CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language becomes an important aspect in human life. It is how people communicate and interact with others. By language people can share their experience, their feelings, and their needs to each other by spoken or written.

English language is an international language used to communicate among people of the world get trade, social culture, science, and technology goals. English is an international language, which is used to communicate by many people in different cosuntries. Many scientists define the meaning of language differently but generally it is stated that language as a mean of communication. It is also learned to informal course to pass the examination as necessary part of progression while working for an organization business with an international concept, It can be realized that currently almost everywhere can be found in English writing.

Teaching writing focus on something such as language practice in expressing our feelings and may help the students to express their thought on paper.

Writing encourages the students to focus on accurate language use because they think as they writing puts into their minds (Harmer, 2004:31). Writing also the most difficult language skill to be learned because writing needs hard thinking

to procedure idea, think and words. The purpose of teaching English is to develop students' skill in writing English effectively. In teaching writing skill, especially in hortatory exposition text . Hortatory exposition is a text which clearly focused students on the purpose of arguments; that is, putting forward a viewpoint and providing evidence to support it. Hortatory exposition text containing three components namely: Thesis, Arguments, Recommendation. It also helpful student to learn writing hortatory exposition text.

Based on the writer's experience during following the program (PPL/Praktek Pengenalan Lapangan) in SMP Negeri 37 Medan, the writer found that most of students get low or not understood in writing hortatory exposition text. It sees from their assignment's result was not satisfied. The writer found the problem in student's writing hortatory exposition text. The first one is many students were not able to formulate ideas from their mind into writing hortatory exposition text. Then, next causes this is due lack of vocabulary, and were afraid to make some mistakes in grammar, and lack of insight and knowledge about the topic. The next causing teacher did not use the media or the other even strategy to make student more understand about the topic. There are some media or method in teaching writing to solve the student's problems. Teachers can make writing enjoyable for students by using a variety of activities, approaches, methods, strategies and techniques based on explanation above, the writer interested in applying Posters on students' achievement in writing hortatory exposition text.

No	Students' initial name	Content	Organization	Vocabulary	Language Use	Mechanics	Total Score
1	ITN	10	10	5	10	15	50
2	ERK	15	10	10	10	10	55
3	ELT	20	10	15	5	10	60
4	FTA	10	5	5	10	10	40
5	FBA	10	10	10	5	10	45
6	FLA	20	10	10	5	20	65
7	ELA	10	10	10	5	15	50
8	ELI	15	10	10	10	10	55
9	CLI	30	10	10	15	20	85
10	CLE	10	10	10	15	10	55
11	EDS	10	5	10	20	20	65
12	LMM	15	5	10	20	10	60
13	RB	10	10	10	10	10	50
14	DW	10	10	10	10	10	50
15	PN	20	10	10	5	10	55
16	PJ	20	5	10	5	15	55
17	ASM	10	10	10	5	15	40
18	LS	10	10	10	10	15	55
19	TP	10	10	10	10	15	55
20	SS	10	10	10	10	15	55
							1.100

Referring to the condition above, the writer believes that writing is a skill that needs extra works to be mastered and it will be useful now days.

Based on the explanation above, the writer is very interested in carrying out a research entitled: "The Effect of Using Posters on Students' Achievement in Writing Hortatory Exposition Text of Eleventh-Grade Students' 2020/2021".

1.2 The Problem of the Study

Related of the background above, the study was intended to answer the following research question: "**Does the use of posters significantly affect to the students' achievement in writing hortatory exposition text?**"

1.3 The Objective of the Study

In order to answer the question above, the objective of this study is to find out there is any significant effect of using posters on students' achievement in writing hortatory exposition text.

1.4 The Scope of the Study

So many techniques can be used to teaching writing. From this case, the writer focuses on using posters on students' achievement in writing hortatory exposition text. There are three parts in procedure text, they are: social function, generic structure and lexicogramatical features. Generic structure of hortatory exposition text are: thesis is the announcement of issue concern, argument is reason for concern, leading to recommendation, recommendation is statement of what ought or ought to happen.

The subjects of the study consist of two classes of eleventh grade students 2020/2021, and they were divided into two groups: the experimental group and the control group.

