CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Education in the modern era is growing rapidly now.Driyarkara in Education Foundation 1950 stated that Education is defined as an attempt to humanize a young man or a young man appointment to the human level. To achieve knowledge and higher understanding of the particular and specific object, Formally acquired knowledge of the result in each individual that has the mindset, behaviour, and moral in accordance with education obtained. The writer conclude that Now English lessons are included in the curriculum of all levels of education. Education is the process of teaching or learning, especially in a school or college, or the knowledge that get from home, environment, and experience. In the world of education is always filled with language subject, such as regional language, indonesian, and also English language.

English language is an international language used to communicate among people of the world get trade, social culture, science, and technology goals. It can be realized that currently almost everywhere can be found in English writing. Writing is a language activity that has an impotant role in science in delivering an understanding. Writing activity is a process and activity of giving birth or expressing throughts of feelings to others through writing. According to Mun'im (2007:164) stated that Written language is seen as a way to reflect some thoughts. Cahyuni & Hodijah (2007: 10) Writing is a language skill that develops and express thoughts in an organized structure of writing. So, this foreign language has now

globalized and become a daily meal for the people of indonesian and also among adolencents. Many expression that are often used daily in English, for example Get well soon, by the way, come on, Thankyou and the others. People who come from different background in terms of

geographical, religious, and cultural, are now united by English which has been agreed as an international language.

Many books and international journals will give explanation from various experts who support this title such as teaching writing, applying, methods also. But the writer include several experts as supporter in this research. According to Patel.F (2008 : 34) Writing is a kind of linguistic behavior; a picture is not. It present the sound of language through visual symbols. Harmer (2004 : 33), writing is frequently useful as preparation for some other activities, in particular when students write sentences as a preamble to discussion activities.

From the explanation the writer conclude that writing is a thingking process. It means that writing is an activity takes time to express feeling and to explore the ideas or through into words and compose them into a good writing and students should master grammar, vocabulary, and have to follow the whole of writing process in order to create the meaningful writing.

As for thereason of the writer raised this title, because writing skills are the last in the language learning process after listening, speaking and reading . Among the four language skills writing skills are the most difficult to master various elements of language use from the outside which will be the contents of the essay of difficulties to develop language to be more interesting. Seminar is a form of academic teaching to help the ability of the students in skill of English. Seminar conducted in dialogue or presentation on a material to be discussed based on reason and logic. This seminar is used to : create the ability to analyze a problem, add insight into problems or issues that are scientific, training in expressing opinions, create the ability to dialogue in front of many people or train how to communicate with others. And the other hand the benefits of seminar such as : as a place to find knowledge, Warehouse to find friends because the seminar was attended by many participants so through the seminar that will be followed this add to your

friends, add the experience and appropriate facilities to increase self confidence and communication. So, from the explanation above the writer is interested to do research upon this method to improve the students writingability. Therefore, as a writer want to incorporate or combining the Socratic Seminar. Basically the socratic seminar has been applied by professors or tutor. This Socratic seminar is not only for English, but for all subjects can use this method as active learning that exposes students to a series of questions. Therefore as the writer wants to combining the Socratic Seminar into the teaching writing in hortatory exposition text to further stimulate and motivate the students.

1.2 The Problems of Study

The problems of this study is formulated as following : "Does the Socratic Seminar method significantly improve students writing ability in hortatory exposition text?

1.3 The Objective of Study

In relation to the problem above, the objective of the study areto find out whether the Socratic seminar method significantly improves students writing ability in Hortatory Exposition text.

1.4 The Scope of Study

There are several method in teaching writing such as Direct method, Communicative, Intergative, Thematic, Constructivist, Contectual, CLL, Suggestopedy, Total Physical Response,

Silent Way, etc. But in this study the writer use and focus on Socratic seminar as a method from Greek philosopher Socrates to improving the students writing ability in Hortatory Exposition Text.

1.5 The Significances of Study

The finding of study are expected for :

1.Theoritically, The research will be :

> 1) To become a new perspective in teaching writing
>
> 2) To be a new model in the research and teaching writing

2. Practically, The result of research can be :

> 1) affect to the student or the student in collage, hopefully the application of socratic seminar method will guide students to think critically, rationally, and scientifically. That fosters courage, motivation and develop the writing skills also.
>
> 2) Other researchers as useful reference to do furher research, hopefully this socratic seminar method as a list of references or reading recommendations that can be use in research because scientific work requires accurate information to support the writing of various scientific papers or others written forms.

3) Academic achievement especially in learning English lesson. Hopefully the result of this study can be the one alternative and learning approach in English.

4) To stimulate in conducting training courses for their teachers to use Socratic Seminar method in their classes to more interesting.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter present theories which underlie this research. The discussion of this chapter is devided into two main parts. Those are theoretical review and conceptual framework. In the theoretical review, the researcher discusses some theories and the research studies which are

relevant with the topic. In the conceptual framework, the researcher relates the theory to the study.

2.2 Writing

Teaching writing is a unique way to reinforce learning. Teaching writing is a good step in teaching. Teaching writing is very important in order to build students' language skill. In this research will be discuss about the defenition of writing, step of writing, aspect of writing, process of writing, and method of writing.

2.2.1 Defenition of Writing

Writing is one of the four language skills : reading, writing, listening and speaking. Troyka (1987 : 3) states that " Writing is a way of communicating a message to a reader for a purpose. The purpose of writing are to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work". From the explanation of the expert above writing is process of discovering and organizing the writer ideas, putting them on a paper and reshaping and revising them. Writing also is a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling and punctuation. In writing some ideas are formed in sentences which are arranged in a good way and related to each other so that the information can be received. According to Pardiyono (2006) in Desma sialoho thesis, writing is the form of language purpose manifestation as communication media. Based on the expert opinions above, the writer concludes that writing is one of the language skills that can be used as a means to express one"s idea based on his thought and feeling.By writing, one can express everything from his mind, so the readers can read what he wants to share.

