

**AN UNDERGRADUATE THESIS**

**“THE USE OF BRAINSTORMING TECHNIQUE TO  
IMPROVE THE STUDENTS’ ABILITY OF WRITING  
HORTATORY EXPOSITION TEXT AT SMA N 1 SEPUTIH  
AGUNG CENTRAL LAMPUNG”**

**By:**  
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**English Education Department**

**STATE ISLAMIC INSTITUTE OF METRO**  
**1440 H/2019 M**

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SMA N 1 SEPUTIH AGUNG  
CENTRAL LAMPUNG”

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

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STATE INSTITUTE OF ISLAMIC STUDIES OF METRO  
1440 H / 2019 M

**“THE USE OF BRAINSTORMING TECHNIQUE TO  
IMPROVE THE STUDENTS’ ABILITY OF WRITING  
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SMA N 1 SEPUTIH AGUNG  
CENTRAL LAMPUNG”**

**ABSTRACT**

**By:  
Dhoni Aditiya**

Brainstorming is a technique in pre-writing process which is used to generate as many as idea about the topic through an open mind without judging ideas. The objective of this research is to find out whether brainstorming technique was able or not to improve the student’s ability of writing hortatory exposition text at the eleventh grade of SMAN Seputih Agung.

In this research, the researcher uses Classroom Action Research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subject of this research is the students of eleventh grade of SMAN 1 Seputih Agung. In collecting the data, this research used observation, test, documentation and field not.

The result of this research show that, from cycle I and II the result of pre-test is 63,7, the average score of post test II from cycles is 82,26. It means that Brainstorming technique would able to improve the student’ ability of writing hortatory exposition text.

**Keyword :** *Brainstorming, writing, hortatory exposition*

**“PENGUNAAN TEKNIK BRAINSTORMING UNTUK  
MENINGKATKAN KEMAMPUAN MAHASISWA TULISAN  
TEKS PEKERJAAN HORTATORIUM DI  
SMA N 1 SEPUTIH AGUNG  
CENTRAL LAMPUNG”**

**ABSTRAK**

**Oleh:  
Dhoni Aditiya**

Brainstorming adalah teknik dalam proses pra-penulisan yang digunakan untuk menghasilkan sebanyak mungkin gagasan tentang topik melalui pikiran terbuka tanpa menilai gagasan. Tujuan dari penelitian ini adalah untuk mengetahui apakah teknik brainstorming tidak dapat meningkatkan kemampuan siswa dalam menulis teks eksposisi hortatory di kelas sebelas SMAN Seputih Agung.

Dalam penelitian ini, peneliti menggunakan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Subjek penelitian ini adalah siswa kelas XI SMAN 1 Seputih Agung. Dalam mengumpulkan data, penelitian ini menggunakan observasi, tes, dokumentasi dan lapangan tidak.

Hasil penelitian ini menunjukkan bahwa, dari siklus I dan II hasil pre-test adalah 63,7, skor rata-rata post test II dari siklus adalah 82,26. Ini berarti bahwa teknik Brainstorming akan dapat meningkatkan kemampuan siswa dalam menulis teks eksposisi hortatory.

***Kata kunci:*** *Brainstorming, penulisan, eksposisi hortatory*



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*Assalamu'alaikum Warahmatullahi Wabarakatuh*

Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka skripsi penelitian yang telah disusun oleh:

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Sudah kami setujui dan dapat di munaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh.*

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*Assalamua'alaikum Warahmatullahi Wabarakatuh*

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

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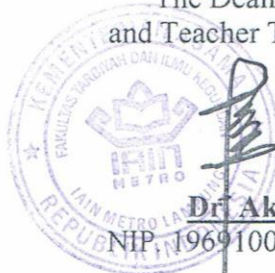
No.: B-2418/In.28.1/D/PP-00-9/07/2019

An Undergraduate Thesis Entitled: THE USE OF BRAINSTORMING TECHNIQUE TO IMPROVE THE STUDENT' ABILITY OF WRITING HORTATORY EXPOSITION TEXT AT SMA N 1 SEPUTIH AGUNG CENTRAL LAMPUNG, Written By: Dhoni Aditiya, Student Number 13106927, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, July 15<sup>th</sup> 2019 at 10.00-12.00. p.m.

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## MOTTO

أَهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ ﴿١٦٦﴾

“Tunjukilah Kami jalan yang lurus”

## **DEDICATION PAGE**

All praise be Allah SWT, I highly dedicate this undergraduate thesis to :  
My beloved parents Mr Siyono and Mrs Suprehatin for giving their endless love.

My beloved Almamaters State Institute for Islamic Studies of Metro

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Language was the device of communication which plays an important role to reveal an intention to someone else. The language could be expressed in the spoken or written forms. There was so many languages in the world, one of them was English.

In Indonesia, English was the first foreign language and it becomes one of the major subjects that should be taught by all students. English was not only taught and learned, but it used as a habit. In English there were writing ability which was important for us who learn English fully. Not only in speaking we share an information, but also with writing we can share the information. By writing, we can pour out ideas and think critically as well. Moreover, it was not only for communicating each other but also for expressing an idea.

Meanwhile, teaching writing to teenagers was not easy but needs more patience. The process of teaching for young learners was different from the process adults. It needs such technique to make it easy in delivering the materials.

Thus, for young learners or teenager, English was the first foreign language to be learned, and the students just learn simple English pattern. As the secondary language, the students have very limited knowledge of English. Sometimes it created problems in learning process, especially writing. The first was a confident problem, which was exist when the learners had difficulty

in pour out their ideas, even it was only on a papper. The second, inhibition, it had relevance with first problem whereas if the student unlike to reading, writing, listening, and speaking, they will not confident for writing down their ideas. The thirth, low or uneven participan, it was mean that only a few of the students was could pour out or write down their ideas. This problem was compounded of some students too dominate, while others wrote very little or not at all.

Furthermore, there was some factors that influence the students in mastering writing. They were internal and external factors. The internal factors came from students themselves such as ability and motivation. If the students' knowledge of English was poor, it would impact on their achievement especially in writing ability. In addition, many students had low motivation in writing. Most of the students were uninterested to wrote down in English, moreover they were also lack vocabulary and grammar, even a chance to wrote down. More deeply, in writing there was hortatory exposition that each student must learnt it, but most of the students were not interested in writing hortatory exposition teks. These a few of obstacles which have been faced by the English teachers.

For covering those problems, we was could used brainstorming as technique. Brainstorming was a technique that should play a larger role in the classroom or in a group because it offers a great variety that appeals to the students. Most students enjoy fun technique on their learning and therefore it should increased their interest in learning a new language and material in a very entertaining way. By getting motivation from brainstorming to learn language, students would be familiar to word (s) and habitual to wrote it. the

researcher would be incorporating brainstorming in students lessons in order to better enhance on students' learning.

Below was the data of english daily examination on September ,27<sup>th</sup>,2017, at SMA NEGERI 1 SEPUTIH AGUNG.

**Table 1**  
The Pre- survey data on September,27<sup>th</sup>,2017  
SMA NEGERI 1 SEPUTIH AGUNG

<b>No</b>	<b>Student Name</b>	<b>Final Score</b>	<b>Inf</b>
1	AW	52	Incomplete
2	ADP	64	Incomplete
3	ADAC	66	Incomplete
4	CMS	51	Incomplete
5	DDR	76	Complete
6	DRA	71	Incomplete
7	DAP	46	Incomplete
8	ET	20	Incomplete
9	ED	53	Incomplete
10	FR	57	Incomplete
11	HS	65	Incomplete
12	JAW	61	Incomplete
13	LM	38	Incomplete
14	LDF	58	Incomplete
15	LRU	57	Incomplete
16	M	44	Incomplete
17	MAS	30	Incomplete
18	NADR	54	Incomplete
19	NRS	61	Incomplete

20	NRA	72	Incomplete
21	PS	56	Incomplete
22	PS	56	Incomplete
23	PA	47	Incomplete
24	RLS	77	Complete
25	RCM	68	Incomplete
26	RNSW	68	Incomplete
27	SKD	78	Complete
28	SLSP	50	Incomplete
29	SEE	58	Incomplete
30	SWL	40	Incomplete
	Min. Score	20	
	Max. Score	78	
	Average	56,433	
	Passed		3
	Failed		27

**Table 2**

The pre-survey result from the test score of the eleventh Science 2 students in SMA Negeri 1 SEPUTIH AGUNG

No	Grade	Explanation	Amount	Percentage
1.	< 76	Incomplete	27 Person	90 %
2.	≥ 76	Complete	3 person	10%
<b>Total</b>			<b>30 person</b>	<b>100%</b>

From the table above, it could be known that most of student do not reach minimum standard (MS) yet, so they must done remedial program.

According to the table above, 27 students were failed and only 3 students were passed. It could be known according on the measurement of learning result that were  $76 \geq$  Complete and  $76 <$  Not Complete.

Based on the explaining above the researcher finds some problems, such as the students were not confidence to writing hortatory exposition teks, the students got inhibition related to their knowledge in writing hortatory exposition teks, and the students did not have a chance to writing hortatory exposition teks. For covering the problems, the researcher chooses brainstorming technique.

Based on the background above, the researcher was conducting the research by using the brainstorming in improving the student's ability of writing hortatory exposition teks of eleventh grade students of SMA NEGERI 1 SEPUTIH AGUNG in Central Lampung.

## **B. Problem Identification**

Based on the research background, the researcher identified some problems of the statement as follows:

1. The students were not confidence to write down their idea.
2. The students got inhibition related to their knowledge to writing hortatory exposition teks.
3. The students did not have a chance in writing hortatory exposition teks.
4. The students' motivation were lack in learning English.

### **C. Problem Limitation**

Based on the problem identification, the researcher limited the problems in the second problem that the students got inhibition related to their knowledge to writing hortatory eksposition teks. So, the reseacher used brainstorming technique toward the students' ability of writing hortatory eksposition teks among eleventh grade of SMA NEGERI 1 SEPUTIH AGUNG.

### **D. Problem Formulation**

Based on the explanation in the problem limitation, the researcher formulates the problem on: Can brainstorming technique improve the students' ability of writing hortatory eksposition teks at the eleventh grade of SMA NEGERI 1 SEPUTIH AGUNG?

### **E. Objectives and Benefits of the Research**

Dealing with the problems statement, the objectives and Benefits of this classroom action research are as follows:

#### **1. Objectives of the Research**

The objectives of the research was to find out whether brainstorming technique was able or not to improve the bstudents' ability of writing hortatory eksposition teks at the eleventh grade of SMA NEGERI 1 SEPUTIH AGUNG.

