4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	2	127	
R7	3	4	3	4	4	4	2	4	3	3	4	4	1	3	2	3	3	3	3	4	4	3	3	3	3	3	1	3	3	3	4	4	4	4	4	4	4	2	4	131	
R8	3	4	4	4	4	4	4	4	4	4	3	4	3	4	2	3	3	3	3	4	4	3	3	3	3	3	3	3	3	4	4	3	4	4	4	4	3	3	4	140	
R9	3	4	4	4	2	4	4	4	4	4	4	3	3	4	4	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	4	3	4	4	4	4	4	4	1	137	
R10	3	4	3	4	4	4	4	4	4	4	4	2	3	3	2	3	3	3	3	4	4	3	3	3	3	3	3	3	3	4	3	4	4	4	4	4	4	1	4	136	
R11	3	4	4	4	2	3	4	4	3	2	3	4	4	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	4	3	3	2	127
R12	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4	3	3	3	3	1	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	131	
R13	3	3	3	4	2	4	4	4	4	4	4	3	3	4	1	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	4	128
R14	3	4	4	4	1	4	4	4	4	4	4	3	4	4	4	3	3	3	3	1	4	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	4	4	4	1	131
R15	3	4	4	4	4	4	4	4	4	4	3	3	3	4	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	132
R16	3	3	4	4	4	4	4	4	4	4	3	4	3	4	2	3	3	3	3	4	4	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	4	3	3	4	134
R17	3	3	3	4	2	4	4	4	4	4	4	4	4	4	1	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	1	129
R18	3	4	4	4	3	3	4	4	4	3	4	4	4	4	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	4	2	128
R19	3	4	2	2	3	2	2	2	2	2	4	3	3	4	3	2	3	3	3	2	2	2	3	3	2	2	3	3	4	3	3	3	3	3	3	3	3	4	2	110	
R20	3	4	4	4	4	4	3	4	3	4	3	3	3	3	3	3	3	3	4	4	3	3	2	3	2	3	3	4	3	3	3	3	3	3	3	4	4	3	3	130	
R21	3	3	4	4	1	3	3	4	3	3	4	3	4	3	4	3	3	3	3	2	4	3	3	3	3	3	3	2	3	3	3	3	3	3	3	4	4	2	2	123	
R22	3	3	4	3	1	4	2	4	4	3	4	4	3	3	4	3	3	3	3	2	4	3	2	3	3	2	3	3	2	3	3	3	3	3	3	3	4	3	2	1	119
R23	3	4	3	3	3	3	4	4	3	3	4	3	3	3	2	3	4	3	3	3	4	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	128
R24	4	4	3	4	3	4	3	4	3	3	4	3	3	3	4	3	4	4	3	4	4	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	4	2	140	
R25	3	4	3	3	3	3	4	4	3	3	4	3	3	3	2	3	4	3	3	1	4	3	3	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	137
R26	3	3	4	4	1	4	4	4	4	3	4	3	3	4	4	4	4	4	4	3	4	4	4	4	4	3	4	4	4	3	3	3	3	4	4	4	3	3	4	1	141

R27	3	3	4	4	4	4	3	4	3	3	4	3	3	3	1	4	4	4	4	2	4	4	3	4	3	3	4	4	4	4	3	3	4	4	3	3	4	4	4	4	140		
R28	3	4	3	4	1	3	3	4	4	4	4	4	4	3	2	4	4	4	4	3	4	3	3	4	4	3	3	3	4	1	4	3	4	4	3	4	4	4	4	4	4	139	
R29	3	3	4	4	1	4	4	4	4	4	4	3	3	4	4	4	4	4	4	3	3	3	4	3	3	4	4	4	3	4	4	3	3	4	4	4	4	3	1	141			
R30	4	3	4	3	3	4	4	4	4	4	4	2	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	151



Appendix 15 Prerequisite Analysis (Motivation Questionnaire)