Bell and Burnaby as quoted by Nunan (1989: 36)Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables

simultaneously. At the sentence level these include control of content, format, sentence structure or pattern, vocabulary items, punctuation, spelling and letter formation." The writer conludes that writing as one of language skills has given an important contribution to human works. Although writing is the most complex skill to develop, it is very important to be learned. In conclusion writing is the written text is used to communicate and express idea in a particular message.

2.2.2 The Steps of Writing

There are three steps of writing that states by Edelstein and Pival (1988: 11) ;

1) Pre-writing In pre-writing, the writer selects the general subject, restrict the subject, generate the ideas, and organize the ideas.

2) Writing In this step, the writer sets the ideas in his minds into words, sentences, paragraph, and etc. on the papers.

3) Re-writing The writer evaluates his/her writing: they are in part of correcting the content and the form, correcting vocabularies, punctuation, and grammar, and correcting writing errors, word duplication, and omission.

In conclusion, the English teacher should be a facilitator for helping and guiding the students when composing their writing. And also teachers must ready to provide the materials which are relevant to the students.

2.2.3 The Aspect of Writing

According to Weigle (2002) notes that the ability to write well has a very close relationship to academic and professional sucess. Based on Jacob et all (1981 : 90) There are five aspects of writing. They are:

1. Content. Content refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary It refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4. Language use It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanic It refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

2.2.4The Process of Writing

Writing is a productive skill that must be learnt and mastered by English learners that involves the process of thingking and planning, drafting, editing, revising or final version.

Writing is used for a wide variety of purposes, it is produced in many different forms. In writing needs a process where the writer goes through in order to produce something in its final written form. Harmer (2004: 5) suggests that the process of writing has four elements.

1) Planning

Experienced writers plan what they are going to write. When planning, the writers have thought about three main issues. In the first place they have to consider the purpose of their writing not only the type of the text but also the language they use, and the information they choose to include. Secondly, the writers think the audience they are writing for. Third, the writer has to consider 24 the content structure of the piece that is how best to sequence the facts, ideas, or arguments which they have decided to include.

2) Drafting

We can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later.

3) Editing (reflecting and revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Reflecting and revising are often helped by other readers (editors) who comment and make suggestion. Another reader's reaction to a piece of writing will help the author to make appropriate revisions

4) Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

2.2.5 Method of Teaching Writing

Teaching writing is a combination of several activities to teach students how to express the ideas or the imagination in writing forms. Brown (1980:7) states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. According to that statement, to make someone know, understand, and can do something well, professional teacher is needed.

Futhermore, Raimes (1983: 27) states that teaching writing is a unique way to reinforce learning. Referring to that statement, teaching writing can be a good step in teaching, teaching speaking skill for instance. It is because in teaching writing, students are hoped to be able to express their ideas or thoughts on the paper, it's like in speaking. The difference is if product of writing is in written language while in speaking is in oral language. It means that teaching writing is very important in order to build students' language skill. Therefore, teacher should to know the problems which is faced by the students during teaching learning process in order to know the appropriate ways to overcome the writing problems in writing class. In *Standar Isi untuk Satuan Pendidikan Dasar dan Menengah* (2006:126) it explaines that the genre taught in the senoir high school are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, reviw, and public speaking. Therefore, the students are expected to have a good knowledge on how to make a good paragraph based in the purpose with good arragement of the genre of the texts that should be mastered by students.

2.3 Socratic Seminar

Seminar is derived from latin word *Seminarium*. Seminar is an activity that aims to conduct a through study of a particular topic with problem solving that requires interaction between seminar participants and assisted by proffessors or scholars. "This may influence the development of citical thingking as socrates' students, through appropriate and repeated questioning, development self egulating knowledge and the ability to regulate their own thounghts" Douglas 2014. From the statement above, seminar is an activity that aims to share knowledge and tips whose main function is to educate participants and conducted to train the way of communication with the question and answer session presented with the expert, teacher or leader in front of you. Most seminar conducted or carried out tend to be in the form of forums so that the problems in the seminar can be solved systematically and scientifically through disseminated to many people.

Many types of seminars and methods are able to change the pattern of learning to be effective and efficient, the writer will choosing a socratic seminar as one method in solving the cases in learning English.Noted that Socratic Seminar is called maieutic, It comes from the Greek Philosopher Socrates, a famous philosophy and influential in development of critical thingking skills. According to Julian, P. (2013) in bahasa Socrates Method yaitu suatu metode pembelajaran yang dilakukan dengan percakapan, perdebatan yang dilakukan oleh dua orang atau lebih yang saling berdiskusi dan dihadapkan dengan serangkaian pertanyaan dan diharapkan siswa mampu/ dapat menemukan jawaban dari pertanyaan yang sulit.

"Socrates method is a method of learning that is done by debating conversation from several people who are discussing each other and confronted with a series of questions that students are expected to be able to find answer to help each other and find the answer to a difficult questions". From the statement above the writer conclude that Socratic seminar method is a form of cooperative argumentative dialogue between individuals based on questions, asking, answering to stimulate critical thingking from students and attract ideas and responses as well as refitation and.Here, Socratic seminar methods is very effective methods in teaching especially in English. ability in English. Based on Conklin (2007 : 12) states that socratic seminar are an excellent tool to impove students' thingking skills and the process that takes place is an intellectual discussion on the basis of the content beingz studied. "They gain confidence in their own ability to reason and in the assertion of their own ideas into discussion" Lam, 2011: Szypszak, 2015.

Regarding to Leigh (2008) Active leaning as a study habit is both a requiement and outcome of a socratic education.