## **2. Benefits of the Research**

The benefits of the research are as follows:

- a. For the teacher: This research was expected to help the teacher applies brainstorming in the process of teaching and learning.
- b. For the students: it was expected to give a solution to writing hortatory eksposition teks, so they had more spirit in studying English. And the result was objected to help the researcher increasing the students to express their opinion, and students easily master both spoken and written form.
- c. For the school: This research also hoped to contribute to the Senior High School students to enlarge their knowledge.



## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Writing Hortatory Exposition

##### a. The Definition of Writing

##### 1. The Definition of Writing

Jeremy Harmer argues that writing refers to re-writing that considers revision in the process of making text.<sup>1</sup> Furthermore, Brown argues that writing is a process of creating words whereby someone free from what he think, feel, and perceive.<sup>2</sup> Marianne Celce-Murcia states that writing is the production of the written what that results in a text but the text must be read and comprehend in order for communication to take place. Writing is a productive skill we must concern ourselves with motivations and goals for writing. Writing is as a language skill used for communication.<sup>3</sup>

From the explanation above, the researcher concludes that writing refers to the process of making words which has several supplies, kinds and the writing is one of the important skills in learning English. Writing is also the difficult subject than another subject.

---

<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Camberley: Longman, 2000), p. 258

<sup>2</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), p. 337

<sup>3</sup> Marianne Celce-Murcia and Elite Olisthain (*Discourse and Context in Language Teaching*, Cambridge University Press, P.142)

## 2. The Process of Writing

According to MC.Crimmon there are three stages in writing process, as follow:

### 1) Planning

Planning is any orderly procedure used to bring about a desired result. As the first in the writing process, planning is a series of strategies designed to find and produce information in writing.

### 2) Drafting

Drafting is a procedure for drawing up a preliminary sketch. As the second stage in the writing process, drafting is of strategies designed to organize ad develop a substanced piece of writing.

### 3) Revising

Revising is a series of strategies designed to re-examine and re-evaluation the choices that have created a piece of writing.<sup>4</sup>

It means that if someone will write, they must know about the process of writing. By knowing the process of writing, the researcher can produce a good sentence. On the other hand, the reader will interest to read it because they are known about what they read.

---

<sup>4</sup> MC.Crimmon, *Writing With Purpose*, Houghton Mifflin, New York, 1983, p. 10-11

### 3. The Types of Writing

Wishon states the form of writing used to tell or relate is called narrative; the form of writing used to describe is called description; the form of writing used to explain or interpret is called exposition; the form of writing used to persuade or argue is called argumentation.<sup>5</sup> There are four different types of writing as follows:

#### 1) Narrative

Narrative is the form of writing used to relate the story of act or events. Narrative place occurrences in time and tell what happened occurring to natural time sequence.

Example:

A man and a woman sat talking on a bench in the late afternoon. The man was middle-aged and slender; his skin was dark; his eyes looked poetic. The woman was young, blonde, and graceful. Her dress was gray, with odd brown markings. She may have been beautiful; one found it difficult to notice anything except her eyes, which drew attention from everything else. The eyes were gray-green, long, and narrow. With an expression that defied analysis. One could only know that they were disquieting. Cleopatra, the queen of ancient Egypt, may have had such eyes.

---

<sup>5</sup>George E. Wishon, *Let's write English*, (New York : Litton Education Publishing, , 1978), p. 68-69

“yes” said the woman. “I love you, God knows; but I cannot marry you; I cannot, and will not.”<sup>6</sup>

## 2) Description

Description reproduces the way things look, smell, taste, feel, or sound; it is also evoke moods, such as happiness, loneliness, or fear. It may be used to describe more than the out word appearance of people it may tell about their trait of character or personality.

Example:

Tom’s wife was a long termagant, fierce of temper, loud of tongue, strong of arm. Her voice was often heard in wordy warfare with her husband; and his face sometimes showed signs that their conflicts were not confined to words. Thus, tom was a universal friend of the needy and acted like a “friend in need” that is he always exacted good pay and good security ...

When someone writes a descriptive writing, he or she expresses anything in his mind about certain object or event into word and sentences.

## 3) Expositions

Exposition is used in giving information, making explanations. Moreover, interpreting meaning it includes

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<sup>6</sup>*Ibid.p.378*

editorial, essays, and informative and instructional material used in combination with narrative.

Example:

And every night, about midnight I termed the latch of his door and opened it –oh, so gently and then when I made an opening sufficient for my head, I put in a dark lantern, all closed, closed, so that no light shone out, and then I thrust in my head. Oh you would have laughed to see how cunningly I thrust it in! I move it slowly, very, very slowly, so that I might not disturb the old man’s sleep. It took me an hour to place my whole head within the opening so far that I could see him as he lay on his bed...

#### 4) Argumentation

Argumentation is used in persuading and convincing. It is closely related to expositions and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition. Study the following paragraph. They are exposition, but they use argumentation.

Example:

Moon tracking is a new science –sport, great scientists are already in the game, and thousands of amateurs are entering it. When the first manufactured moon was launched. The

game got under way in earnest. Then radio amateurs, photographer and observers in large numbers began to record the orbiting of artificial satellites.<sup>7</sup>

Additionally, argument can serve private purpose. Through argument with others an individual can work through personal beliefs, values, commitments, and life choices. This, also called persuasive, is a writing type in which the researcher can show their opinion or argumentation about certain topics and try to persuade the readers by their proof, data or examples. In this writing, the researchers must clearly stand his position.

#### **4. The Strategies of Writing**

Jeremy Harmer states that we also need to concentrate on the process of writing; and in this regard, there are a number of strategies we need to consider:

1) The way we get the students to write

Before getting the students to write we can encourage them to think about what they are going to write-by planning the content and sequence of what they will put down on paper (or type into the computer).

2) The way we encourage them to draft, reflect, and revise

Students who are unused to process-writing lessons will need to be encouraged to reflect on what they have written,

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<sup>7</sup>*Ibid.* p. 383

learning how to treat first drafts as first attempts and not as finished products.

3) The way we respond to our students writing

In order for process-writing approach to work well, some teachers may need to rethink the way in which they react to their students work.

4) The process trap

One of the problems of process writing is that it takes time. Over-planning can take up too much time, and sometimes, restrict spontaneity and creativity.<sup>8</sup>

## 5. The Technique of Writing

1) Copying

Copying is an activity that is usually done for the lower classes, especially children who are just learning English.

2) Guided Writing

Guided writing techniques can be either short discourse or dialogue with some words omitted. Students are asked to write to complete the omitted portions.

3) Substitution Writing

Activity of writing can be matter of writing a sentence or discourse back, but there are some parts that are replaced with similar that based on real situations.

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<sup>8</sup> Jeremy Harmer, *How To Teach Writing*, Pearson Education Limited, England, 2004, p.11

#### 4) Free Writing

Free writing is an activity that requires mastery of vocabulary and grammar enough. Furthermore, this activity is for students to be able chance use English they have learned.<sup>9</sup>

#### **b. Hortatory Exposition Text in the Teaching Writing**

In conenection with writing in the senior high school, there are some genres taught namely procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation discussion, review, and public speaking. in this research, the researcher chose hortatory exposition text to be focus of the material. The purpose of hortatory exposition text is to argue a case for ar against a particular position or view and it proposes a suggestion at the end of the argumentation.

Furthemore, there are rhetorical structure and language features forming the text. The rhetorical structure that covers hortatory exposition texts namely thesis, arguments, and suggestion. In the thesis, the researcher should give general statement of topic that disscussed. After that the researcher might give some arguments or reasons that lead to recommendation. At last, the researcher should give suggestion which contains what should not happen. In addition, the hortatory exposition text language features are abstract nouns,

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<sup>9</sup> Kasihani K.E. Suyanto, *English For Learners*, Jakarta, Bumi Aksara, 2008, p.69-71



action verbs, connectives, evaluative words, modal adverbs, passive voice, and simple present tense.

In conclusion, writing can be defined as an activity of communicating a message on a page which involves both higher parts that are self-regulated thinking process and lower-order transcription skills such as handwriting, punctuation, and spelling. Furthermore, it is done through long process consisting of planning, drafting, responding, revising, editing, evaluating, and post-writing. Besides, the process approach was selected to apply in the teaching writing as the focus of the research was more on the process. Then, the writing evaluation system will be based on the five components including content, organisation, vocabulary, language use, and mechanics.

## **B. The Concept of Brainstorming Technique**

### **1. The Concept of Technique**

According to Oxford Advanced Learners' Dictionary, the word "technique" can be defined as a specific way to do or to act something, especially in learning particular skill.<sup>10</sup>

Brown argued that any of a wide variety of exercises, activities, or task that is used in the language classroom for realising lesson objectives is defined as "technique".<sup>11</sup>

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<sup>10</sup> Hornby, AS., *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Express, 2000), p. 1388.

<sup>11</sup> H. Douglas Brown, *Teaching by Principles. An Interactive Approach to Language Pedagogy 2<sup>nd</sup> Edition*, (New York: Addison Wesley Longman Inc., 2001), p.16

In addition, a technique as implementational is something that actually proceeds in language teaching or learning in the classroom.<sup>12</sup> It means that a technique is an implementation of a method or an approach which is done in teaching and learning process in the classroom.

Based on the explanation above, it can be inferred that a technique as an implementation is a particular way in teaching and learning process which is used to apply or an approach in classroom activities.

## 2. The Concept of Brainstorming

Brainstorming is a technique that was popularized by Alex Osborn in 1953. This technique that is used enable students generating ideas and to come up with a list of possible solution to a particular problem.<sup>13</sup>

Floris maintains that, brainstorming is one of techniques in writing which you write as many words or phrases as you can think of about a topic.<sup>14</sup> In other words, brainstorming is kind of technical terms in order to students can convey their ideas in written.

Moreover, Brown pointed out that brainstorming is a useful technique in writing which allows students to approach a topic through an open mind without judging the ideas. Students can free to come up the ideas or the surprised thoughts that might even know they had before.<sup>15</sup>

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<sup>12</sup> *Ibid*, p.14

<sup>13</sup> Salem Saleh Khalaf Ibnian, "Theory and Practice in Language Studies Vol.1: Brainstorming and Essay Writing in EFL Class", Thesis, (Finland: Academy Publisher Manufactured, 2011), p.264

<sup>14</sup> Flora D, Floris, et. Al., *Success in Academic English: English for General Academic Purposes*, (Yogyakarta: Graha Ilmu, 2007), p. 13

<sup>15</sup> Brown, *Teaching by Principles*, p. 349

According Fernald & Nickolenko in Scott G Isaksen, Brainstorming is probably one of the most well-known tools of creative problem solving.<sup>16</sup>

Furthermore, Lang and Evans maintain that brainstorming as a fun, useful, creative thinking technique can be used to begin problem solving. It can be included and done in a group or individual in any lesson.<sup>17</sup> In other words, brainstorming is a technique to come up with ideas or thoughts in our mind either alone or in a group. The major principle of brainstorming is to let our ideas flow without judging them.