Result of Descriptive Analysis

		Statistics	
		Experimental Group	Control Group
N	Valid	30	30
	Missing	0	0
Mean		160,17	132,93
Median		159,00	132,00
Mode		158	128 ^a
Std. Deviation		5,547	7,909
Variance		30,764	62,547
Minimum		148	110
Maximum		171	151

a. Multiple modes exist. The smallest value is shown

Result of Normality and Homogeneity Test

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
MotivationScore	Experimental Group	,119	30	,200*	,982	30	,868
	Control Group	,127	30	,200*	,959	30	,289

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

a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
MotivationScore	Based on Mean	1,553	1	58	,218
	Based on Median	1,434	1	58	,236
	Based on Median and with adjusted df	1,434	1	49,112	,237
	Based on trimmed mean	1,629	1	58	,207

Appendix 16 Result of ANOVA tests (Hypothesis II)

Result of One-way ANOVA test

ANOVA

MotivationScore

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11124,817	1	11124,817	238,445	,000
Within Groups	2706,033	58	46,656		
Total	13830,850	59			

Result of Effect Size Analysis

$$\text{Eta squared} = \frac{\text{Sum of squares between groups}}{\text{Total sum of squares}}$$

$$\text{Eta squared} = \frac{11124.817}{13830.850}$$

$$\text{Eta squared} = 0.80$$



Appendix 17 Prerequisite Analysis

Normality test

Tests of Normality

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Writing Score	Experimental Group (A1Y1)	,130	30	,200*	,941	30	,098
	Control Group (A2Y1)	,104	30	,200*	,969	30	,502
Motivation Score	Experimental Group (A1Y2)	,119	30	,200*	,982	30	,868
	Control Group (A2Y2)	,127	30	,200*	,959	30	,289

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

a. Lilliefors Significance Correction

Homogeneity test

Test of Homogeneity of Variances

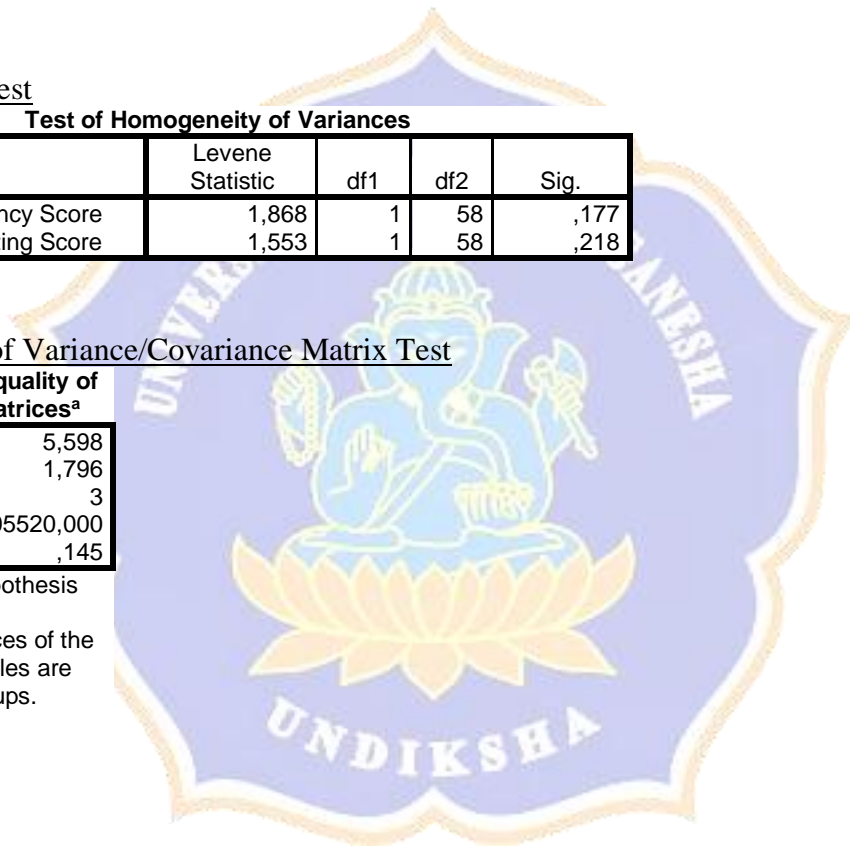
	Levene Statistic	df1	df2	Sig.
Writing Competency Score	1,868	1	58	,177
Motivation in Writing Score	1,553	1	58	,218

Homogeneity of Variance/Covariance Matrix Test

Box's Test of Equality of Covariance Matrices^a

Box's M	5,598
F	1,796
df1	3
df2	605520,000
Sig.	,145

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.