Thus, the use of Socratic seminar method has been reported to be effective as active learning that can improve learning outcomes and critical thingking skills in students. Critical thinking is an organized process that allows students to evaluate the evidence of logic and language assumptions that refers to the statement of others Based on Johnson (2002 : 183) in Socratic Seminar in the block by Wanda H. Ball- Pam Brewer Book. Then, critical thingking is empowering reasoning. This reasoning program can improve student critical thingking skills. If the efforts carried out continuously will produce quality Human Resources (SDM) that have competitiveness in the midst of global competition. Students are trained to think critically to solve the problems at the seminar, then the teacher gives the opportunity to the students to

answer with the assumptions of their own thinking then groups to discuss the result of the problems in the seminar and report the result of the answer to all participants so that concept are formed. So thinking critically and thinking creatively is the result of thingking higher –level by thinking critically students or participants can analyze their own thingking to ensure that they have made interesting choices and made conclusions.Thus, critical thinking is not only philosophy in collage, but critical thinking should be instilled in all students from an early age so that this practice makes them perfect and the Socratic seminar is free discussion and opened of all topics and all subjects.

Wiggins & Mc Tighe (1998) state that the important essence in question when learning Socratic seminar is goin on such as:

1) The Questions are formulated as tests of logic and facts about the topic to discuss.
2) The Questions go straight to the heart of the topic or subject to be discussed, especially the controversy.
3) Question lead to a new discovery, something hidden becomes clearly visible to them
4) Questions make student want to know more and understand more deeply.
5) Questions are proactive and make student to learn.

Thus it can be concluded that the result of this Socratic seminar here will make students aware of their ignorance and make them wiser. The important essence in asking above is as a gift for information.

The context of the discussion makes students learn to listen to other people comments, be able to think critically in asking questions, and answer questions intelligently and politely, Than the Socratic seminar is a form of learning directed by teacher

2.3.1The History of Socratic Seminar

In Heather Coffey article of Socratic Method explain, An ancient form of discourse, tthe Socratic method is over 2400 years old. The Socratic method also known as method of Elenchus, elentic method, or socratic debate. Is aform of cooperative argumentative dialogue between inividuals, based on asking and answering questions to stimulate critical thingking and drawout the ideas. It is named after the Classical Greek philosopher Socrates and is introduced by Plato's Theaetetus as midwifery (maieutics). Socrates believed students could improve their reasoning skills and ultimately move toward more rational thingking and ideas more easily supported with logic. The term "Socratic Seminar" appears to have first been used by the Great Books Program founder Scott Buchanan in his work with the St. John's College New Programs, and the concept has been popularized by organization susch as the Center for Socratic Practice, the Touchstones project, Junior Great Books, the National Paidea Center, and the Coalition of Esential School. Lynda Tredway explain that although this type of teaching practice has been explored throughout history, this teaching technique was reintroduced in the 1980s, as part of Mortimer Adler's Paidea Proposal for comprehensive school reform.

2.3.2 The Element of Socratic Seminar

Many books, explanations from various expert and international journal who support the element of socratic seminar, based on article by Heater coffey explain the element of socratic seminar they are :

1) The Text

In Chorzempa and Lapindus,2009 "Socratic are exploratory intelectual conversations centered on the text and designed in such a way to resemble socratoc through questiong Method". Text is an important element in the implementation of socratic method because the text that is share and be

able to challange students' thingking skills , abstract ideas, relevat to students and curriculum. A seminar text can find from literature, history, science, philosophy, art of music, etc.

2) The Question

In Socrartic Seminar open with a question and answer session. A good opening question leads participant back to the text as the speculate, evaluate, define, and clarify the issue involve. Than, gave the Response about question from the leader to participant.

3) The Leader

In Socratic Seminar, the leader is helping participant clarify the position when argument become confused, The leader also be patient enough to allow participant understanding to help participant explore and truly interest the leader as wel as the participant.

4) The Participant

In Socratic Seminar, paticipant study the text closely in advance, listen actively, share their ideas and questions in response to their ideas and question of other and search for evidence in the text to support their ideas. As a participant in Seminar must be critical thingking, improve reading, and discussing.

The existence of elements from the socratic seminar above, can be conclude that these elements are very important to be considered in preparation before conducting a Socratic Seminar.

2.3.3 The Purpose of Socratic Seminar

Before begining the Socratis seminar it is also important to remind students that the purpose of the seminar is not debateargument but is not to "Win" and to make others feel
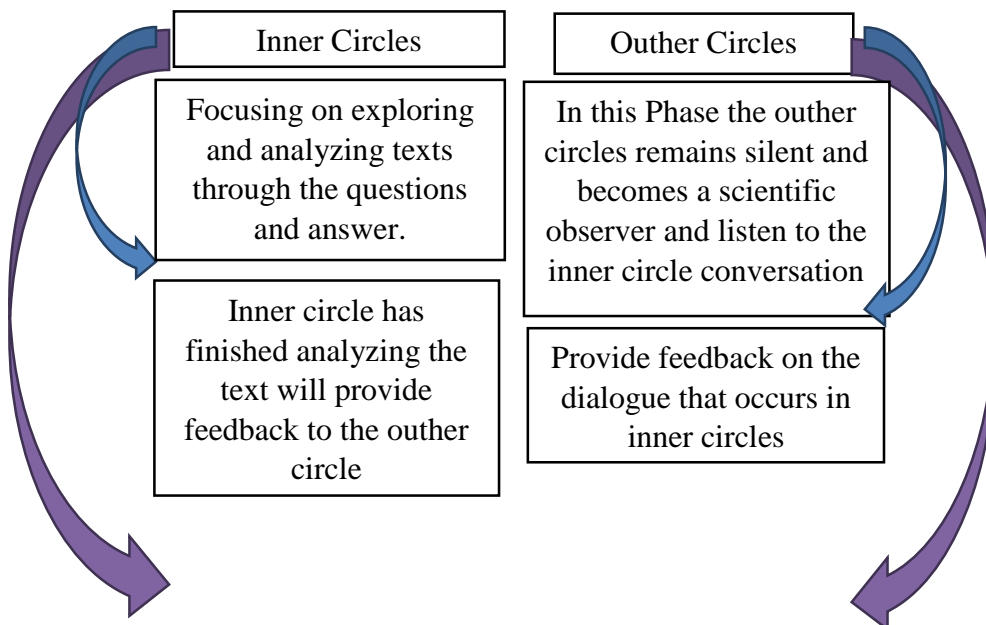
embarrassed, but to more deeply understand what the socratic is great seminar. According to Parker in Wooden (2004 :4) in Journal Melia Andriyani the purpose of Socratic seminar is to achieve a deeper understanding about ideas and values in a text.