Based on the quotation above, the researcher can infer that brainstorming is a technique in pre-writing process which is used to generate as many as ideas about the topic through an open mind without judging the ideas.

### **3. The Steps of Brainstorming**

According to Hoque, There five steps of brainstorming process in writing, as follows<sup>18</sup>

1. Brainstorm list. In this step, the researcher quickly makes a list of every word, every phrase, every ideas that comes into the researcher's mind about the topic. Write every thought down.

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<sup>16</sup> Scott G Isaksen, *A Review of Brainstorming Research*, (New York: Monograph) 1998. P. 3

<sup>17</sup> Hellmut R. Lang and David N. Evans, *Models, Strategies, and Methods for Effective Teaching*, ( USA: Longman Person Education, INC, 2006), P. 406

<sup>18</sup> Hoque, Ann, *First Steps in Academic Writing*, (New York: Addison Wesley Publishing Company, Inc., 1996), p.32

Don't worry if it is correct or not. The goal is to list as much as possible as quickly as possible.

2. Edit brainstorming list. The second step is to edit the brainstorming list. In this step, the researcher includes in the final paragraph and what he/she want to omit by combining ideas. that belong together, crossing out words that repeat the same ideas, and crossing out that are not directly related to the main ideas.
3. Organize the list. The third step is to put the list in order. Here, the steps should be in time order. What happens first? Second? Third? Last? Notice that each step is given a capital letter (A, B, C, etc.).
4. Making an outline. The fourth step is to add title and give a topic sentence. Here, the title is centered at the top. The topic sentence is placed below the title and the five steps listed under the topic sentence and have capital letters (A, B, C, and so on).
5. Writing the paragraph. The last step is to write the paragraph based on the outline made.

Based on guidelines above, it can be known that for make a written form it is very easy way by brainstorming technique. By the steps of brainstorming technique above we can make a paragraph write neatly, and when we read the text we will uderstand it clearly.

#### 4. The Advantages and Disadvantages of Brainstorming

##### **Advantages of brainstorming include:**<sup>19</sup>

1. The student can express a creative potential and find new ideas that is never thought before.
2. Generates ideas and solutions that can be use elsewhere.
3. It is fun to express the feeling and thinking feely.
4. It can be applied in group or individual. Besides, the competition occurs friendly and enjoyable, if several groups are involved.
5. Because the atmosphere is nonthreatening, the students have opportunity to show their own thinking.
6. While a lesson as a refreshing change of pace, it can be use anytime a problem comes to light or at any time.

Based on the quotation above, the researcher concludes that brainstorming technique has advantages to be apply in writing activities. The advantages of brainstorming are the students can express their creative thinking and feeling freely without judging all ideas that come into mind. Besides, in writing, the students can brainstorm all ideas and then try to generate ideas without worry about grammar because it will be concern in their ideas.

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<sup>19</sup> Zemach, Dorothy E and Carlos Islam, Writing in paragraphs, (spain: Macmillian, 2006), p. 58

**Disadvantage of the use of Brainstorming are as follows:**

1. Many ideas or suggestions are useless or not worth anything.
2. It can take too much time if the group of the students is not controlled and is allowed to run for too long. Sometimes, some students feel pressure and uncomfortable, because the discussions usually do not flow freely as in an instructed session.
3. The ideas of some students may have to be disposed (usually in group learning).

Based on the quotation above, it can be infer that besides brainstorming has advantages, it has disadvantages. Disadvantages of brainstorming are sometimes hard to determine which the useless ideas are during brainstorming session. In a group, there are difficulties to put some ideas from many students, so it makes some students feel uncomfortable because discussion do not flow freely.

**C. Action Hypothesis**

Based on the Theoretical Review above, the researcher formulates the action hypothesis that the use of brainstorming technique will able to improve the students' ability of hortatory exposition at SMA Negeri 1 Seputih Agung in Central Lampung.

**CHAPTER III**  
**RESEARCH METHOD**

**A. Research Setting and Subject of the Research**

This research conducted at SMA N 1 Seputih Agung Center Lampung. The subject of the study was the students of elevent grade at SMA N 1 Seputih Agung – Center Lampung in the second semester. The number of the students consists of 33 members. The students were taken as the subject of the research since they have poor ability in writing.

**Table 3.1**  
**The subject of the research**

Class	Sex	
	Female	Male
X	19	11
Total	30	

The researcher took one of her classes in which the students had lower average score. Based on the teacher's experience during teaching and learning process and the students' result test in ability of hortatory exposition text, the teacher found problems such as incapability of the students in writing well based on the pre- survey result. After finding the problems, the researcher examined the problem solution. The problem solution was teaching writing ability through brainstorming technique. In addition, this class must get 76 score to fulfill the Minimum Mastery Criterion- (*MMC*) in English lesson.

## B. The Research Procedure

The design of this research was classroom action research. It called CAR because the research aimed at developing a certain instructional technique to solve problems in a class.

According to Glenda Mac, Action research was a cyclical process of ‘think –do –think’ to research and create change. We think about what we do at present, then we do something to create change, then we think again about what we’ve done and its effects.<sup>20</sup>

Jean McNiff Also stated that, “Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be.”<sup>21</sup>

Based on the statement above, the researcher can say that Classroom Action Research was a reflective study done by the teacher in a classroom for getting solution about the problem until it could be solved. In addition, classroom action research helps the teacher to solve problem by applying a new method, strategy, or technique as an alternative way leading to innovation.

In this Classroom Action Research (CAR), consisted of the cycle and consisted of four steps, namely planning, acting, Observing and reflecting.

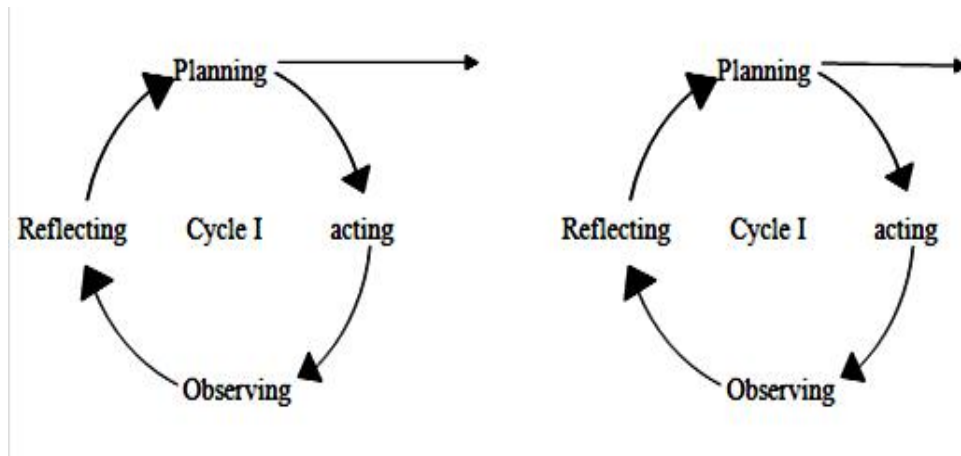
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<sup>20</sup>Glenda Mac Naughton and Patrick Hughes, *Do Action Research in Early Childhood Studies: A Step by Step Guide*, (New York: Open University Press, 2009), p.1

<sup>21</sup>Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: RoutledgeFalmer, 2002) Second Edition, p.15



The researcher describes the cycles through the scheme of action research design by Kurt Lewin as follows:



**Figure 3.2**

**Kurt Lewin's Action Research Design**

*(Adapted from Jean McNiff, 2002)<sup>22</sup>*

CAR was applied in this research since it was regarded important to develop writing ability of the eleventh grader of SMA N 1 Seputih Agung by applying brainstorming technique. By applying this technique, it was expected to solve students' problems in teaching-learning process of writing ability.

The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the researcher collaborated with the real English teacher of SMA N 1 Seputih Agung as an observer and collaborator. The researcher plays a role as an English teacher who teaches writing ability through brainstorming to the students, while the real English teacher's role was as an observer who

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<sup>22</sup>*Ibid*, p.41

observes the action of the research while teaching-learning activities happens in the classroom. Also the real English teacher acted as a collaborator when helps the researcher in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the researcher was not only as an observer but the researcher also took action by making lesson plan and giving assessment. Then, the researcher was also collecting and analyzing data together with the teacher to knowing the result of their students' writing of hortatory exposition text result.

According to the Kurt Lewin's action research design, the researcher wanted to describe a plan for Classroom Action Research (CAR) as follows:

#### 1. Cycle 1

##### a) Planning

After interviewing, observing and conducting test before CAR.

The teacher and the observer made instruments, such as: lesson plan, observational notes, observational guidelines, and test after CAR.

##### b) Acting

In this phase, the researcher acted as the teacher and the real teacher becomes the observer. The teacher conducted the lesson plan, teaches writing, was explain the strategic for writing ability and apply brainstorming technique.

##### c) Observing

In this phase, for the first, the real teacher observed teaching learning activity in the classroom, such as class situation, teacher's

performance, and students' response. Secondly, the researcher was identified the students' achievement in learning writing ability by gave the test after CAR in cycle 1. And the last, the researcher was calculate students' improvement scores from test before CAR to test after CAR in cycle 1 whether improving or not.

d) Reflecting

In this phase, for the first the teacher and the researcher were discuss not only about the result of the implementation of CAR, but also students' achievement and the technique. And then, the teacher and the researcher prepared the lesson plan for the next cycle and for test after CAR in cycle 2 in order to known the improvement of students' score and to solved the problem unfinished yet.

2. Cycle 2

a) Planning

In this phase, the researcher revised the lesson plan and modifies the use brainstorming technique with some modifications. Then, the teacher and the researcher prepare observational guidelines and the test after CAR in cycle 2.

b) Acting

In this phase, the teacher taught writing with writing material according to a new lesson plan. Then, the teacher was modified the use of brainstorming technique by ask the student to made a group and gave their ideas and so on.

c) Observing

In this phase, for the first, the real teacher were observed teaching learning activity in the classroom, which include class situation, teacher's performance, and students' response. Secondly, students were given the test after CAR in cycle 2. And the last, the researcher calculate students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

d) Reflecting

In this phase, for the first, the researcher and the teacher was discuss about the result of the implementation CAR by modifying a new strategy in action, about students' response with the technique, about improvement students' score in writing hortatory exposition text and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2. Afterward, the researcher and the teacher made an agreement, if the target was not achieved, the action would be continued to cycle 3, but if the target was achieved, the action would be stopped.