1.5 Significances of the Study

The finding of study are expected for :

1. Theoretically: The result of the study is expected can be used as materials and Can be a teaching model as an alternative model for teaching writing

2. Practically: The findings may be useful for the following practice.

   - For the writer: who are interested with the same topic can used as a reference.

   - For the Students of English Department: to enrich their knowledge about Posters on students' achievement in writing hortatory exposition text.

   - For the English teachers: this research can be used by the English teachers as a reference to teach their students about Posters on students' achievement in writing hortatory exposition text.

1.6 The Hypothesis

The hypothesis set the recent study is as tentative answer of the research problem.

It comparises alternate hypothesis (Ha) and null hypothesis (Ho). Alternate (Ha) as the hypothesis that states the relationship between the experimental treatment that the researcher expects to emerge. In this case the alternative hypothesis as read follows:

Ha: There is a significantly effect of using posters on student's achievement in

writing hortatory exposition text.

Ho: There is no effect of using posters on students's achievement in writing

hortatory exposition text.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This research is planned to find out the effect of using posters on students' achievement in writing hortatory exposition text in conducting research, the writer puts some explanation theories that related to this research. In this way, the theoretical framework is aimed to give a clear conceptual about this research.

2.2 Writing

Writing is one of language skill which are important to have. Writing is one of language skill used by people to convey their messages. It also to express idea, feelings, thoughts, etc. Writing is process of outing their ideas or thoughts in writing form. In writing, a writer needs the words and organizational structures that make the words convey the writers' idea or messages through development and coherence. In writing some ideas are formed in sentences which are arranged in a good way and related to each so that the information can be received.

According to Siahaan (2008:215) that writing is a psychological activity of the language user to put information in the written text.

Such a writing is commonly about a certain topic in which the writer at first collect the data, then elaborate the topic based on a certain idea in order to answer a question, or prove a statement, or describe an object, or expose a new truth of a certain fact of an object, or convince the readers to believe or disbelieve a

statement, and persuade those readers to take a certain course of action related to the believe or disbelieve.

Moreover, Morley (2007:8) stated that writing is an extreme act of attention and memory; it pleads with your brain cells to make a new connection. Meanwhile, Kern (2000:172) stated that writing is a process to develop ability to think how to arrange the expression of thought, feelings, and ideas in a way compatible with reader expectations. Through writing the students can express their idea, thought and feeling. Based on the explanation above, the writer concludes that writing is a process to develop ability with a right role to make a good information in written form.

2.2.1 The Process of Writing

The writing process is the series of sequential steps a writer or researcher follows to record experiences, observations, data, research and the process of writing should be known.

According to Harmer (2004:4), the process of writing has four main elements. They are:

1. Planning

Firstly, the writer has to consider the purpose of their writing not only the type of the text, but also the use of language, and the choosing of information to include. Secondly, the experience of writer think of audience that writes for, since this will influence not only the shape of the writing, but also the choice of the

language. Thirdly, plan what they are going to write in the first draft. The students are writing for and content structure to sequences the facts, ideas or arguments.

2. Drafting

Drafting can refer to the first version of piece of writing as a draft. The first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

Editing involves correcting errors in grammar, spelling and mechanics. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestion. It will help the auhor 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 intended audience.

2.2.2. Teaching Writing

Teaching writing is a big challenge for teachers. Teachers should know how to improve achievement the student in writing. Teachers not only give the material to student but also need to guide the students to explore and develop an imaginative and creativity student in writing. Teachers also give a freedom to the

students to express ideas. According to Hammer (2004:11) "teaching writing is students' attention was directed to the "what " rather than "how" of text construction." According to Siahaan (2008:213) "the teachers in teaching writing are suggested to seek information about teaching strategies in order to improve students' knowledge about the existing teaching strategy and develop the ability to select and apply the suitable strategy for students' classroom activities." The writer concludes that teaching writing includes the how the strategy that used by the teacher to teach the materials to the students.

In the previous discussion, it is stated that process takes an utmost point in developing students" writing skill. Writing cannot be done perfectly without having mistakes through the process. Famous writers should also pass a writing process before they are able to publish their work. Making drafts, writing the content, revising the content and finalizing the result of writing surely take long time. Second language writing then should be taught continually with patience in a long period. There is no exact time whether the teaching writing would stop after few years or it must be continued in the next few years. Regarded as a process, teaching writing requires lots exercices and practices to get a result. The students who learn to write need time to adjust themselves to get into the writing. On the other hand, a teacher who is responsible to the teaching learning process has to be able to give a chance to the students to develop their writing skill.