Based on the Expert explanation above the writer conclude that the purpose is to find out the truth or at the very least, to boarden student mind. When the seminar is done correctly by a great teacher or leader. Socratic method can actually produce a lively, engaging, and intelectual clasroom atmosphere. The goal of this activity is to student participant work together to build an answer and it can be easy to make summarizing or value from seminar.Than the discussion is not about the right answer is not debate.Studets are encourage to think out loud and to exchange ideas openly while examining ideas in a manner and thoughful.

2.3.4 The Rules of Socratic Seminar

Ahlberg (1986) in Ann S. Pihlgren Socratic in the Clasroom Book says that in discussion not all the topic are appropriate. The topic of discussion must be "good enough" in a logical sense.

In Socratic activities this seminar will be devided into two group namely the inner and outher circles.

Inner Circles	Outher Circles
Focusing on exploring and analyzing texts through the questions and answer.	In this Phase the outher circles remains silent and becomes a scientific observer and listen to the inner circle conversation
Inner circle has finished analyzing the text will provide feedback to the outher circle	Provide feedback on the dialogue that occurs in inner circles

<table>
<tr><td>This Process alternate between inner circle and outer circle students</td></tr>
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The Role of students in the socratic circle the seminar is that students lead discussions and questions and answers. The role of the teacher in the socratic implementation of this seminar is to ensure that the discussion run well (monitor) and as a facilitator.

2.3.5The Advantages and Disadvantages of Socratic Seminar

The teaching combing Socratic seminar can get many advantages for the student. According to Yunarti (2016 in Johnson R.T 2002, P 194) the socratic method has the following advantages :

a. Guiding students to think rationally and scientifically.

b. Encourage students to actively learn and master the knowledge illustration

c. Foster motivation and courage in expressing their own opinions and thoughts

d. Cultivate self-confidence when speaking english eventhough some student do not fully use English they can mixxing with Indonesian. Getting various information from the seminar conducted Learning done by the socratic seminar method increasingly attracts student to learn English. Student do not feel bored when learning is going on.

e. Increase the participation of students and compete in learning that creates dynamic competition.

Next, about the disadvantages of the seminar ;

a. Sometimes not all the teacher are always ready to use the Socratic method because the socratic requires all paties both teachers and students to be equally active to learn and master the material.

b. More emphasis on aspect of thingking and cognitive.

c. very long event or need requires a lot of time but not like as the usual seminar. The socratic seminar here can exceed the hours of English subject at school, than to determine the leader or teacher who is displayed when make a socratic seminar.

In conducting seminars, to preparation such as the theme, participant, speakers, committee, event arrangement, and master of ceremony that usual on seminar. However, a seminar script must be prepared. In this seminar script there is seminar mateial in the form of text that will be presented and discussed in order to produce extraordinary good effects and bring positive value to students. The following explanation of the text that the writer will be used in Socratic Seminar.

2.4 Text

Text is linguistic realization of proposional meanings in semantically and pragmatically context as connected passage that is stuationally relevant. Text also product of writing or it is the result of writing activity, So that the reader can get information from the text.According to Anderson and Kathy (1997: 1) in Awalul Mukaromah Thesis) , from the book "The Range of Genre", The text devided into two part they are: *Literary and Factual.*

Text

Literary   Factual

        Narrative   Recount
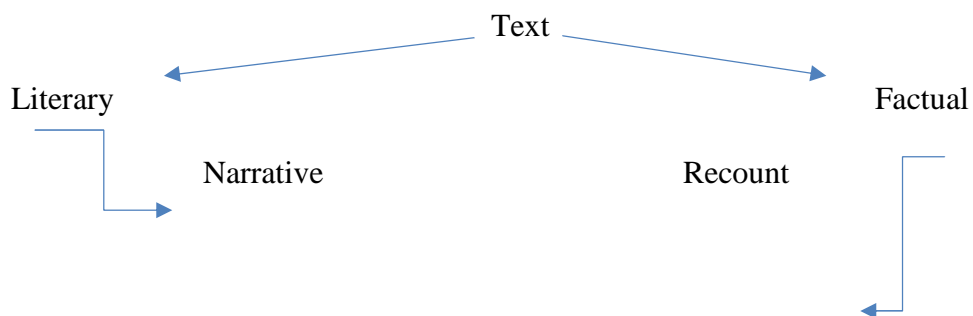
Poetic	Explanation
Dramatic	Description
	Report
	Exposition
	Procedure

A literary text can be categorized into stories, movie script, songlyric, etc.

Then, the Factual text including into advertisement, announcement, debate, repoet, and instruction. The factul text here is present information or ideas and aim to show, to tell, and to persuade the audience.

2.4.1 Kind of Genre

According to Pardiyono (2007: 2) genre can be defined as text which has a function as a frame of reference so that a text can be built effectively. It means that the text should have the appropriate purpose, generic structure , language feature, and characteristic of linguistiac of the texts. According to Gerrot and Wignel (1998) in Awalul Mukaromah thesis there are kinds of genre:

1) Spoof

   Spoof is genre which has social function to retell an event with a humorous twist. Structure : Orientation, Event, Twist.

2) Recount

   Recount is genre which has social function to retell event for the purpose of informing or entertaining. Structure : Orientation, Events, Re orientation.