### **C. The Data Collecting Technique**

There were two type of collecting data: qualitative data and quantitative data. The researcher was use observation dealing with the qualitative data. On the other side, the researcher was use the students' final result score of writing as a pre-test and post-test to obtain the quantitative data.

Some instrument was applied to obtain the data in this study. The complete explanations of those instruments as follow.

### **1. Observation**

Observation was a mainstay of action research. It enables researcher to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we thought they occur.<sup>23</sup>

In this case, the researcher observed the students directly in the classroom and got the description about students' activity in learning writing process. The real teacher also observed the researcher who taught in the classroom and the implementation of CAR based on observation notes which already made before. The data taken based on the students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation was used to as a basis to determine the planning for following cycle.

### **2. Test**

The researcher was use test to get data result of the students' writing ability. The result of this test was students' writing score based on the technique applied. The aimed of this test was to measure the students' writing ability. The tests were *pre-test* and *post-test (based on brainstorming technique applied)*. The pre-test was completed before implementing brainstorming technique in preparations study. On the other

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<sup>23</sup>Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press, 1999), p.80

hand, the post-test was implemented after using brainstorming technique in teaching writing ability.

### **3. Documentation**

Documentation was collection of various documents relevant to the research questions which can include students' reading worksheet, student records and profile, course overviews, lesson plans, classroom materials.<sup>24</sup>

### **4. Field Note**

In this research, the researcher was use field note to focus on a particular issue or teaching behavior over a period of time. Moreover, the researcher was took field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

## **D. The Data Analysis Technique**

The researcher would like to analyze the data by the action research. The data was attained from teaching-learning process and evaluation. The data will be analyzed in two ways;

### **1. Descriptive Qualitative Technique**

Descriptive qualitative technique was used to know students participation and their activities in classroom. In this case the researcher was used field note in which record all of activities in classroom. It described the process and the result of students' improvement in writing ability using brainstorming technique.

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<sup>24</sup>Ibid, p.117

## 2. Statistical Technique

Beside descriptive technique, the researcher used a statistical technique. In scoring the test, the students score was counted with the following formula:<sup>25</sup>

$$\bar{X} = \frac{\sum X}{N}$$

Notes:  $\bar{X}$  =Mean

$\sum X$  =The total number of students' scores

N = Number of students

### E. The Indicator of Success

The indicator of success took from the process and the result of the action research. This research called success if the student's post test was mean score on writing was not less than 75 and no student's get the score under 75 and 75% of the students test in cycle I until cycle II test go up. In addition, there was improving in study activities and learning result in the learning.

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<sup>25</sup>Donald Ary at all, *Introduction to Research in Education*, (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. Description of Research Setting**

###### **a. Brief History about the Establishment of State Senior High School 1 of Seputih Agung in Central Lampung.**

This classroom action research was conducted at State Senior High School 1 of Seputih Agung in Central Lampung. The name of State Senior High School 1 of Seputih Agung in Central Lampung had change into various changes: first in 01 July 1987 turned into SMA Panca Bhakti. These change caused by the instruction from the Directorate General of Higher Education Ministry of Education. The name of State Senior High School 1 of Seputih Agung has changed only into two times from SMA Panca Bhakti into SMA Negeri 1 Seputih Agung. Geographically it is located on Seputih Agung, Central Lampung,.

SMA Negeri 1 Seputih Agung have changed leader five times.

This school had been led by the following principals:

1. 1998-1999 : Drs. Sukatman
2. 1999-2000 : Drs. Superman Achmad
3. 2000-2009 : Muhammad Duriyanto, S.Pd
4. 2009-2012 : Reberson Sinaga, S.Pd
5. 2012-2014 : Drs. Widi Sutikno, MM., up until now.



**b. The Condition of Teachers in SMA Negeri 1 Seputih Agung**

The data of teachers in academic year of 2018/2019 based on the employment of the status, it can be identified as follow;

**Table 5**  
**The Data of Teachers in SMA Negeri 1 Seputih Agung**

No	Mata Pelajaran	Permanent	NON Permanent	Total
1	Civic Education	2		2
2	Religion			
	a. Islamic Study	4		4
	b. Protestant		1	1
	c. Catolik		1	1
	d. Hindu	1		1
S	e. Budha			
	f. Konghuchu			
S 3	Indonesian Language	6		6
o 4	English	5		5
5	History	5		5
u 6	Phycical Education	3	2	5
7	Mathematic	7	4	11
r 8	Physic	6		6
c 9	Biology	4		4
10	Chemistry	4		4
e 11	Economy	5		5
. 12	Sociology	2		2
13	Geography	2		2
14	Foreign Language		1	1
T 15	Lampung Language		2	2
16	Counseling	5	2	7
h	Total	61	13	74

*Documentation Result*

**Table 6**  
**The Data of Staff in SMA Negeri 1 Seputih Agung**

No	Staff	Permanent	NON Permanent	Total
1.	Administration Staff	10	3	13
2.	Laboratory assistant		2	3
3.	Librarian		2	2
4.	Security		2	2
5.	Cleaning Service		6	6
6.	Electric Technician		1	1
	<b>Total</b>	<b>10</b>	<b>16</b>	<b>26</b>

Source: The documentation result of teacher in academic year of 2018/2019 SMA Negeri 1 Seputih Agung.

**c. The Quantity of SMA Negeri 1 Seputih Agung**

The quantity of SMA Negeri 1 Seputih Agung Students in academic year of 2018/2019 can be identified as follows;

**Table 7**  
**The Quantity of the Students at SMA Negeri 1 Seputih Agung**

No	Class	Sex		Total
		Male	Female	
<b>1.</b>	<b>VII</b>	125	102	<b>227</b>
<b>2.</b>	<b>VIII</b>	110	124	<b>234</b>
<b>3.</b>	<b>IX</b>	64	74	<b>138</b>
	<b>Total</b>	<b>299</b>	<b>300</b>	<b>601</b>

Source: The documentation result of teacher in academic year of 2018/2019 SMA Negeri 1 Seputih Agung

**d. Facilities and Infrastructure**

The facilities and infrastructure of SMA Negeri 1 Seputih Agung in academic year of 2018/2019 can be identified as follows;

**Table 8**  
**The Facilities and Infrastructure in SMA N 1 Seputih Agung**

No	Facilities	Conditions			Total
		Good	Slightly damaged	Seriously damaged	
1.	Headmaster room	1			<b>1</b>
2.	Teacher room	1			<b>1</b>
3.	Office house	1			<b>1</b>
4.	Library	1			<b>1</b>
5.	Computar lab	1			<b>1</b>
6.	Science lab				<b>0</b>
7.	Physics lab	1			<b>1</b>
8.	Chemistry lab	1			<b>1</b>
9.	Biology lab	1			<b>1</b>
10.	Language lab	1			<b>1</b>
11.	Hall	1			<b>1</b>
12.	Mosque	1			<b>1</b>
<b>Total</b>		<b>11</b>			<b>11</b>

Source: The documentation result of facilities and infrastructure in academic year of 2018/2019 SMA Negeri 1 Seputih Agung

#### e. Curriculum

**Table 9**  
**Curriculum in SMA Negeri 1 Seputih Agung**

No	Periode	Grade	Curriculum
1.	2012/2013	X, XI, XII	Cur th 2006
2.	2013/2014	X, XI, XII	Cur 2013 Cur 2006
3.	2014/2015	X, XI XII	Cur 2013 Cur 2006
4.	2015/2016	X, XI, XII	Cur 2013
5.	2016/2017	X, XI, XII	Cur 2013
6.	2017/2018	X, XI, XII	Cur 2013
7.	2018/2019	X, XI, XII	Cur 2013

## 2. Description of Research Data

This research used classroom action research. It was conducted in two cycles. The action in cycle I and cycle II were conducted about three meetings in first cycle and two meetings in second cycle, each

meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing Brainstorming as technique to improve the students' ability of writing hortatory exposition text at SMA N 1 Seputih Agung.

**a. Action and Learning at Pre-Test**

1) Pre-test activity

The learning was conducted on Tuesday, Desember 03<sup>th</sup>, 2018. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of writing hortatory exposition text before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was writing test.

2) The students' pre-test result.

**Table 10**  
**The Students Ability of Writing Hortatory Exposition text**  
**Pre-Test Result**

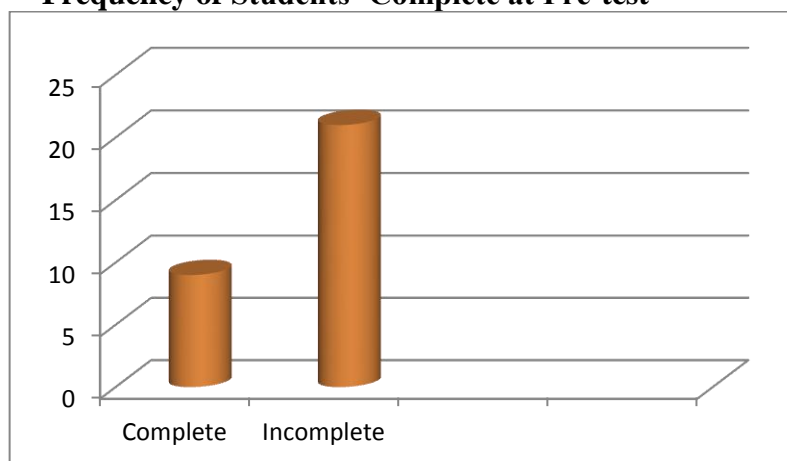
<b>No</b>	<b>Student Name</b>	<b>Score</b>	<b>Information</b>
1	ASPK	44	Incomplete
2	AB	68	Incomplete
3	AE	68	Incomplete
4	AZP	56	Incomplete
5	AR	84	<b>Complete</b>
6	AI	80	<b>Complete</b>
7	BAR	68	Incomplete
8	CRA	60	Incomplete
9	DNR	44	Incomplete
10	DAB	40	Incomplete
11	DKD	80	<b>Complete</b>
12	EDP	44	Incomplete
13	EAC	48	Incomplete
14	GAP	56	Incomplete
15	IPSW	72	Incomplete
16	IK	60	Incomplete
17	MAZA	60	Incomplete
18	NKDW	64	Incomplete
19	NMKP	88	<b>Complete</b>
20	NWDA	92	<b>Complete</b>
21	NPAS	68	Incomplete
22	OHP	36	Incomplete
23	RBAP	60	Incomplete
24	RMAR	88	<b>Complete</b>
25	RR	84	<b>Complete</b>
26	RS	80	<b>Complete</b>
27	RNA	84	<b>Complete</b>
28	SLNI	44	Incomplete
29	SH	52	Incomplete
30	WYM	40	Incomplete
	<b>Total</b>	<b>1912</b>	
	<b>Average</b>	<b>63,7%</b>	
	<b>High score</b>	<b>92</b>	
	<b>Low score</b>	<b>36</b>	

Based on the table above, it can be seen that 9 from 30 students were success beside that 21 students were not success. The average from the data was 63,7%. To know about percentages from the score of pre-test can be seen on the table as follows:

**Table 11**  
**Frequency of Students' Score at Pre-test**

No	Score	Frequency	Percentage	Category
1	$\geq 78$	9	30%	Complete
2	$\leq 78$	21	70%	Incomplete
	<b>Total</b>	30	100%	

**Graph 1**  
**Frequency of Students' Complete at Pre-test**



Referring the data above, the Minimum Mastery Criteria (MMC) for English lesson at SMA Negeri 1 Seputih Agung is 78. It can be seen that only 9 students (30%) got score up to the standard, then 21 students (70%) got score less than the standard. That is the reason why the researcher used Brainstorming as the

technique to improve the students' ability of writing hortatory exposition text at SMA Negeri 1 Seputih Agung.