Before writing, students learn a lot through the process of reading and listening. The complexity level of writing in second language is totally different from writing in the first language. According to Silva in Hyland (2003), writing in

second language tends to be tenser, more difficult, and less effective than writing in the first language. Every students has a different proficiency level in requiring a second language where as students" proficiency will affect the process of writing.

The better second language proficiency they have, the better writing performance would be resulted. As a consequence, teacher as the central part in teaching learning process must develop a set of steps to assist students in second language writing. Teacher, therefore, has to facilitate the students through a variety of interactions in writing and writing instruction as well.

2.2.3 Types of Genre

There are many genre in writing. Genre is most popularly known as a category of literature, music, or other forms of art or entertainment, whether written or spoken, audio or visual, based on some set of stylistic criteria, yet genres can be aesthetic, rhetorical, communicative, or functional. According to Knapp and Watkins (2005:22) "genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations." The function of text type is as the frame of reference so that the text can be made effectively by choosing and arranging text elements.

In genre, the text type will be explained in rhetorical structure and communicative purpose of each the text type. The using of language also will be explained into sentence patterns. It would make a difference between one text type and the others. According to Pardiyono (2007:14). There are two components of genre in tecxt type. First, text elements are rhetorically structured. And the second, the information or meanings is realized in the appropriate grammatical

patterns. The writer concludes that genre is a form of the texts which has a full meaning.

According to Gerot and Wignell (1994:190), texts are divided into thirteen types of genre, there are:

1. Report

Report text is to describe the way things in around environment are described and report genre usually tells the natural and not natural social phenomena. Social function of report text is to describe the way things are, with reference to arrange of natural and social phenomenon in our environment. The generic structure of report text is are general classification and description.

2. News Item

News Item is a text that is used ton inform the daily and real factual happenings in human life and social function of news item is to inform the readers, listeners or viewers about events of the day which are considered newsworthy or importance.

3. Analytical exposition

Analytical exposition is a part of exposition in general. This genre will often involve the writer comparing opposite points of view and concluding with an arguments and conclusive argument. Social function of analytical exposition is to persuade the reader or listener that something in the case and the purpose of analytical exposition is to persuade the reader and listener that there is something had certainly need to get attention from reader and listener.

4. Anecdote

Anecdote is a text that used to share amusing incident with others. Anecdote can include an extensive range of story and tales. Social function of anecdote is to share with others an account of unusual or amusing incident.

5. Recount

Recount is retelling of an event or an experience in the past. Recount text is usually factual and imaginative. The purpose of recount is to inform or entertain about the past activity to the listener or reader. The generic structures of recount are

orientation, events, and reorientation. Social function of recount is to retells events for the purpose of informing and entertaining.

6. Narrative

Narrative is a text that used to entertain and amuse in different way. There are many types of Narrative. They can be factual, imaginary or both. Social function of Narrative is to amuse, entertain and deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

7. Procedure

Procedure text is a text that is designed to describe how something of actions and steps. Procedure tells that users how to do something. Procedure text is the text which tells about the process in making or doing something. Social function of procedure is to describe how something is accomplished through a sequence of actions or steps.

8. Descriptive

Descriptive is a text that used to describe the object or person or idea so that reader and listener can see the object or person, or idea by his/her eyes physically. Social function of descriptive is to describe a particular person, place or thing. Descriptive genre can also be defined the way how things, smell, taste and sound.

9. Hortatory exposition

Exposition is used to present a logical argument from point of the view. Social function of hortatory exposition is to persuade the reader or listener that something should or should not be the case.

10. Explanation

Explanation is often found in science, geography, and history text book. Genre of explanation is a explaining a process formation and also explanation genre is to explain the process involved in the formation or work. Social function of explanation is to explain the processes involved in the information or workings of natural or socio cultural phenomena.

11. Discussion

Discussion is a text which presents a problematic discourse. This problem will be discussed from different of view. The kind of text commonly found in philosophical historic and social text. Social function of discussion is to present (at least) two points of view about an issue.