3) Report

Report is a genre which has social function to describe the way things are, with reference to a range of natural, man-made and social phenomenon in our environment. Structure :General Clasification, Description.

4) Analytical Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.

Structure : Thesis, Argument, Reiteration

5) News Item

News item is a genre which has social function to inform the readers, listeners, or viewer about events of the day which are considered newsworthy or important. Structure : Main event, Background event, Source.

6) Anecdote

Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident.

Structure : Abstract, Orientation, Crisis, Reaction, Coda.

7) Narrative

Narrative is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

Structure :Orientation,Evaluation,Complication, Resolution, Reorientation.

8) Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.

Structure : Goals, Materials, Steps.

9) Description

Description is a genre which has social function to describe a particular person, place or thing.

Structure : Identification, Description.

10) Explanation

Explanation is a genre which has social function to explain the processes involved in the formation or workings of natural or social cultural

phenomenon.

Structure : A general statement, A series statement, Conclusion.

11) Hortatory Exposition

Hortatory exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.

Structure : Thesis, Argument, Recomendation.

Here the writer will discuss about the hortatory exposition text is one type of text from many text in English.

2.5 Hortatory Exposition Text

An exposition is a part of text that presents one side of an issue. Exposition text has two kind, they are analytical exposition and hortatory exposition. Here, the writer will discuss about *hortatory exposition text*. So many arguments about hortatory exposition text, Based on Bima and Yuliani (2011 :33) in Yola Melshandika Journal say that the aim of hortatory exposition is to persuade the people to do something. Doddy,et.al (2008:78)in Yola Journal state that hortatory exposition has the social function to persuade reader or listener should do or not should do something. So from the explanation above the writer conlcude that the purpose of writing is to argue a case for a against a particular position or point of view and it proposes a suggestion at the end of the argumentation. In Hortatory Exposition text is devided into two aspect important part, they are:

1) . Generic Structure

The structure of a text is called generic structure. One way in understanding hortatory exposition text is by identifying the generic structure of that text. The simple generic structure of hortatory exposition text is divided into the following three elements, namely "Thesis, Argumentations, and Recommendations".

(1) Thesis   :Statement or announcement of issues concern

(2) Arguments   : Reason for concern that will lead to recomendation

(3) Recomendation   : conclusion of the Statement based on the given positive or negative arguments or suggestion(Paragaf terakhirnya berisikan saran).

2) Significant Lexicogrammatical Features

(1) Focus on generic human and non human participants, expect for speaker or writer referring to self. Than,Use of:

1. Mental processes: to state what writer thinks or feels about issue.

2. Material processes: to state what happens.

3. Relational processes: to state what is or should be.

(2) Use of simple present tense. The present tense indicates that an action is present, now, relative to the speaker or writer. Generally, the simple present express eventsor situation that exist, always, usually,they exist now, have existed in the past, and probably will exist in the future.

(3) Enumeration is sometimes necessary to show the list of given arguments: First, secondly, finally, etc.

(4) Using Action verb and thingking verbs

(5) Using temporal connective : First, Firstly, Second, Third, Then, Last, etc

(6) Using adverb : Certainly, surely, etc.

In conclusion the writing evaluation system based on the five componets including content, organization, vocabulary,language use, and mechanics.

2.5.1 Example of Hortatory Exposition text

The Effect of Slang Language into Milenial Student

Slang is language which is very familiar in style, and usually restricted to the members of particular social group, for example 'teenager slang','army slang', 'theater *slang*'. *Slang* is not usually understood by people outside a particular social group, and so has value in showing the intimacy of its members. Slang more significant in distribution and use among teenager. Slang allows for the creative changing of language by people. It allows for people of a young generation to create a unique way of communicating with another. First, slang word can be attract the attention of the student to look more "kekinian in bahasa". The slang language here has a periodic or seasonal nature. So many problems that we get from the effect of the slang language such as ; The influence of slang extension on Bahasa, The factors that influence the development of Slang. How to overcome the development and use of slang for milenial student. Second, from this era the entry of foreign language is not possible to reject. And the entry of foreign language absorbed into indonesian vocabulary.

For example the slang language in bahasa that used in daily life like : ababil, epenkah:emang pentingkah?, ttm, gokil, ciyus, bucin, baper, sotoy, mager, php, clbk, bokap/nyokap, woles, santuy, etc. Then, the slang language in English such as : balls up, blinding, blow me, burnt out, get out of it, kamseupay, iffy, im stuck on her/him, lol, kepo, gotcha?, guy, dude, what the hell?, etc. And the other hand from the fenomena of slang language enter to indonesian expecially, o ften used and Controlled by Milenial student today. Language development which is supposed to be the foundation for communication actually influences of language. Can we used slang language when communicate with another people? Of course slang language can be used, but it would be better used in informal language.

For conclusion use the slang language into a form of posstive and it can be build a good character or behaviour of milenial student when socialization to another people, keep, and instill a love for the language of unity, and give warnings to student the importance of speaking good and clearly.

Questions

1. How do you respond to using slang language in correctly?
2. How do you think that the use of slang language are more suitable when speaking formally or informally?