Appendix 18 The Result of MANOVA test (Hypothesis III)

General Linear Model

Between-Subjects Factors

	Value Label	N
Class 1	Experimental Group	30
	Control Group	30

Box's Test of Equality of Covariance Matrices^a

Box's M	5,598
F	1,796
df1	3
df2	605520,000
Sig.	,145

Tests the null hypothesis that the observed covariance matrices of the dependent variables are equal across groups.

a. Design: Intercept + Class



Multivariate Tests^a

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	,999	21009,879 ^b	2,000	57,000	,000
	Wilks' Lambda	,001	21009,879 ^b	2,000	57,000	,000
	Hotelling's Trace	737,189	21009,879 ^b	2,000	57,000	,000
	Roy's Largest Root	737,189	21009,879 ^b	2,000	57,000	,000
Class	Pillai's Trace	,809	120,430 ^b	2,000	57,000	,000
	Wilks' Lambda	,191	120,430 ^b	2,000	57,000	,000
	Hotelling's Trace	4,226	120,430 ^b	2,000	57,000	,000
	Roy's Largest Root	4,226	120,430 ^b	2,000	57,000	,000

a. Design: Intercept + Class

b. Exact statistic

Levene's Test of Equality of Error Variances^a

	F	df1	df2	Sig.
WritingScore	1,868	1	58	,177
MotivationScore	1,553	1	58	,218

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Class

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	WritingScore	340,817 ^a	1	340,817	16,454	,000
	MotivationScore	11124,817 ^b	1	11124,817	238,445	,000
Intercept	WritingScore	397394,817	1	397394,817	19185,566	,000
	MotivationScore	1288614,150	1	1288614,150	27619,623	,000
Class	WritingScore	340,817	1	340,817	16,454	,000
	MotivationScore	11124,817	1	11124,817	238,445	,000
Error	WritingScore	1201,367	58	20,713		
	MotivationScore	2706,033	58	46,656		
Total	WritingScore	398937,000	60			
	MotivationScore	1302445,000	60			
Corrected Total	WritingScore	1542,183	59			
	MotivationScore	13830,850	59			

a. R Squared = ,221 (Adjusted R Squared = ,208)

b. R Squared = ,804 (Adjusted R Squared = ,801)