12. Review

Review is a text which provides the viewer to critize, evaluate a book in particular Social function of review is to critique an art work or event for a public audience.

13. Spoof

Spoof is text which tells factual story that happened in the past time with unpredictable and funny ending. Spoof has generic structure as any others text, those are orientation, events, and twist. Social function of spoof is to retell an event with a humorous twist.

2.3 Hortatory Exposition Text

Generally, exposition is a text which clearly focused students on the purpose of arguments; that is, putting forward a viewpoint and providing evidence to support it (Knapp and Watkins, 2005:191). Different from analytical exposition, which only describes the arguments, hortatory exposition text is a type of texts which made to persuade people (readers) that something should or should not be that case. Hortatory exposition can practically be said as suggestive arguments (Pardiyono, 2007:215). This text belongs to argumentations, which is a process that involves reasoning, evaluation, and persuasion (Knapp and Watkins, 2005:187). The most important part of this text is the arguments, because the writer has to describe and explain the case by giving evidences, factual data, and example to make the readers believe what they read.

2.3.1 Generic Structure

The rhetorical structure of a hortatory exposition can be explained as follow:

Generic Structure	Functions
Thesis	Thesis is the announcement of the issue of concern. Introduces topics and indicates the writer position. And introduction to the main idea of an effect or event that will be raised or discussed.
Arguments	The content of argument is the opinions of the writer that support the main idea. Or reason for concern, leading to the recommendation. The content of arguments is the opinions the authors write, the more attractive a hortatory exposition text, because readers tend to believe in an event if there are many opinions that support in it.
Recommendation	Recommendation is the statement of what ought to happen. It is about something that should be done by the readers as proposed by the writer.

2.3.2 The Example of Hortatory Exposition Text

To summarize, it was not worth flying with Lion Air, which clearly does not care about their passengers. On Nov.8, my wife and I went to Singapore by Lion Air for Medical treatment, the complications of which unexpectedly prologedeur stay. I called the Lion Air office in Singapore to change our return flight reservation, explaining to the employee, Zena, the reason for the change. However, not being able to get through to the

Lion Air office on the departure day, despite calling all morning from the hotel and doctor's office, we were hurry to discover-too late-that the flight we were going to take at 5.30 p.m. had already left – at 12 noon! Zena never informed us of the time change. Obliged to return that very day to Jakarta, we ended up sending S$512 for two one-way Lufthansa Ticket. A complaint e-mail sent to Lion Air received an answer 13 days later, signed by the manager of the Lion Air branch office in Singapore, Devi Yahya, who not only said that I was the first time that my ticket was only valid for 14 days, and thus had no right to any reimbursements.

This time, we only lost money. Lion air should not only upgrade the maintenance of its fleet, but they should already upgrade their costumer care services.

Text Element	Function
Thesis	To summarize, it was not worth flying with Lion Air, which clearly does not care about their passengers. On Nov.8, my wife and I went to Singapore by Lion Air for Medical treatment, the complications of which unexpectedly prologedeur stay. I called the Lion Air office in Singapore to change our return flight reservation, explaining to the employee, Zena, the reason for the change.
Arguments	However, not being able to get through to the Lion Air office on the departure day, despite calling all morning from the hotel and doctor's office, we were hurry to discover-too late-that the flight we were going to take at 5.30 p.m. had already left – at 12 noon! Zena never informed us of the time change. Obliged to return that very day to Jakarta, we ended up sending

	S$512 for two one-way Lufthansa Ticket. A complaint e-mail sent to Lion Air received an answer 13 days later, signed by the manager of the Lion Air branch office in Singapore, Devi Yahya, who not only said that I was the first time that my ticket was only valid for 14 days, and thus had no right to any reimbursements.
Recommendation	This time, we only lost money. Lion air should not only upgrade the maintenance of its fleet, but they should already upgrade their costumer care services.

2.3.3 Media

Media are everything that brings messages and information between the provider and receiver. Medium singular form of media, is derived from Latin that means between or conductor. *The association for Educational communication and Technology* (AECT, 1997) states that media are everything that can be used to convey information (Asyhar, 2012:4). Sadiman (2010:6) states that media are concrete tools that can provide messages and stimulate students to learn.