3. How do you think about people indonesia speaking mixed into english language?
4. In your opinion, should we worry about the slang language?
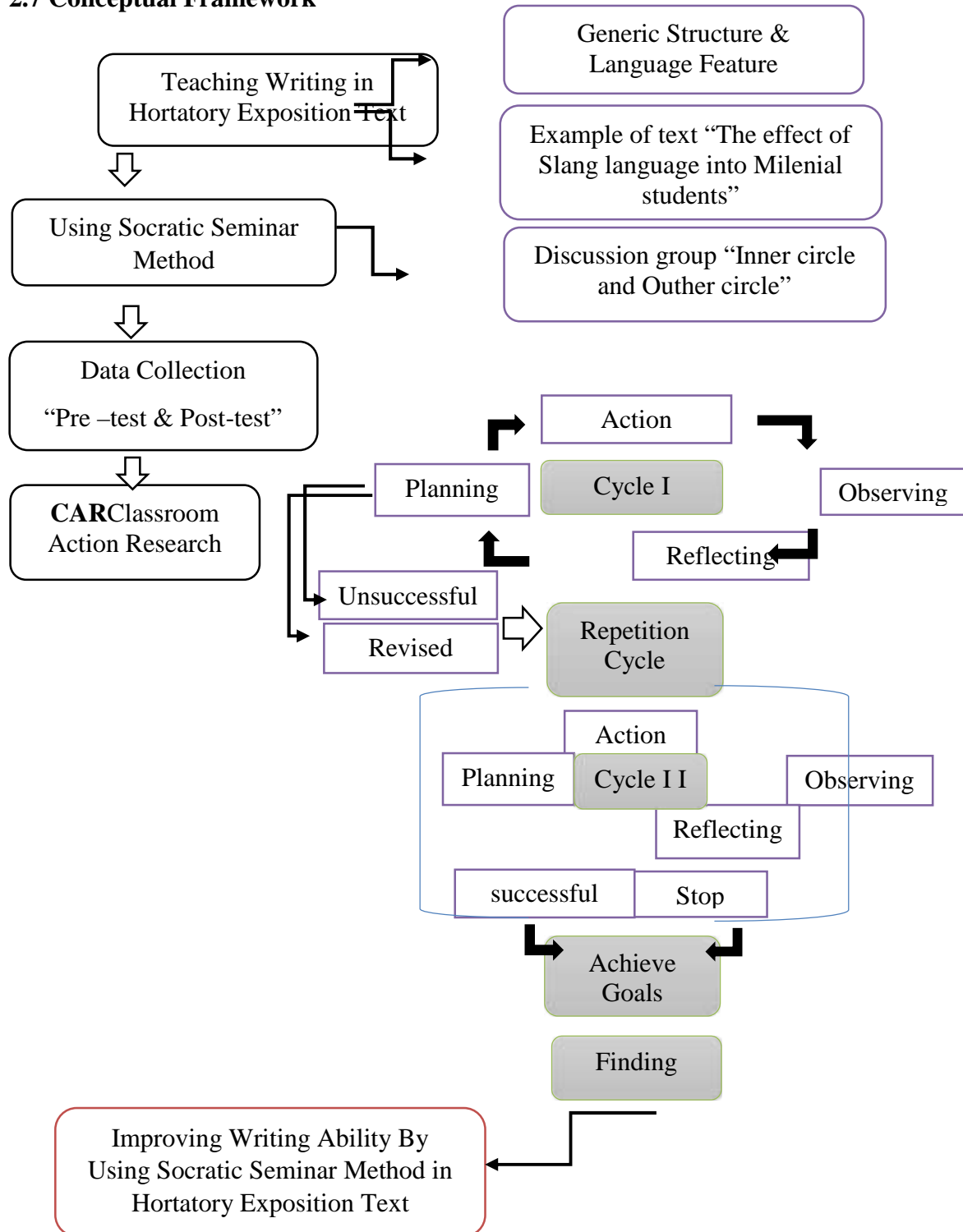5. Whether the slang language can show a higher level of intelectuality?

2.6 Previous of Study

This study about Socratic seminar method to the students' writing ability has been conducted by several researchers. In this case, the writer takes previous research : The first is taken from journal of Teaching Speaking *"The Use of Socratic Seminar in Teaching Speaking on Hortatory Exposition Text"* was done by Melia Andriyani (English Department of Tanjungpura University, Pontianak). The second one is taken from Thesis "The effectiveness of Socratic Seminar Method in Developing Critical Thingking Skills in English Language Learners" was done by Rogers (Grace Master Science University, 2015).The third one is taken fom journal of *"Pengaruh Model Pembelajaran Diskusi Kelas Dengan Metode Seminar Socrates Tehadap Hasil Belajar Siswa Matei Kalor Kelas X SMA Negi Medan"* was done by Meutia Kemala Putri (Univesitas Negeri Medan) are discusses : The expert explain the use of socratic as the method in teaching and gave the affect in learning discussion models, that used in Speaking lesson in the senior high school. The strategy is Socratic Seminar that can help the teacher to create the ability in speaking to the students in Engish. The, from the research the expert uses several steps in learning proces such as : Pre- teaching activities, Whilst teaching activities, and post teaching activities. Many expert that explain about the Socratic and speaking in their research. Then using Socratec is very interesting strategy in teaching English.

The writer similarities is using Socratic seminar method in teaching English lesson. The writer differentiates from the expert is the writer using socratic seminar method to improve the writing ability in hortatory exposition text.

All of the researches or expert try to analyze the method that suitable in teaching english in the classroom especially in writing. The writer believes that this method give benefits such as enhabce student learning, to motivate students. This seminar is carry out directly in teaching writing and will be give the hortatory exposition as the material to be discussion during seminar. Quantitative Clasroom Action research (CAR) as a reseach methodology. Moreover, to incorporate or combining the socratic seminar method in the classroom might be an effective way to improve students skill in writing hortatory expositiontext.

2.7 Conceptual Framework

Teaching Writing in Hortatory Exposition Text

Generic Structure & Language Feature

Example of text "The effect of Slang language into Milenial students"

Discussion group "Inner circle and Outher circle"

Using Socratic Seminar Method

Data Collection "Pre –test & Post-test"

CAR Classroom Action Research

Action

Planning

Cycle I

Observing

Reflecting

Unsuccessful

Revised

Repetition Cycle

Action

Planning

Cycle I I

Observing

Reflecting

successful

Stop

Achieve Goals

Finding

Improving Writing Ability By Using Socratic Seminar Method in Hortatory Exposition Text

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was conducted by applied Classroom Action Research. A research design were the set of methods and procedure used in collected and analyzed measures of the variables specified in the problems research. From the explanation above research design was a framework to find answer to research questions. Research design was devided into two types, qualitative and quantitative reseach. According to Creswell (2009: 4) in Maria mirma youni thesis, Quantitative research means for testing objective theories by examiningthe relationship among variables. This research, the writer used Classroom Action Research (CAR). According to Arikunto (2013: 130) CAR was scrutiny of the activities were purpose raised, and occure in a classroom.