**b. Cycle 1**

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

In the first meeting was conducted on Monday, Januari 07<sup>th</sup> 2019. In this meeting, the researcher was being the observer and the collaborator was being the teacher, the action as follow:

(1) The teacher greeted the students and checked the attendance list.

(2) The teacher gave the information about the material.

- (3) The teacher gave instruction based on the step of Brainstorming Technique.
  - (4) The teacher gave the material about hortatory exposition text to the students.
  - (5) The teacher asked the students to asking to the teacher about the material that they still confused.
  - (6) The teacher share some example text about hortatory exposition text.
  - (7) The teacher asked students to make a hortatory exposition text.
  - (8) The teacher and the students correct together the text that wrote by students.
  - (9) The teacher asked the students to be often sharing with friends to make a hortatory exposition.
  - (10) The teacher and the students made the conclusion about the subject material that was studied.
  - (11) Closing the learning process.
- b) The second meeting

In the second meeting was conducted on Tuesday, January 08<sup>th</sup> 2019. In this meeting, the researcher was being the observer and the collaborator was being the teacher. The meeting was started by praying and greeting, checking the attendance list, and asking the students condition. The



students did the test individually, after the students were given the action in the first meeting. The result of the students' score in post-test 1 showed in the following table:

**Table 12**  
**The Students' Post- Test 1 Result of Cycle 1**

<b>No</b>	<b>Student Name</b>	<b>Score</b>	<b>Information</b>
1	ASPK	72	Incomplete
2	AB	80	<b>Complete</b>
3	AE	80	<b>Complete</b>
4	AZP	76	Incomplete
5	AR	84	<b>Complete</b>
6	AI	84	<b>Complete</b>
7	BAR	80	<b>Complete</b>
8	CRA	80	<b>Complete</b>
9	DNR	64	Incomplete
10	DAB	60	Incomplete
11	DKD	80	<b>Complete</b>
12	EDP	60	Incomplete
13	EAC	72	Incomplete
14	GAP	64	Incomplete
15	IPSW	80	<b>Complete</b>
16	IK	84	<b>Complete</b>
17	MAZA	80	<b>Complete</b>
18	NKDW	80	<b>Complete</b>
19	NMKP	92	<b>Complete</b>
20	NWDA	96	<b>Complete</b>
21	NPAS	72	Incomplete
22	OHP	48	Incomplete
23	RBAP	64	Incomplete
24	RMAR	92	<b>Complete</b>
25	RR	84	<b>Complete</b>
26	RS	84	<b>Complete</b>
27	RNA	84	<b>Complete</b>
28	SLNI	64	Incomplete
29	SH	80	<b>Complete</b>
30	WYM	64	Incomplete
	<b>Total</b>	<b>2284</b>	
	<b>Average</b>	<b>76,13</b>	
	<b>High score</b>	<b>96</b>	
	<b>Low score</b>	<b>48</b>	

Based on the table above , can be seen that 18 from 30 students were success beside that 12 students were not success. The average score from the data was 76,13. The high score was 96 and the low score was 48.

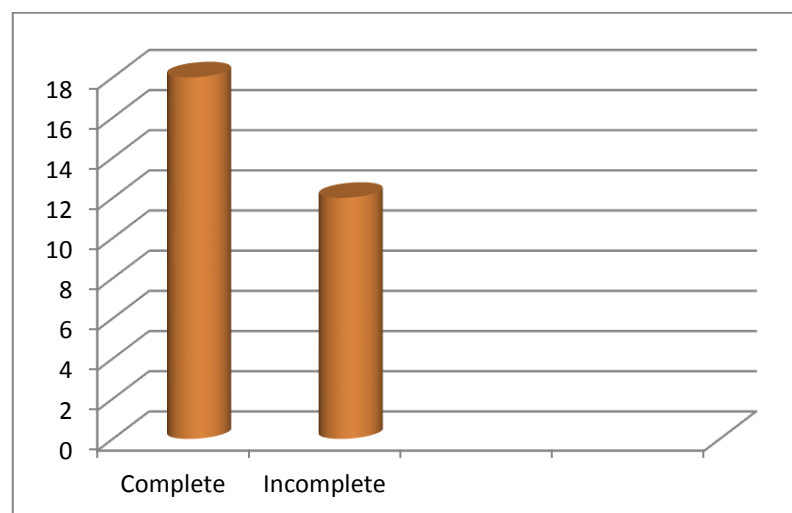
To know about percentages from the score of post-test can be seen on the table as follows:

**Table 13**  
**Frequency of Students' Score at Post-test 1 in cycle 1**

No	Score	Frequency	Percentage	Category
1	$\geq 78$	18	60%	Complete
2	$\leq 78$	12	40%	Incomplete
	Total	30	100%	

**Graph 2**

**Frequency of Students' Complete at Post-test 1 in cycle 1**



Based on the data above can be seen that 12 students (40%) got score less than standard and 18 students (60%) got score up to the standard. It was higher than the result of pre-test. The criterion of students who was successful in mastering the

material was the students who got minimum score of 78. Learning process is said success when 80% students got score 78. The fact showed that the result was unsatisfying.

### 3) Observing

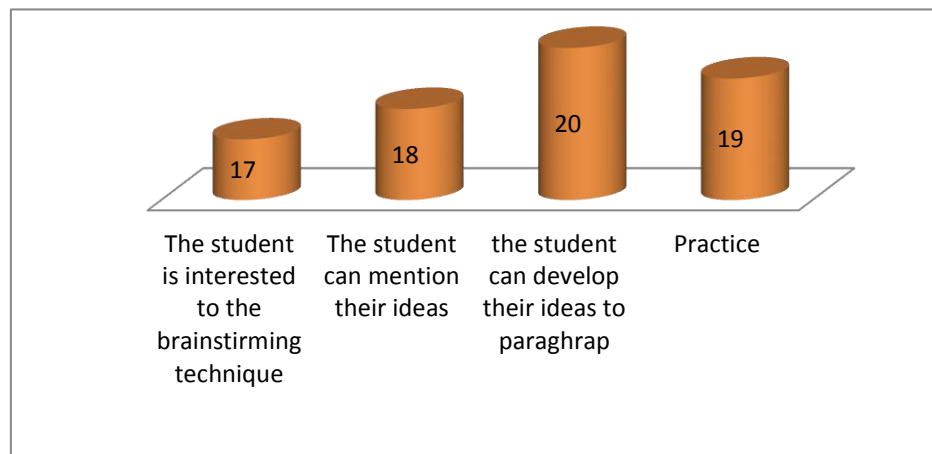
The result of learning process to increase the students' writing ability of hortatory exposition text by using brainstorming technique in cycle 1 was rising than before. It can be seen from the score at pre-test and post-test. The using of brainstorming technique in the learning process is something new at this class, because the students are supposed to be active, not only in a pair at every students, each one of them, also be expected to be active in this case.

The students began be active and interested in teaching learning process. In the post test of cycle 1 there were 18 students of 30 students who got 78 or more but this result be better than before giving treatment. The data of the students' activity can be seen in the table bellows:

**Table 14**  
**The Result of the Students' Activity of Cycle 1**

No	Students' Activity	Frequency	Percentage
1	The students is interested to the brainstorming as the technique.	17	56,67%
2	The students can mentions their ideas.	18	60%
3	The students can develop their ideas to paraghrap	20	66,67%
4	Practice	19	63,33%
<b>Total</b>		30	

**Graph 3**  
**Frequency of Students' Activities in Cycle 1**



The data showed that not all the students' were active in learning process. There were 17 students (56,67%) interested to the brainstorming as technique, 18 students (60%) could mention their ideas, 20 students (66,67%), they are can develop their ideas to paraghrap, 19 students (63,33%) did a practice.

#### 4) Reflecting

From the result of cycle 1, it showed that there was an increasing of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some students still did not interested on the material and made the condition be noise.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle 2. The researcher tried to get solution as follows:

- a) The researcher should manage class well
- b) The researcher asks students to focus on study and not make a noise.
- c) Teacher should motivate students to be more active in class.

**c. Cycle 2**

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the reflection that had been conducted in the cycle 1, the researcher and the collaborator made the planning of the action, as follow:

- (1) Preparing the media of the material such as laptop, text, and technique.
- (2) Preparing the lesson plan.
- (3) Preparing the items that will be examined as the post-test in the end cycle.
- (4) Giving instruction to the students as following the procedure by Ann Hoque.
- (5) Preparing the observation sheet of the students' activity.

## 2) Acting

### a) The first meeting

The first meeting was conducted on Tuesday, January 15<sup>th</sup> 2019. The action that was conducted as follows:

- (1) The teacher greeted the students and checked the attendance list.
- (2) The teacher gave the information about the subject that would study.
- (3) The teacher reviewed the text that had studied in the cycle 1.
- (4) The teacher gave instruction based on the procedure of brainstorming technique, so the teacher asked the students to make some group in the class.
- (5) The teacher gave the example.
- (6) The teacher and students make some question and answer or discuss about hortatory exposition.
- (7) The teacher asked the students to make some discussion to make a text of hortatory exposition.
- (8) Each group of the students made a hortatory exposition text.
- (9) The teacher and the students made the conclusion about the subject material that was studied.
- (10) Closing the learning process.