Arsyad (2007:3) state that media are humans, things, or events that build condition which make students be able to get knowledge, skills, or attitude. In the context of learning, the purpose of the media is to facilitate communication and learning (Smaldino, 2011:9) in process of learning, media will help the teacher to explain the materials and help the teacher to explain the materials and help the students to understand about the lesson. Media function as information carrier

from the source (teacher) to the receiver (students) Santyasa (2007:4). From the explanation above, it can be concluded that media for learning are everything that can be used by the teacher as a conductor to convey messages or information to students in order to stimulate them to study. According to Smaldino (2011:11) there are six basic types of media used in learning and instruction. They are text, audio, visual, motion media, manipulatives (objects), and people. Sadiman (2010:10) states there are three main elements as the characteristic of the media: sound, visual, and motion on the other hand, Asyhar (2012:44) states that there are four kinds of media: visual media, audio-visual media, and multimedia. Those are different classification refer to the same perception of types of media based on the receiving senses of the students: visual media (observable), audio media (can be heard), and audio-visual media (combination of visual and audio).

2.3.4 The Function of Media

According to Sadiman, et all (2009:17-18) that the functions of media are:

1. Clarifying the message presentation so it is not too verbal (in written form)

2. Overcoming the limitations of space, time and sense power, such as:

   a. If the object is too large, it can be changed by reality, picture, frame film, film, or model

   b. If the motion is too small, it can be helped by micro projector, frame film, film or picture

c. If the motion is too slow or fast, it can be helped by using time lapse or high-speed photography

d. If something happened in the past, and it can be viewed through film recording, video, frame film, photo

e. Using the educational media appropriate and varying can overcome the students' passive behavior. In this case, this is useful for:

(1) It makes stimulus desire to study

(2) It has possible interaction directly in students with environment and reality

2.3.5 The Types of Media

1. Media falls into a few major categories: text, image, video and audio. Some media types of learning are often used in Indonesia according to Azhar Arsyad (2010:105), they are: Visual learning media and dimensions are not transparent. Included in these media types are: pictures, photograph, posters, maps, graphs, sketches, whiteboard, flipchart.

2. Two-dimensional visual learning media. Media of this type has translucent because made of plastic materials or of film, which includes: film slides, film strip.

3. Three-dimensional visual learning media. This content or volume as real objects, which includes: real objects, specimen, mock-up (realistic

picture about a design, such as the design of business cards and logo design).

4. Learning audio media. Audio media associated with hearing instruments, such as the radio, cassettes, language laboratory, and a telephone.

5. Audio visual learning media. Media that can display the image and sound at the same time, such as: compact disc (CD), TV, video.

2.3.6 Media Evaluation

Evaluation is a process for gathering information in the end of section. According to Newby (2000:220) that evaluation is the process for gathering information about the worth or quality of something as a way of asking descriptions designed to increase is worth or quality. A good planning in developing teaching media is very important for measure or evaluates the quality of the media especially interactive or multimedia based teaching media, according to Walker and Hess (1984:206) criteria of teaching evaluation are:

1.Content and objective quality:

1) Accuracy

2) Importance

3) Completeness

4) Balance

5) Interest

6) Justness

7) Suitability with students' situation

2.Instructional quality:

1) Give learning opportunity

2) Give helpfulness to learning

3) Motivation quality

4) Instructional flexibility

5) Relationship with other learning program

6) Social quality of instructional interaction

7) Testing and evaluation quality

8) Testing and evaluation quality

9) Give impact to students

3. Technical Quality

1) Readable

2) Easy to use

3) Lay out quality

4) Treatment of answer quality

5) Program management quality

According to Naz and Akbar (2016:27), that the impact of use media may increase by applying the following principle:

1. Select material with appropriate attributes.

2. Introduce material to learner by relating it to prior learning and indicating its relationship to present objective

3. Present material under the best possible environment conditions

4. Get feedback from viewers/learners

2.3.7 Audio-Visual Media

Audio visual media composed of two words, namely audio and visual. Audio can be heard or auditory, while the visual that appears to eye or the books. Elliot in Citra (2017:13). stated that audio-visual aids are the technology usually used to present information in several different to support teachers' presentation such as, video players and TV.