Then, there are some step in action research there are :

1) Selected focus it's refers to identified the topic

2) Clarified the theories

3) Identified Research Questions

4) Analyzed Data is used the complex statistical calculation, it is rarely the case for the action research.

5) Reported the result

6) Took the informed Action

Therefore, the benefit of action research as the inovation in learned, developed the curriculum and to created the teacher profesionalization. the action research was a form of research design described and explained in problem solved and can be a very valuable way to extend our teaching skills and gained more understood of ourselves as teachers, our classroom and our students.

3. 2 Population and Sample

Arikunto (2010 :173) stated that "population is the whole of study research, if someone want to observe all the elements in the research area, so his or her research called population research''.

3.2.1 Population

Because of the covid-19 pandemic the writer was gathered the senior high school students, who are offed school due to the pandemic. The population of this research are the Second grade student of SMA NEGERI 2 TUKKA , Third grade students of SMA SWASTA SANTO FRANSISKUS PANDAN and Third grade students of SMA NEGERI 1 TUKKA.There are sevent (7) students from SMA NEGERI 1 TUKKA , four (4) students from SMA NEGERI 2 TUKKA and one (1) Students from SMA SANTO FRANSISKUS PANDAN. Therefore, the total of the students are sixteen (12) students as the population in this research.

3.2.2 Sample

Based on Ary (2010 : 428) state that "sample or selection of participant or sites, is important in quantitative research". (Random sampling was done by mixing all the subject research in one population and then the writer chooses the sample) The sample of this research is

one class students, SMA NEGERI 1 TUKKA , SMA NEGERI 2 TUKKA and SMA SWASTA SANTO FRANSISKUS PANDAN.

3.3 Instrument of Collecting Data

Qualitative and quantitative data were used in this research. The instrument for collecting data were collected by : writing test and observation sheet. The instrument were collected quantitative data by administrate writing test. The test was pre-test, treatment, and post- test. It is used to known students achievement in writing. Student's was asked to write a hortatory exposition text through the result of socratic seminar discussion. Qualitative data was collected used to measure the level of students activities during teaching learning process.
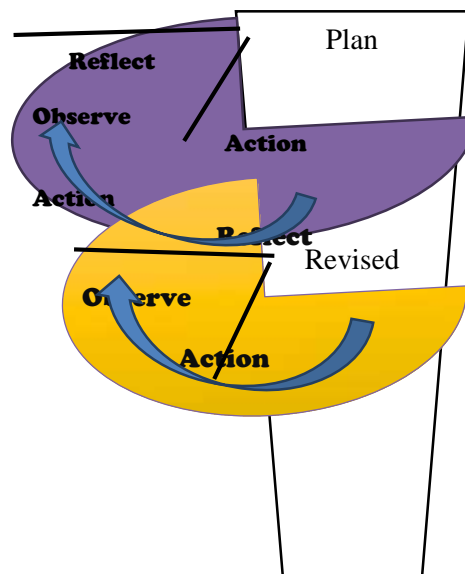
The writer was given whole above the lesson, instruction about the lesson in the last test about hortatory exposition text through Socratic seminar. It shown how far the students respond and perception the lesson.

3.4The Procedure of the Collecting data

Kemmis and Mc. Taggart (2000) created the model of action research as a picture.

Cycle 1

Cycle 2

Figure.3.1Cyclical Action Research Model based on Kemmis and Mc.Taggart (2000) in Aikunto (2013 : 132)

There are two cycles in this study. There are four component in each cycle for doing action reseach, they are : Planning, Action, Observation,Reflection.

The procedure of data collection done as much five meetings in two cycle. The first cycle consists three meetings and the second cycle consists of two meetings.

3.4.1 The Cycle 1

1. Planning

In planning, the research design the steps that was done in the sample class of the study. The action in teaching and learning process done in the samples class and research findings as well. The activities of this phase was included :

   1) Prepared the lesson plan

   2) Prepared the pre-test and taught writing material.

   3) Preparedthe instrumentto record and observation sheet and documentation, and prepared the faciliates and media that used as work sheet.

2. Action

In action, were implemented all the point that designed in the first of the cycle which planned. The activities was included :

(Meeting 1)

   1) Greetings, Prayer, checked the students attendance list. Made a personal connected to students.
   2) The teacher was given the pre-test to the student like essay test.
   3) Taught about writing material.
   4) The writer wasexplained to the student about writingin the classroom
   5) The teacher was given the conclusion from the lesson about the writing.

6) Closing and Prayer

(Meeting 2)

1) Greeting, Prayer, checks the students attandance list. Make a personal conection to students.
2) Brainstorming about the last lesson and continue to the next lesson
3) The writer presented about hortatory exposition text
4) **T**he writer was explained the purpose and the benefit of writing.
5) The teacher was given the example of hortatory exposition text.
6) The student and teacher answered the question from the example of hortatory exposition text
7) The writer continue to explained the socratic seminar to the Students
8) The writer was explained the purpose and the benefit of Socratic Seminar.
9) The writer was explained the role of socratic seminar to the students.
10) The student were given attention and understand about the material that the writer shared.
11) Closing and Prayer

(Meeting 3)

1) Greetings, Prayer, checked the students attendance list. Made a personal connected to students.
2) Continue to the next topic about hortatory exposition by using treatment
3) The writer wasgiven the text handout about socratic seminar and hortatory exposition text.
4) The writer was devided into two groups Inner circles and Outher circles and choosen the leader from each circles then, make a circle for a good interaction.
5) The student did the roles and apply the Socratic seminar method.
6) The writer asked the students based on the text
7) The students were answered the question.
8) The student in Inner circles focus on the exploration and analyzed text, delivered the opinion, comments, and suggestions from outher circles or be like science observer and listening the dialogue from the inner circles that like disclaimed or feedback about the Issue from the text handout
9) The teachergiven the conclusion from the seminar
10) The teacherasked the students to make and write a Hortatory Exposition text based on the result of the seminar as the task of post test in cycle 1, then submit to the writer.
11) Closing and Prayer

3. Observation

Observation were purpose to find out the information of action, such as the teacher and

the students attitudes, the enthusiasm of the student in learning processed. Whether the

planning teaching learning design points was implemented. This step was provided the research the data as the result of respond of the action steps.