## b) The second meeting

The second meeting was conducted on Monday, January 21<sup>th</sup> 2019. This meeting used as the post-test II in the end of cycle II, the students was given the action. It has been finished well by the students where they had to make a hoprtatory exposition individualy. The result of the students' score in post-test II can be seen in the following table:

**Table 15**  
**The Students' Post- Test 2 Result of Cycle 2**

No	Student Name	Score	Information
1	ASPK	80	<b>Complete</b>
2	AB	80	<b>Complete</b>
3	AE	84	<b>Complete</b>
4	AZP	84	<b>Complete</b>
5	AR	88	<b>Complete</b>
6	AI	92	<b>Complete</b>
7	BAR	84	<b>Complete</b>
8	CRA	92	<b>Complete</b>
9	DNR	64	Incomplete
10	DAB	64	Incomplete
11	DKD	84	<b>Complete</b>
12	EDP	64	Incomplete
13	EAC	92	<b>Complete</b>
14	GAP	80	<b>Complete</b>
15	IPSW	84	<b>Complete</b>
16	IK	88	<b>Complete</b>
17	MAZA	84	<b>Complete</b>
18	NKDW	84	<b>Complete</b>
19	NMKP	96	<b>Complete</b>
20	NWDA	96	<b>Complete</b>
21	NPAS	84	<b>Complete</b>
22	OHP	48	Incomplete
23	RBAP	80	<b>Complete</b>
24	RMAR	96	<b>Complete</b>
25	RR	88	<b>Complete</b>

26	RS	88	<b>Complete</b>
27	RNA	88	<b>Complete</b>
28	SLNI	80	<b>Complete</b>
29	SH	84	<b>Complete</b>
30	WYM	68	Incomplete
	<b>Total</b>	<b>2468</b>	
	<b>Average</b>	<b>82,26</b>	
	<b>High score</b>	<b>96</b>	
	<b>Low score</b>	<b>48</b>	

The result of the post-test II showed that there were 5 students failed to achieve the minimum standard of mastery. The highest score in post-test was 96 and the lowest score was 48. But, the result of the students' test was better than the students' post test in cycle 1.

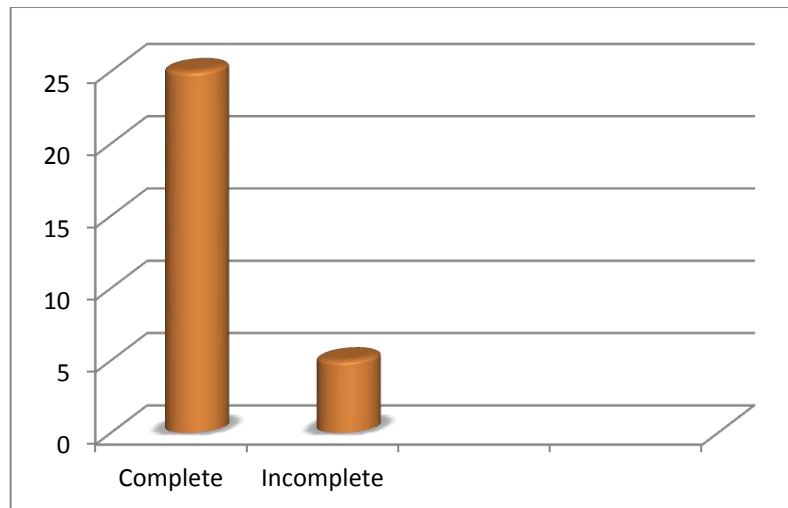
To know about percentages from the score of pre-test can be seen on the table as follows:

**Table 16**  
**Frequency of Students' Score at Post-test 2 in cycle 2**

No	Score	Frequency	Percentage	Category
1	$\geq 78$	25	83,3%	Complete
2	$\leq 78$	5	16,7%	Incomplete
	Total	30	100%	



**Graph 4**  
**Frequency of Students' Complete at Post-test 2 in cycle 2**



Based on the data above, it can be seen that there was an increasing from the score of post-test 1 and post-test 2. The highest score was 96 and the lowest score was 70. According to standard score, 80% students had passed the test. Most of students could develop their writing hortatory exposition text ability. It means that cycle 2 was successful.

### 3) Observing

In this step, there were also five indicators used to know the students' activities like in learning process previously.

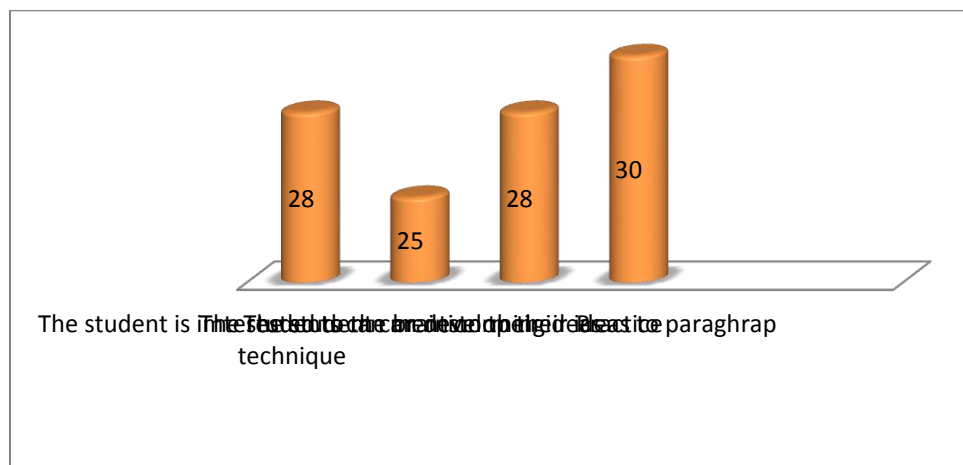
Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

**Table 17**  
**The Result of the Students' Activity of Cycle 2**

No	Students' Activity	Frequency	Percentage
1	The students is interested to the brainstorming as the technique.	28	93,33%
2	The students can mentions their ideas.	25	83,33%
3	The students can develop their ideas to paraghrap	28	93,33%
4	Practice	30	100%
<b>Total</b>		30	

**Graph 5**

**Frequency of Students' Activities in Cycle 2**



The data showed that not all the students' active in learning process. There were 28 students (93,33%) interested to the brainstorming teqhnique, 25 students (83,33%) can mention their ideas, 28 students (93,33%), they can develop their ideas to paraghrap, 30 students (100%) did a practice.

Based on the result above, the researcher indicated that learning process in cycle II was successful because the fifth students' activity got percentage  $\geq 80\%$ .

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There was  $\geq 80\%$  of students passed the examination. It means the students' writing ability of hortatory exposition text had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle.

#### 4) Reflecting

According to the result of the observation above, it can be inferred that the result of using brainstorming technique to teach writing hortatory exposition text was good. The researcher was checked the students' score before and after using brainstorming technique to teach writing hortatory exposition text. The researcher found the significant improvement in students' score in writing hortatory exposition text. The comparisons between the students' score at pre-test, post-test I, and post-test II has taken. All students got improvement score in cycle II.

## B. Interpretation

### 1. Action and Learning Result in Cycle I and Cycle II

There was an improving score of the students' pre-test, post test 1 and post test 2 in cycle I and cycle II. This is the result score as follow:

**Table 18**  
**The Result Score of Students' Pre test,**  
**Post-test 1 and Post test 2**

No	Name	Cycle I		Improving %	Cycle II	Improving %	Criteria
		Pre-test	Post-test I		Post test II		
1	ASPK	44	72	63,63	80	11,11	Improve
2	AB	68	80	17,64	80	0	Improve
3	AE	68	80	17,64	84	5	Improve
4	AZP	56	76	35,7	84	10,52	Improve
5	AR	84	84	0	88	4,76	Improve
6	AI	80	84	5	92	9,52	Improve
7	BAR	68	80	17,64	84	5	Improve
8	CRA	60	80	33,33	92	15	Improve
9	DNR	44	64	45,45	64	0	Improve
10	DAB	40	60	50	64	6,67	Improve
11	DKD	80	80	0	84	5	Improve
12	EDP	44	60	36,36	64	6,67	Improve
13	EAC	48	72	50	92	27,78	Improve
14	GAP	56	64	14,28	80	25	Improve
15	IPSW	72	80	11,11	84	5	Improve
16	IK	60	84	40	88	4,76	Improve

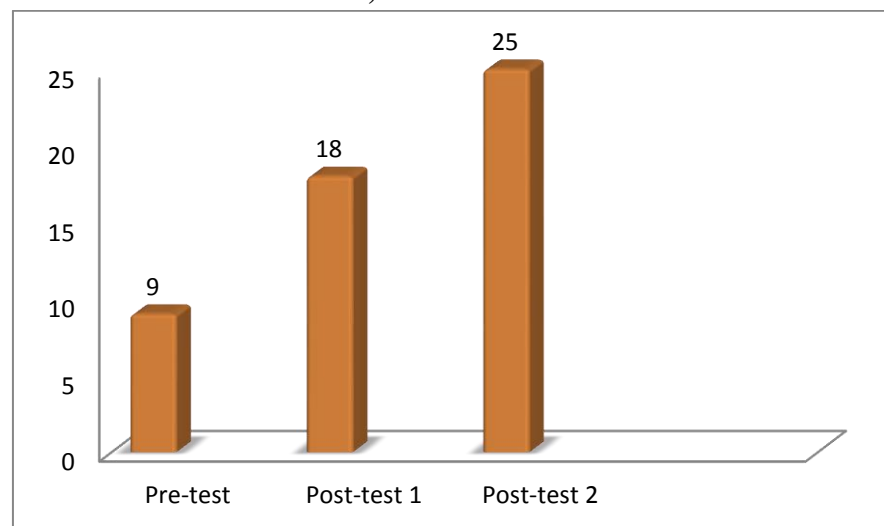
17	MAZA	60	80	25	84	5	Improve
18	NKDW	64	80	25	84	5	Improve
19	NMKP	88	92	4,54	96	4,34	Improve
20	NWDA	92	96	4,34	96	0	Improve
21	NPAS	68	72	5,88	84	16,66	Improve
22	OHP	36	48	33,33	48	0	Improve
23	RBAP	60	64	6,67	80	25	Improve
24	RMAR	88	92	4,54	96	4,34	Improve
25	RR	84	84	0	88	4,76	Improve
26	RS	80	84	5	88	4,76	Improve
27	RNA	84	84	0	88	4,76	Improve
28	SLNI	44	64	45,45	80	25	Improve
29	SH	52	80	53,84	84	5	Improve
30	WYM	40	64	60	68	6,25	Improve
	<b>Total</b>	<b>1912</b>	<b>2284</b>		<b>2468</b>		
	<b>Average</b>	<b>63,73</b>	<b>76,13</b>		<b>82,26</b>		

From the increasing each cycle, it can be seen know that the use of brainstorming technique can improve the students' ability of writing hortatory exposition text, because the students able to mention and develop their ideas well, they could improve their ability to writing hortatory exposition text. It can be seen from the average 63,73 from the data become 82,26% in the cycle II. It means that the students could achieve the target, the target is 80% students gained score 78.