Audio-visual Media is training or educational materials directed at both the sense of hearing as in audio resources and the sense of sight, as in visual resources or through a combination of sense. Indeed the variety of resources is a duo combo for learning. So, the audio visual media is the media that we can see and heard also. Audio visual media has some the advantages in learning process according to Citra (2017:13) as follow:

1. Do not waste time

2. Make a things become clear up of ambiguity

3. To reinforce the concepts, you are trying to communicate in words

4. To be useful in conveying emotive elements

5. To be a good in memorizing

6. To put on evidence and make on for a real

2.4 Poster

According to Smaldino (2011:242) posters are media which incorporate visual combinations of images, lines, colors, and words. An effective poster should be colorful and dynamic, so that it can attract people attention to get the messages, and it should convey the messages briefly. A poster with one clear

messages will communicate more effectively than one with several competing messages (Odling-Smee, 2013:7).Posters are an excellent alternative medium for developing communication skills (O'Neill & Jennings, 2012:3). Asyhar (2012:65) states that posters can be used to encourage students to read more, to warn people in a certain condition with safety tips, and to promote the way for healthy life such as the prohibition of using drugs and the danger of smoking. In addition, Sadiman (2010:46)

states that posters are important not only to convey a certain impression, but also to persuade and motivate the people who see them.

2.4.1 The Advantages and Disadvantages of Posters

According to Joni, Puspitasari, and Nurlinda (2010:4), there are some advantages and disadvantages of using posters in teaching.

Advantages:

1. Simple and easy to make

2. Cheaper than other media

3. Motivating and attention-grabbing

4. Can activate emotional response of people who see it

Disadvantages:

1. Sometimes too small in size

2. The image is two-dimensional, sometimes the other dimension is not clear

3. Cannot show movement pattern

4. Can give different perception from the some picture

In additions O'Neill & Jennings (2012:4) state some pro and contra of posters that can be stated as follows: Pro

1. Strengthen the learner visual

2. Students enjoy and engage in the activity

3. Opportunity to dialogue about learning

4. Authentic

5. Good validity

6. Quick synthesis of information for large class assessment

Contra:

1. New to students, need instruction

2. Time and space

3. Students can be nerveous of presenting

4. Need to have clear criteria for good inter-rater reliability

2.4.2 The Element of Posters

There are two main elements in a poster, its message and its design. As what is states before, a good poster has clear and precise theme, not over complicate, because the simpler the message, the more effective the poster. The design must be as attractive as possible. Picture and colors become the important element in poster design. According to O'Neil & Jermings (2012:10), there are three common paper sizes and layouts for posters. The sizes are A0 paper (841× 297 mm). the layouts are landscape, portrait, and banner.
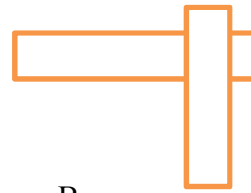
Landscape   Portrait   Banner

some layouts for posters:

landscape, portrait, and banner

Teachers can get posters from various sources such as commerce companies, flight companies, tour offices, and governmental department (Asyhar, 2012:65). They can also get some posters from the internet, and print them on the paper. Also, the teachers can design their own posters.

2.5 The Teacher's Role

In a teaching process, a teacher still plays some important roles. For most people, a teacher is mostly described as a person who teaches students in classroom. Students frequently consider their teacher as the source of knowledge since the teacher is older than them. Nowadays, the teacher does not merely give all knowledge or materials for the students in the classroom, but they are also supposed to become a facilitator or a motivator for their students.

According to Harmer (2001:57), a teacher is no longer the giver of knowledge, the cotroller, and the authority, but rather a facilitator and a resource for the students to draw on. It means that students become the center of teaching process. The students should be able to develop their competence from teachers' help, but develop mostly by their own experiences. In other words, the students should be independent. However, as a facilitator or the resource, the teacher has to

be skillful. It is important for teacher to help the students if they face any difficulties in doing an exercise or understanding the materials.