Appendix 19 Examples of Students' Writing

Student number: 2

The Benefits of Reading

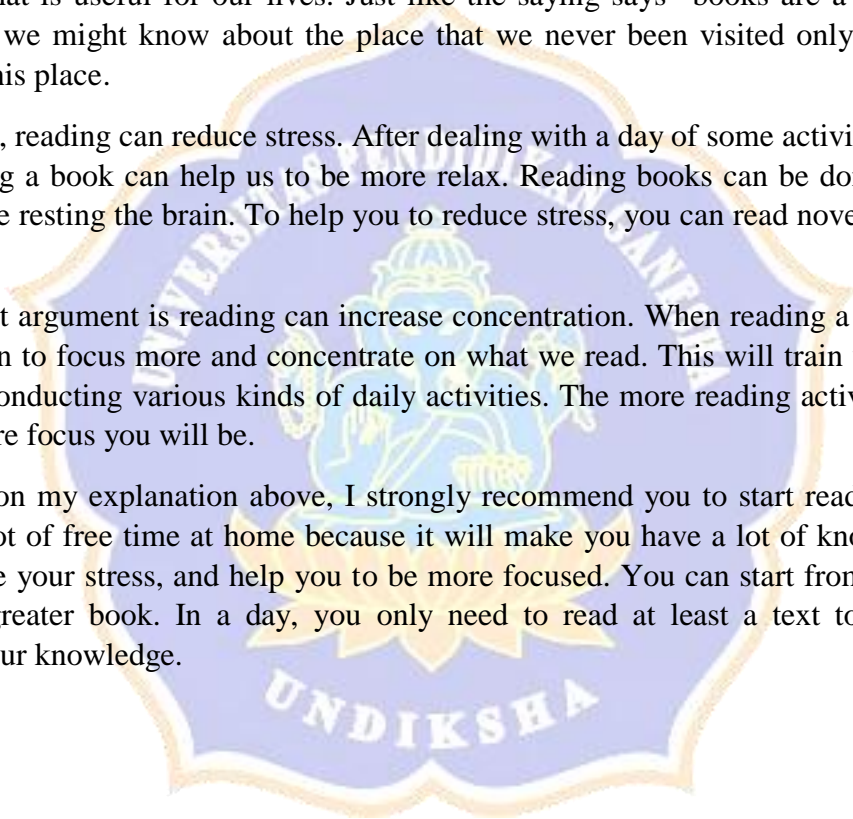
Reading stories or learning materials can be a useful activity for young people who have a lot of free time. Mostly, young people waste their free time to focus on their mobile phones, for example playing games or watching videos on YouTube. As a result, they did not aware of the positive benefits that they will get from reading a book or learning materials. The following arguments will explain some benefits of reading activity for you.

First, reading can increase our knowledge. By reading books, we can get a lot of knowledge that is useful for our lives. Just like the saying says "books are a storehouse of knowledge", we might know about the place that we never been visited only by reading a story about this place.

Second, reading can reduce stress. After dealing with a day of some activities that cause stress, reading a book can help us to be more relax. Reading books can be done for several minutes while resting the brain. To help you to reduce stress, you can read novels, comics, or magazines.

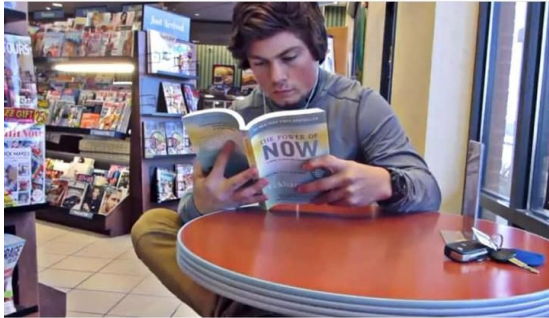
The last argument is reading can increase concentration. When reading a book, we can train the brain to focus more and concentrate on what we read. This will train us to be more focused on conducting various kinds of daily activities. The more reading activities that you have, the more focus you will be.

Based on my explanation above, I strongly recommend you to start reading a book if you have a lot of free time at home because it will make you have a lot of knowledge, help you to reduce your stress, and help you to be more focused. You can start from the simplest text to the greater book. In a day, you only need to read at least a text to help you in increasing your knowledge.





reztuweda_



Lihat Insight

Promosikan



reztuweda_ The benefits of reading
 Reading stories or lessons can be a useful activity for people who have a lot of free time. Most young people waste a lot of their time on negative activities. They don't know what positive things they get from reading books. The following arguments will show you some benefits of this activity.
 Firstly, reading can increase knowledge. By reading books, we can get a lot of knowledge that is useful for life. This is like the saying that the books are a

reading books. The following arguments will show you some benefits of this activity.
 Firstly, reading can increase knowledge. By reading books, we can get a lot of knowledge that is useful for life. This is like the saying that the books are a storehouse of knowledge, and that's true.
 Secondly, reading can reduce stress. After a day of activity can cause stress. We can treat it by reading books. Reading books can be done for several minutes while resting the brain. After that, the brain is sure to relax.
 The last argument is reading can increase concentration. When reading a book, we can train the brain to focus more and concentrate on what we read. This will train us to be more focused on conducting various kinds of daily activities.
 Based on my explanation above, I strongly recommend you to start reading a book if you have a lot of free time at home because it will make you smarter and diligent. Start from the simplest text to the greater book. You need to read at least a text per day, to make you more knowledgeable.