4. Reflection

   Reflection were the last step of cycle. In this step, the writer indicated things could result as what was founded during observation by used socratic seminar implementation. The result of the first cycle that writer found doesn't got improvement well towards students, then the writer was planned and implementation in the next cycle in order to brought improvement to the professional action of the teaching and leaning in horatatory exposition by used treatment socratic seminar.

3.4.2 Cycle II

1. Planning

Based on the result of students work in previous cycle and observation, the weakness of the student know. So the writer was need to do cycle II. It is seen from the students writing score that were still low in the first cycle because they get lower score and didn't understand about tenses,arrangement of hortatory exposition yet. So the writer will be tried to improve it in learning process. The writer was prepared lesson plan, prepared some sample of hortatory exposition text writing and prepared the socratic seminar group discussion.

2. Action

The writer wasexplained about writing hortatory exposition text briefly , then writer was explained Socratic Seminar . In action, the writer taught the students how to write hortatory exposition text by using socratic seminar method as the post- test in cycle II. Then, get the result of the test.

3.Observation

The purpose of observation is to find out information of action, such as students attitude, behaviour, and activities, while the action event the obstacles that happened to be note in write hortatory exposition text. The writer was observed while teaching learning process in the classroom.

4.Reflection

The writer was evaluated the result score and result of the observation, then the writer stop the research, then the writer found students achievement in writing hortatory exposition text got the improvement.

3.5 The Assessment of Writing

Assessment were gathered of information about students learned. There are five component in writing assessment according to (Weigle 2002 :116) scale;

3.5.1 Table Scoring Rubic of Writing

Aspect of writing	Level	Score	Criteria
Content	Excelent to very good	4	Knowledgeable, substantive, through development of thesis, and relevant to assigned topic
	Good to average	3	Some knowledge of subject, little substance, and inadequate development of topic
	Fair to	2	Limited knowledge of subject, little subtance, and inadequate development of

	poor		the topic.
	Very poor	1	Does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate
Organization	Excelent to very good	4	Fluent expression, ideas clearly stated/supported, succint, well organised, logical sequencing, cohesive.
	Good to average	3	Somewhat choppy, loosely organised but main ideas stand out, limited support, logical but incomplete sequencing.
	Fair to poor	2	Non-fluent, ideas confuse of disconnected, lack logical sequencing and development
	Very poor	1	Does not communicate, no organisation or not enough to evaluate.
Vocabulary	Excelent to very good	4	Sophisticated range, effective word/idiom choice and usage, wod form mastery, appropriate register
	Good to average	3	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	Fair to poor	2	Limited range, frequent errors of words/idiom form,choice,usage meaning confused or obscured
	Very poor	1	Essentially translation, little knowledge of English vocabulary, idioms, words form OR not enough to evaluate.
Language use	Excelent to very good	4	Effective complexconstruction, few errors of aggrement, tense, number words order/function, articles, pronouns, preposition.
	Good to	3	Effective but simple construction , minor problems in complex constructions,several

	average		errors of agreement,tense, number, word order/function,articles, pronouns, preposition but meaning seldom obscured
	Fair to poor	2	Major problem in simple/complex construction, frequent errors of negation agreement, tense, number word order/function, articles pronouns, preposition, and or fragments run on deletions, meaning confused or obscured
	Very poor	1	Virtually no mastery of sentence construction rules, dominated by errors doesn't communicates Or not enough to evaluate
Mechanics	Excelent to very good	4	Demonstrate mastery of convention, few errors or spealing, punctuation, capitalisation, paragraphing.
	Good to average	3	Occasional errors of spealing, punctuation, capitalisation, paragraphing but meaning not obscured
	Fair to poor	2	Frequently errors of speling, punctuation, capitalisation,paragraphing, poor handwriting, meaning confused or obscured.
	Very poor	1	No mastery of conventions, dominated by errors of spealing, punctuation, capitalisation, paragraphing, handwriting illegible OR not enough to evaluate

Five aspect of writing above in which each of them was scaled from 1 to 4. Hence, the maximum score was 20, while the minimum score was 5.

3.6 The Technique for Analyzing Data

The qualitative data was described and collected the situation during the teaching process.The term of quantitative data were used to the counted or expressed numeric data in score of the students , in analyzing data the writer does the following steps:

1. Calculated the test of cycle I and cycle II.

2. Tabulated the score of the student in cycle I and Cycle II.

3. Counted the mean of the students score

4. Comparedof the students score between cycle I and cycle II.

5. Calculated the percentage of the students score

To know the mean of students score for each cycle, the writer was applied the following formula :

$X = \dfrac{X}{N} \times 100\%$

Where :

X   *: The mean of the students*

 X   : The total score

N   : The number of the students

s

Next to categorize the number of the students who are competence in writing achievement the following formula applied :

$P = \dfrac{R}{T} \times 100\%$

Where :

P   : percentage of the students getting 75

R   : number of the students getting score 75

T   : The total number of the students who do the test

This formula was used to get the quantitative data. Which the quantitative data was collected by writing hortatory exposition text. This formula purposed to know students who able to got the point 75 and to know the improvement writing in hortatory exposition text.