**Table 19**  
**Frequency complete of the students' score on Pretest,**  
**Post test 1, Post test 2.**

Name	Frequency	Percentage	Category
Pretest	9	30%	Complete
Post Test 1	18	60%	Complete
Post Test 2	25	83,3%	Complete

**Graph 6**  
**The Complete of the Students' Score on Pre test,**  
**Post test 1, and Post test 2**



There was an improving of the students who got score up to the standard from the pre-test to the post-test 1, and from post-test 1 to the post-test 2. From 9 students (30%) in pre-test to 18 students (60%) in post-test 1 and become 25 students (83,3% ) in post-test 2.

The researcher was success if 80% of students able to achieving the minimum mastery criteria (MMC), that was 78. Based on the result of pre-test and post-test, it could be seen that Brainstorming technique was able to improve the students' ability of Writing hortatory exposition text

significantly based on the students' average before and after given the treatment. The students' average in the pre-test was 30%, in post test 1 was 60% and in post-test 2 was 83,3%.

Based on the explanation above, the researcher concluded that the research was successful because the result score of the students had achieved the indicator of success that was 80% with the minimum mastery criteria was 78.

## 2. Result of the Students' Activities

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II could be seen as follow:

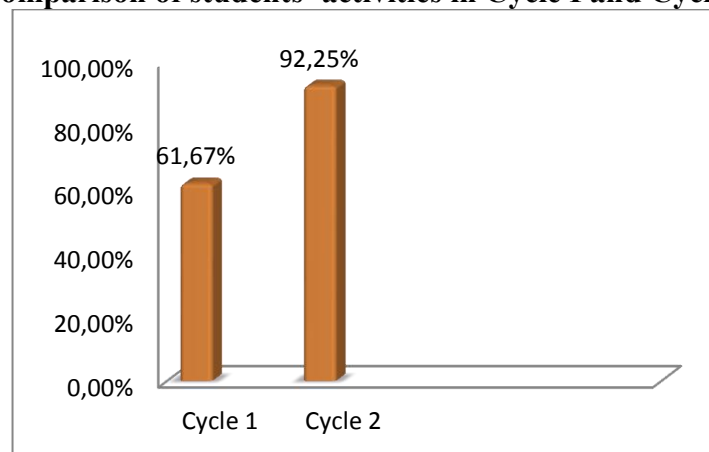
**Table 20**  
**Result of the students' activities in Cycle I & Cycle II**

No	Students' Activity	Cycle I	Cycle II	Improving
1	The students is interested to the barinstorming technique.	56,67%	93,33%	36,66
2	The students can mention their ideas.	60%	83,33%	23,33%
3	The student can develop their ideas to paraghrap.	66,67%	93,33%	26,66%
4	Practice	63,33%	100%	36,67%
Average		61,67%	92,25%	30,83%

Based on the data above, it could be inferred that the students felt comfortable and active in following the teaching and learning process. Most of the students showed good improving in learning activities when Brainstorming technique was used in teaching and learning process from cycle I to cycle II.

Then, the result of the students' activities could be seen in the graph below:

**Graph 7**  
**Comparison of students' activities in Cycle I and Cycle II**



Based on the graphic above, it could be concluded that there was an improving of students' learning activity during study time came by using Brainstorming technique in improving the students' ability of writing hortatory exposition text. It could look on the result of observation sheet when cycle I that was 61,67%. In addition, the result observation sheet in cycle II was 92,25%. Therefore, this research was stated finish and could be stopped in cycle II because the results of the students' activities had achieved the indicator of success that was 80%.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

Based on the result of the use of Brainstorming technique in the ability of writing hortatory exposition text, it can be concluded that there is improving the students' ability of writing hortatory exposition text by using brainstorming at SMA Negeri 1 Seputih Agung.

The use of Brainstorming as technique in learning English especially for improving the students' ability of writing hortatory exposition text at the eleventh graders of SMAN 1 Seputih Agung especially in X IPA 1. The improve can be seen the average score of the students' ability of writing hortatory exposition text before and after being given the treatment. The result of pre-test and post-test show that there is improve from the pre-test to post-test.

It can be seen that result of pre-test and post-test on cycle I to cycle II from the result of pre-test is lower than the result of post-test. The average score on pre-test is 63,7 , the average score post-test 1 in cycle I is 76,13. The average score of post-test 2 from cycle II is 82,26. So there is progress from the pre-test . It means that Brainstorming technique would be able to improve the students' Ability of writing hortatory exposition text.

## **B. Suggestions**

Based on the result of research, the researcher would like to give some suggestions as follow :

1. The students are suggested to be often in sharing their idea to stimulant their brain and make them easier in writing hortatory exposition text.
2. The teachers are suggested to use this media to help the students more active in the class.
3. The other researchers are suggested to use this media as their research.
4. The headmaster should support the English learning process by the preparing the facilitation and instrument completely .

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# **APPENDICES**

WRITING TEST  
(PRE-TEST)

Name : Candra Dharma Alfarida  
Class : \_\_\_\_\_  
Student Number : \_\_\_\_\_  
Date : \_\_\_\_\_

1. What is the meaning of hortatory exposition?
2. Please mention the generic structure of hortatory exposition!
3. Please make a simple hortatory exposition about Cigarette!

1. Hortatory text is type of text to persuade  
for reader

2. a. Thesis  
b. Argument  
c. Recommendation

WRITING TEST  
(PRE-TEST)

Name : Okia Hero P  
Class : X IPA  
Student Number : \_\_\_\_\_  
Date : \_\_\_\_\_

1. What is the meaning of hortatory exposition?
2. Please mention the generic structure of hortatory exposition!
3. Please make a simple hortatory exposition about Cigarette!

① Hortatory text is text to explain about something

**WRITING TEST**  
(PRE-TEST)

Name : Aji Bimantara  
Class : \_\_\_\_\_  
Student Number : \_\_\_\_\_  
Date : \_\_\_\_\_

1. What is the meaning of hortatory exposition?
2. Please mention the generic structure of hortatory exposition!
3. Please make a simple hortatory exposition about Cigarette!

① Hortatory is one of type text to persuade readers

② ~ Thesis  
~ Argument  
~ Recommendation



**WRITING TEST**  
(PRE-TEST)

Name : Abiyah Silvia  
Class : \_\_\_\_\_  
Student Number : \_\_\_\_\_  
Date : \_\_\_\_\_

1. What is the meaning of hortatory exposition?
2. Please mention the generic structure of hortatory exposition!
3. Please make a simple hortatory exposition about Cigarette!

1) type of text to explain statement

2) • thesis  
• Argument

3) —

WRITING TEST  
(PRE-TEST)

Name : Well Yanmanuel  
Class : X IPA  
Student Number : \_\_\_\_\_  
Date : \_\_\_\_\_

1. What is the meaning of hortatory exposition?
2. Please mention the generic structure of hortatory exposition!
3. Please make a simple hortatory exposition about Cigarette!

1/. hortatory text to explain statement

2/. thesis  
. argument

**WRITING TEST**  
(POST-TEST I)

Name : Wati Yan Manuel  
Class : \_\_\_\_\_  
Student Number : \_\_\_\_\_  
Date : \_\_\_\_\_

1. What is the meaning of hortatory exposition?
2. Please mention the generic structure of hortatory exposition!
3. Please make a simple hortatory exposition about Cigarette!

1. Hortatory text is type text to explain statement

2. o thesis  
o argument  
o recommend

3 -

WRITING TEST  
(POST-TEST I)

Name : Claudia Rahayu Dika  
Class : X IPA  
Student Number : \_\_\_\_\_  
Date : \_\_\_\_\_

1. What is the meaning of hortatory exposition?
2. Please mention the generic structure of hortatory exposition!
3. Please make a simple hortatory exposition about Cigarette!

1. Hortatory text is type of text to persuade the reader or listener that something

2. a) Thesis  
b) Argument  
c) Recommendation.

3. Cigarette is so bad don't smoke!

WRITING TEST  
(POST-TEST I)

Name : Ulta Hero P.  
Class : X IPA  
Student Number : \_\_\_\_\_  
Date : \_\_\_\_\_

1. What is the meaning of hortatory exposition?
2. Please mention the generic structure of hortatory exposition!
3. Please make a simple hortatory exposition about Cigarette!

① Hortatory text is type explain listener  
or reader

② - Introduction

**WRITING TEST**  
(POST-TEST I)

Name : Aji Bimaneoro  
Class : \_\_\_\_\_  
Student Number : \_\_\_\_\_  
Date : \_\_\_\_\_

1. What is the meaning of hortatory exposition?
2. Please mention the generic structure of hortatory exposition!
3. Please make a simple hortatory exposition about Cigarette!

1. Hortatory text to persuade readers to write statement about something.

- 2 - Thesis
- Argument
  - Recommendation

3.

**WRITING TEST**  
(POST-TEST I)

Name : Abiyah Silvia  
Class : X IPA  
Student Number : \_\_\_\_\_  
Date : \_\_\_\_\_

1. What is the meaning of hortatory exposition?
2. Please mention the generic structure of hortatory exposition!
3. Please make a simple hortatory exposition about Cigarette!

1) Hortatory exposition is text that intended to explain the listener or reader

- 2) • Thesis  
• Argument  
• Recommendation

3)

WRITING TEST  
(POST-TEST II)

Name : Clauia Pchayu Oktaria  
Class : X IPA I  
Student Number : \_\_\_\_\_  
Date : \_\_\_\_\_

1. What is the meaning of hortatory exposition?
2. Please mention the generic structure of hortatory exposition!
3. Please make a simple hortatory exposition about Cigarette!

1. Hortatory text is type of text to persuade the reader or listener that something
2. a. Thesis  
b. Argument  
c. Recommendation
3. Cigarette is bad for your health because this smoke is danger to you



WRITING TEST  
(POST-TEST II)

Name : Wei Yan Manuel  
Class : X IPA I  
Student Number : \_\_\_\_\_  
Date : \_\_\_\_\_

1. What is the meaning of hortatory exposition?
2. Please mention the generic structure of hortatory exposition!
3. Please make a simple hortatory exposition about Cigarette!

1. Hortatory text is type text to explain or to write statement to reader or listener about idea

2. o thesis  
o argument  
o Recommendation

3. I feel cigarette is next good for my self cause i feel so bad if any someone smoke in the there.

**WRITING TEST**  
(POST-TEST II)

Name : Abiyah Silvia Putri  
Class : X IPA 1  
Student Number : \_\_\_\_\_  
Date : Monday 21 2019

1. What is the meaning of hortatory exposition?
2. Please mention the generic structure of hortatory exposition!
3. Please make a simple hortatory exposition about Cigarette!