Taken from: <https://youtu.be/34i7HM0Cfs4>

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39 detik yang lalu · Lihat terjemahan



Student number: 5

Consume Water to Have Beauty

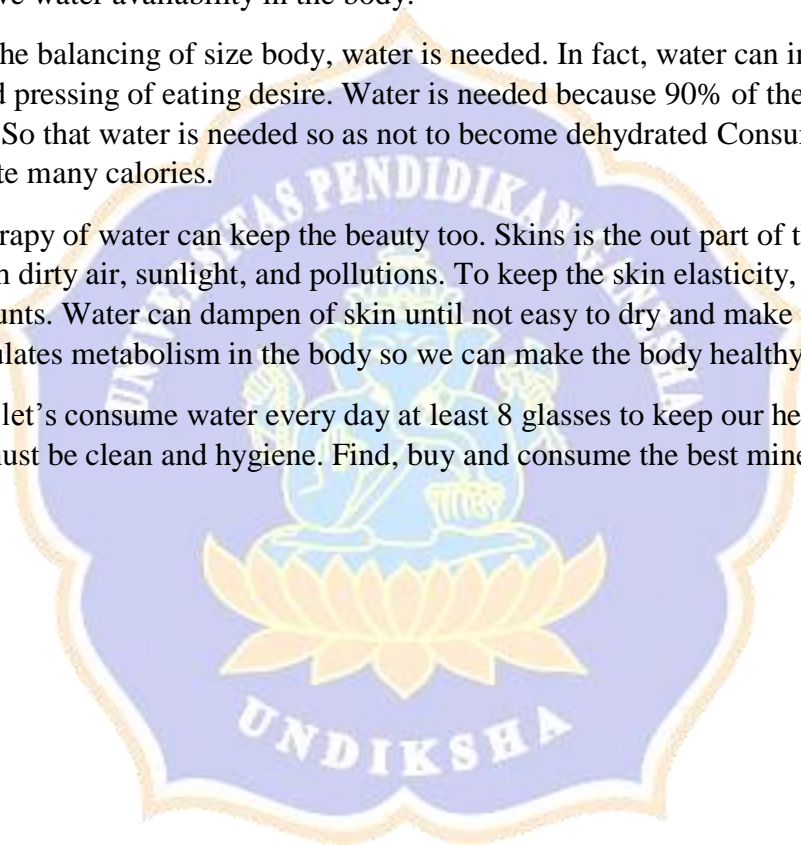
The majority of people claim that we do not have time to consume 8 glasses of water every day. There are many kinds of water that we can consume every day, all the time. But many people say they don't need to do that. Even though the facts show that consuming water at least 8 glasses of water every day can have a good influence on the body.

Firstly, Consuming water can be made as a therapy of disease because water that we consume with enough amounts and the right method can purify of poisons in our body. By doing water therapy will avoid wild dehydration which can interfere with focus. The therapy of water can save water availability in the body.

To keep the balancing of size body, water is needed. In fact, water can increase the metabolism and pressing of eating desire. Water is needed because 90% of the human body made of water. So that water is needed so as not to become dehydrated Consume a lot of water can filtrate many calories.

Last, Therapy of water can keep the beauty too. Skins is the out part of the body that has contact with dirty air, sunlight, and pollutions. To keep the skin elasticity, water is needed in enough amounts. Water can dampen of skin until not easy to dry and make the crimp. Water also regulates metabolism in the body so we can make the body healthy and beautiful.

After all, let's consume water every day at least 8 glasses to keep our health and beauty, but the water must be clean and hygiene. Find, buy and consume the best mineral water.





martinachuw



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Taken from:

<https://www.youtube.com/watch?v=j7Bk29oGRDE>

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32 seconds ago



Student number: 10

Fast Food is Bad for Our Lives

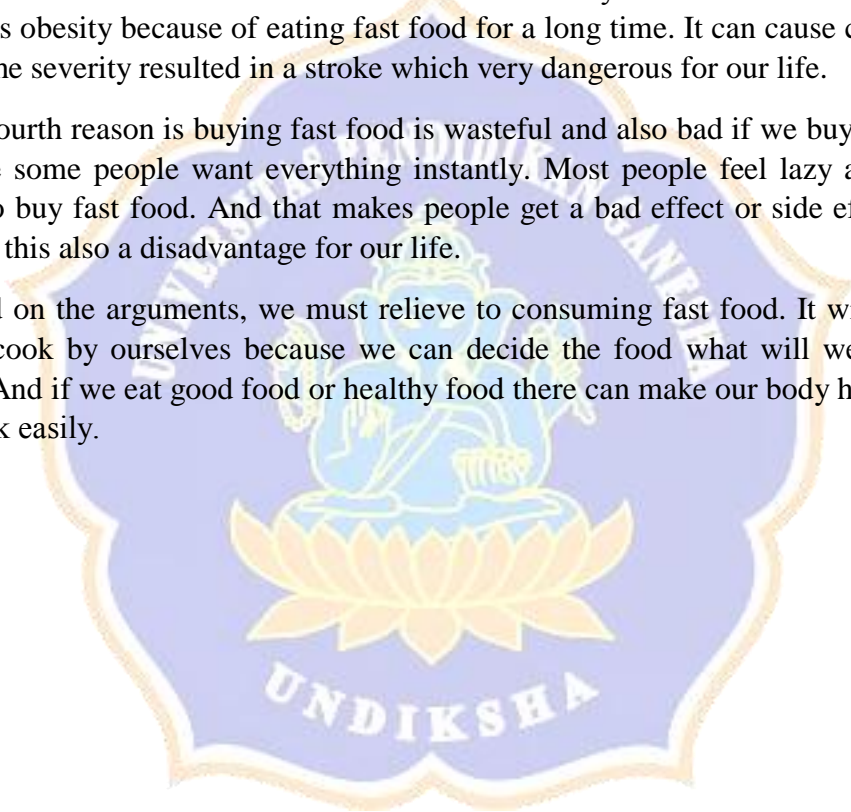
One example of the globalization effect is fast food. Fast food is a food which served simply and quickly, and it also has tasty flavor. Usually, people eat fast food like burgers, sandwiches, pizza, hotdog, etc. BPOM conducted research and said that fast food is not healthy for our health. There are many reasons that fast food is not healthy for daily life.

Firstly, the reason why fast food is bad for daily life is, fast food doesn't contain enough nutrition. The research proved that fast food had cooked early, so the nutrition in fast food like vitamins and minerals had lost.

The second reason is fast food can't be dissolved by our bodies. 1 of 10 students in the school has obesity because of eating fast food for a long time. It can cause coronary heart disease and the severity resulted in a stroke which very dangerous for our life.

The fourth reason is buying fast food is wasteful and also bad if we buying that every day. Because some people want everything instantly. Most people feel lazy about cooking and decide to buy fast food. And that makes people get a bad effect or side effect of eating fast food and this also a disadvantage for our life.

Based on the arguments, we must relieve to consuming fast food. It will be better if we want to cook by ourselves because we can decide the food what will we eat and it is healthy too. And if we eat good food or healthy food there can make our body healthy and we won't get sick easily.





putu.ananda423



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1 suka

putu.ananda423 "FAST FOOD IS BAD FOR OUR LIVES"