1). Hortatory exposition is text that intended to explain the listener or reader

- 2) • thesis
- Argument
  - Recommendation

3). Cigarette will kill you

**WRITING TEST**  
(POST-TEST II)

Name : Aji Bimartoro  
Class : X IPA I  
Student Number : \_\_\_\_\_  
Date : \_\_\_\_\_

1. What is the meaning of hortatory exposition?
2. Please mention the generic structure of hortatory exposition!
3. Please make a simple hortatory exposition about Cigarette!

1. Hortatory text is text to persuade readers to write  
fundamental idea
2. - Thesis  
- Argument  
- Recommendation
3. Cigarette is not bad I think, because my father  
is smoker and his always health

**WRITING TEST**  
(POST-TEST II)

Name : Akela Hero Prastyo  
Class : X IPA \*  
Student Number : \_\_\_\_\_  
Date : \_\_\_\_\_

1. What is the meaning of hortatory exposition?
2. Please mention the generic structure of hortatory exposition!
3. Please make a simple hortatory exposition about Cigarette!

- ①. Hortatory text is type of text explain listener or reader.
- ②. - Introduction  
- ~~KLIMAKS~~  
- CONCLUSION
- ③. Cigarette is. I think make me feel so good

### STUDENT'S SCORE

Day/Date/Cycle : Tuesday, December 03<sup>th</sup> 2018 / Pre-test

No	Name	P/ L	Score				Mechanics 5-1)	Total Score
			Content (5-1)	Organisation (5-1)	Vocabulary (5-1)	Language Use (5-1)		
1	ASPK	P	2	3	2	2	2	44
2	AB	L	3	2	4	4	4	68
3	AE	L	4	3	4	4	3	68
4	AZP	P	3	2	3	3	3	56
5	AR	P	4	4	5	4	4	84
6	AI	P	4	4	4	4	4	80
7	BAR	P	4	4	3	2	4	68
8	CRA	P	4	3	3	2	3	60
9	DNR	P	3	3	2	1	2	44
10	DAB	P	3	3	2	1	1	40
11	DKD	P	4	4	5	4	3	80
12	EDP	P	1	2	4	2	2	44
13	EAC	P	2	2	2	3	3	48
14	GAP	P	2	3	4	2	3	56
15	IPSW	L	4	2	4	4	4	72
16	IK	L	3	3	2	4	3	60
17	MAZA	L	3	3	2	4	3	60
18	NKDW	P	4	4	3	4	4	64
19	NMKP	P	5	5	4	3	5	88
20	NWDA	P	4	4	5	5	5	92
21	NPAS	P	4	3	2	3	4	68
22	OHP	L	2	4	1	1	1	36
23	RBAP	L	4	4	2	2	3	60
24	RMAR	L	5	5	4	4	4	88
25	RR	L	4	4	3	5	5	84
26	RS	P	4	4	4	4	4	44
27	RNA	P	4	4	5	3	5	52
28	SLNI	P	2	2	3	2	2	80
29	SH	P	2	3	2	3	3	52
30	WYM	L	1	2	2	3	2	40
<b>AVERAGE</b>								63.7

### STUDENT'S SCORE

Day/Date/Cycle : Tuesday, January 08<sup>th</sup> 2019 / Post test I

No	Name	P/ L	Score					Total Score
			Content (5-1)	Organisation (5-1)	Vocabulary (5-1)	Language Use (5-1)	Mechanics 5-1)	
1	ASPK	P	3	3	4	4	4	72
2	AB	L	3	4	4	4	5	80
3	AE	L	3	3	4	5	5	80
4	AZP	P	4	3	4	4	4	76
5	AR	P	4	4	5	4	4	84
6	AI	P	4	4	3	5	5	84
7	BAR	P	4	4	3	4	5	84
8	CRA	P	4	4	3	4	4	80
9	DNR	P	4	4	3	3	4	80
10	DAB	P	4	3	3	2	3	60
11	DKD	P	4	4	5	4	3	80
12	EDP	P	3	2	4	3	3	60
13	EAC	P	4	4	3	4	3	72
14	GAP	P	3	3	4	3	3	64
15	IPSW	L	4	4	4	4	4	80
16	IK	L	4	5	3	4	5	84
17	MAZA	L	4	5	3	4	4	80
18	NKDW	P	4	5	3	4	4	80
19	NMKP	P	5	5	4	4	5	92
20	NWDA	P	5	5	4	5	5	96
21	NPAS	P	4	4	3	3	4	72
22	OHP	L	2	4	2	2	2	48
23	RBAP	L	4	4	3	2	3	64
24	RMAR	L	5	5	4	4	5	92
25	RR	L	4	4	4	4	5	84
26	RS	P	4	4	4	4	5	84
27	RNA	P	4	4	5	3	4	84
28	SLNI	P	3	3	4	3	3	64
29	SH	P	4	4	3	4	5	80
30	WYM	L	4	3	3	3	3	64
<b>AVERAGE</b>								76.13

### STUDENT'S SCORE

Day/Date/Cycle : Monday, January 21<sup>th</sup> 2019 / Post test II

No	Name	P/L	Score				Mechanics 5-1)	Total Score
			Content (5-1)	Organisation (5-1)	Vocabulary (5-1)	Language Use (5-1)		
1	ASPK	P	4	3	4	5	4	80
2	AB	L	3	4	4	4	5	80
3	AE	L	4	3	4	5	5	84
4	AZP	P	4	3	4	5	5	84
5	AR	P	5	4	5	4	4	88
6	AI	P	5	5	4	4	5	92
7	BAR	P	4	4	4	4	5	84
8	CRA	P	5	5	4	4	5	92
9	DNR	P	4	4	3	3	4	64
10	DAB	P	4	3	3	3	3	62
11	DKD	P	4	4	5	4	4	84
12	EDP	P	3	3	4	3	3	64
13	EAC	P	5	5	4	5	4	92
14	GAP	P	4	5	3	4	4	80
15	IPSW	L	5	4	4	5	4	84
16	IK	L	5	5	4	4	4	88
17	MAZA	L	4	5	4	4	4	84
18	NKDW	P	4	5	4	4	4	84
19	NMKP	P	5	5	4	5	5	96
20	NWDA	P	5	5	4	5	5	96
21	NPAS	P	4	4	4	4	5	84
22	OHP	L	2	4	2	2	2	48
23	RBAP	L	4	4	3	5	4	80
24	RMAR	L	5	5	4	5	5	96
25	RR	L	4	4	4	5	5	88
26	RS	P	4	4	5	5	4	88
27	RNA	P	4	4	5	5	5	88
28	SLNI	P	4	4	3	4	5	80
29	SH	P	4	4	3	5	5	89
30	WYM	L	4	4	3	3	3	68
<b>AVERAGE</b>								82.26

**OBSERVATION SHEET OF STUDENTS' ACTIVITIES**

School : SMA N 1 Seputih Agung  
 Grade/Semester : X MIPA 1  
 Day/Date/Cycle :

No	Student's Name	P/L	Activity				Total Score
			The student is interested to the Brainstorming as the Techique	The student can mention their ideas	The student's can develop their ideas to paragraph	Practice	
1	ASPK	P	✓				1
2	AB	L	✓	✓	✓		3
3	AE	L	✓	✓	✓	✓	4
4	AZP	P			✓		1
5	AR	P	✓	✓	✓		3
6	AI	P	✓	✓	✓	✓	4
7	BAR	P	✓	✓	✓	✓	4
8	CRA	P	✓	✓	✓		3
9	DNR	P				✓	1
10	DAB	P				✓	1
11	DKD	P	✓	✓	✓	✓	4
12	EDP	P				✓	1
13	EAC	P				✓	1
14	GAP	P				✓	1
15	IPSW	L	✓	✓	✓		3
16	IK	L		✓	✓	✓	3
17	MAZA	L	✓	✓	✓	✓	4
18	NKDW	P	✓	✓	✓	✓	4
19	NMKP	P	✓	✓	✓	✓	4
20	NWDA	P	✓	✓	✓	✓	4
21	NPAS	P	✓	✓		✓	3
22	OHP	L			✓		1
23	RBAP	L		✓			1
24	RMAR	L	✓	✓	✓	✓	4
25	RR	L	✓	✓	✓	✓	4
26	RS	P		✓	✓	✓	3
27	RNA	P		✓		✓	2



**OBSERVATION SHEET OF STUDENTS' ACTIVITIES**

School : SMA N 1 Seputih Agung  
 Grade/Semester : X MIPA 1  
 Day/Date/Cycle :

No	Student's Name	P/L	Activity				Total Score
			The student is interested to the Brainstorming as the Techique	The student can mention their ideas	The student's can develop their ideas to paragraph	Practice	
1	ASPK	P	✓	✓	✓	✓	4
2	AB	L	✓	✓	✓	✓	4
3	AE	L	✓	✓	✓	✓	4
4	AZP	P	✓	✓	✓	✓	4
5	AR	P	✓	✓	✓	✓	4
6	AI	P	✓	✓	✓	✓	4
7	BAR	P	✓	✓	✓	✓	4
8	CRA	P	✓	✓	✓	✓	4
9	DNR	P	✓		✓	✓	3
10	DAB	P	✓		✓	✓	3
11	DKD	P	✓	✓	✓	✓	4
12	EDP	P	✓		✓	✓	3
13	EAC	P	✓	✓	✓	✓	4
14	GAP	P	✓	✓	✓	✓	4
15	IPSW	L	✓	✓	✓	✓	4
16	IK	L	✓	✓	✓	✓	4
17	MAZA	L	✓	✓	✓	✓	4
18	NKDW	P	✓	✓	✓	✓	4
19	NMKP	P	✓	✓	✓	✓	4
20	NWDA	P	✓	✓	✓	✓	4
21	NPAS	P	✓	✓	✓	✓	4
22	OHP	L				✓	1
23	RBAP	L	✓	✓	✓	✓	4
24	RMAR	L	✓	✓	✓	✓	4
25	RR	L	✓	✓	✓	✓	4
26	RS	P	✓	✓	✓	✓	4
27	RNA	P	✓	✓	✓	✓	4

## **CURRICULUM VITAE**



The name of a researcher is Dhoni Aditiya. He was born in Harapan Rejo, Seputih Agung, Lampung Tengah on February 12<sup>th</sup>, 1995. He is the first son of happy couple Mr. Siyono and Mrs. Suprehatin. He graduated from Elementary school (SD N 1 Harapan Rejo) and finished on 2006.

And then he continued his study in Junior High School (SMPN 1 Seputih Agung) and finished on 2009. After graduated from Junior High School, he continued to Senior high school (SMAN 1 Seputih Agung) and finished on 2012. And on 2013 he continued his study as a student of S-1 English education Department of State Institute for Islamic Studies Metro (IAIN Metro).