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Student number: 18

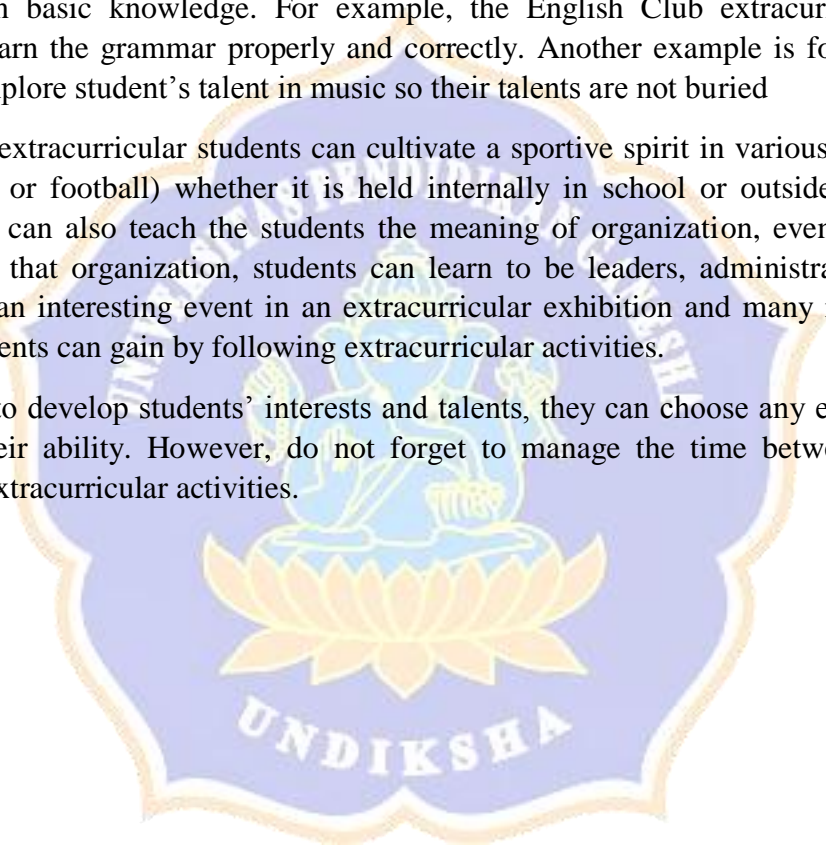
The Importance of Extracurricular Activities

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

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

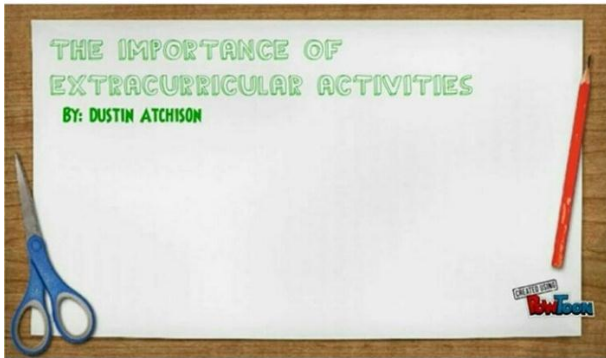
Through extracurricular students can cultivate a sportive spirit in various competitions (eg; basketball or football) whether it is held internally in school or outside the schools. Extracurricular can also teach the students the meaning of organization, even though on a small scale. In that organization, students can learn to be leaders, administrators, or even learn to make an interesting event in an extracurricular exhibition and many more positive things that students can gain by following extracurricular activities.

In order to develop students' interests and talents, they can choose any extracurricular which suits their ability. However, do not forget to manage the time between academic activities and extracurricular activities.





dwimaharn



Disukai oleh **pwaarya** dan **7 lainnya**

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Taken from: <https://www.youtube.com/watch?v=2CraC3coQ3c>

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Student number: 27

Healthy Lifestyle

We often hear about a healthy lifestyle. Have you applied a healthy lifestyle in your environment? In this era of globalization, we often ignored it. This happens because of many factors that cause us to forget and lazy in living a healthy lifestyle.

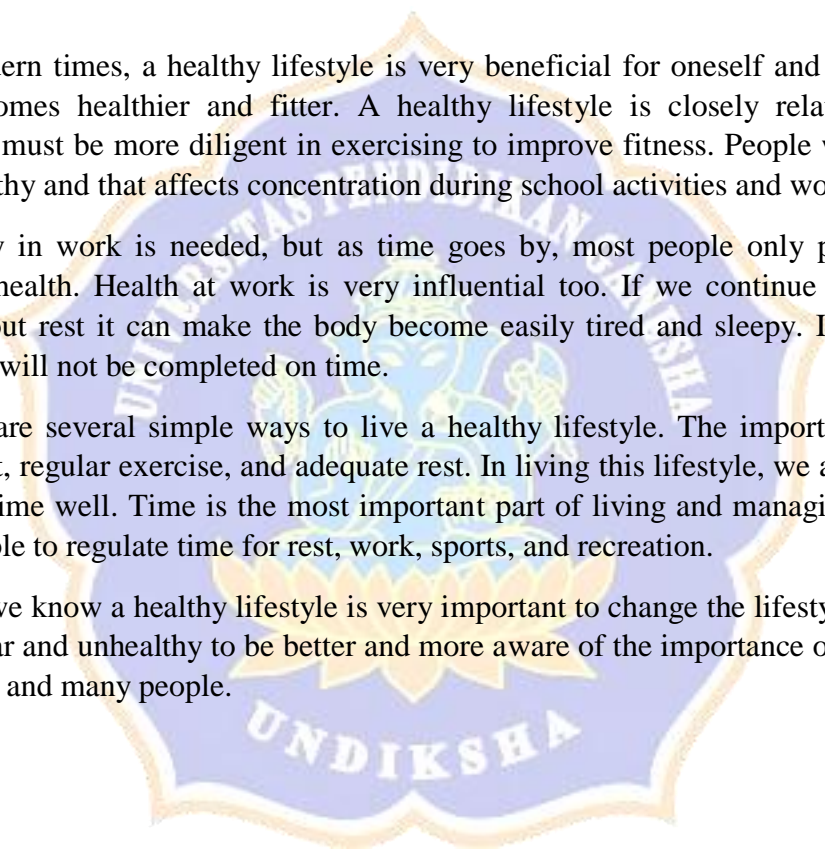
A healthy lifestyle is very important for yourself and of course, we become healthier, stronger, and avoid disease. A healthy lifestyle is very necessary also in modern times because most people have ignored the importance of a healthy lifestyle. As we know people in modern times prioritize work over health. People work too much on their time regardless of their health.

In modern times, a healthy lifestyle is very beneficial for oneself and others. Where the body becomes healthier and fitter. A healthy lifestyle is closely related to fitness. Therefore, we must be more diligent in exercising to improve fitness. People who are fit are definitely healthy and that affects concentration during school activities and work activities.

Priority in work is needed, but as time goes by, most people only prioritize work regardless of health. Health at work is very influential too. If we continue to spend time working without rest it can make the body become easily tired and sleepy. If that happens then our work will not be completed on time.

There are several simple ways to live a healthy lifestyle. The important thing is to maintain a diet, regular exercise, and adequate rest. In living this lifestyle, we also have to be able to share time well. Time is the most important part of living and managing everything. We must be able to regulate time for rest, work, sports, and recreation.


Now, we know a healthy lifestyle is very important to change the lifestyle of someone who is irregular and unhealthy to be better and more aware of the importance of a healthy life for themselves and many people.



Instagram

Instagram

jeфриkk_



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are fit are definitely healthy and that affects concentration during school activities and work activities. Priority in work is needed, but as time goes by, most people only prioritize work regardless of health. Health at work is very influential too. If we continue to spend time working without rest it can make the body become easily tired and sleepy. If that happens then our work will not be completed on time. There are several simple ways to live a healthy lifestyle. The important thing is to maintain a diet, regular exercise, and adequate rest. In living this lifestyle we also have to be able to share time well. Time is the most important part of living and managing everything. We must be able to regulate time for rest, work, sports, and recreation. Now, we know a healthy lifestyle is very important to change the lifestyle of someone who is irregular and unhealthy to be better and more aware of the importance of a healthy life for themselves and many people. Video-Taken from: <https://www.youtube.com/watch?v=0aNNYEUARAK> #learntowrite #writetoshare #hortatoryexposition

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Appendix 20 Documentations

Using mobile devices in learning process



Informing the task to students



Conducting group works



Read the writing in front of the class



CURRICULUM VITAE



Putu Adelina Kartika Dewi was born in Singaraja, October 20th, 1994. She finished her first degree (S1 Program) in English Education Department, Faculty of Language and Arts, Ganesha University of Education in 2017. She has an interest in teaching English for young learners and innovative teaching strategies, especially in the implementation of technology in learning.