Tylee (1999:48) asserts that the teacher, who is a variable in the classroom context, is charged with the function of acting as an intermediary between the variables outside the classroom and the students to assist the students in their learning. Teacher, therefore, have to be able to facilitate students during the process of teaching and learning. Furthermore, the roles of teacher in teaching learning process in the classroom should be in line with the responsibilities of teacher as an educator. In a teaching process, the act of communication is built by having a set of planning and structuring learning activities as a fundamental to success in teaching and learning. The teacher has to prepare what will be done in the classroom. Therefore, an active teacher should vary his/her teaching strategies, methods, techniques in order to motivate the students in a learning process. It is different from an active teacher; a passive teacher will rely on the same old teaching strategies, methods, techniques, day after day. Ideally, the teacher has to have good planning in creating the teaching process including the materials and the teaching strategies, methods, techniques. So, the materials are well prepared.

2.6 Conceptual Framework

Writing is the process of communication which uses a conventional graphic system to convey a message to the readers. Someone writers about something because he has ideas which he wants to tell to other people. Writing should be organized effectively and include aspects such as, content, organization, vocabulary use, grammatical use and mechanical consideration such as : spelling

and punctuation. Therefore, writing is not an easy process especially in Hortatory exposition text. Many students still find difficulties when they want to write, they unable to write even though they have learned it for years. It is necessary to have a way in solving this problem and to improve their ability so that they write the good hortatory exposition text. That is why the teacher should use the technique in teaching. Consultancy prewriting protocol Technique can help the students to improve their ability in writing hortatory exposition text. Consultancy prewriting protocol technique is a structured process for helping a presenter thinks more expansively about a dilemma. In this study, the teacher is going to asks the students to write the hortatory exposition text from some provide topics. But before starting to write, the students will consult the other students about a dilemma that is about to write.

One students will present a dilemma for groups of students, and the groups then start asking question to the presenter to help the group understand more about the dilemma. Some questions are not only to useful for the group to understand but also but also for the presenter to expend his or her thinking about the idea. After questioning the group will have discussion, sharing each other about anything that cross their mind about the dilemma. The presenter listens and take notes about what she/he heard from the discussion. Then the presenter will think and share the groups anything that particularly resonated for her/him during any part of the consultancy. By this why, the use of consultancy prewriting protocol will assist students in developing knowledge about writing and powerful the skills

and technique involved in the writing process, including planning, writing, revising, and editing.
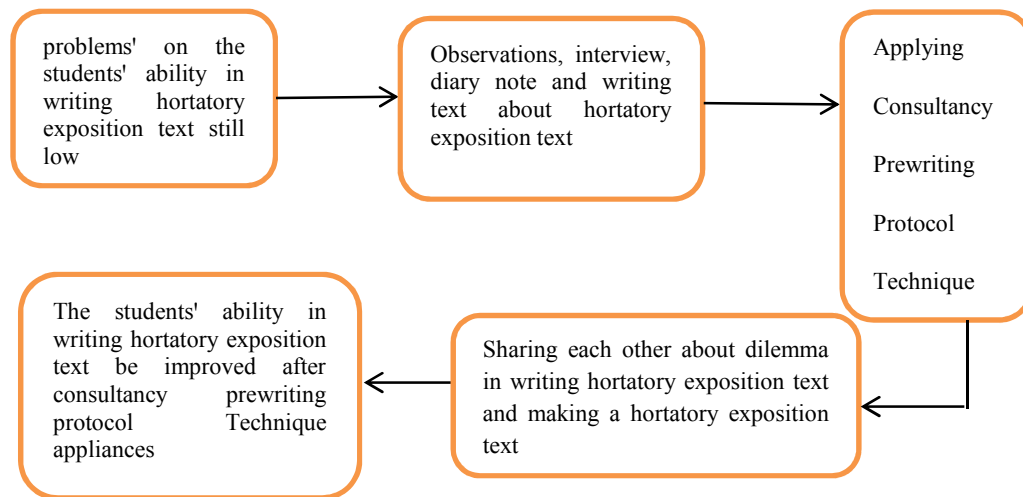

Figure 2.1 The Effect of Using Posters on Students' Achievement in Writing Hortatory Exposition Text of Eleventh-Grade Students 2020/2021 (Rona uli Manurung : 2020).

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

There were two types of research namely qualitative research and quantitative research. In conducting this study, the writer used a quantitative According to John W. Creswell (2008:1) Quantitative Research is a means for testing objectives theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instrument, so that numbered data can be analyzed used statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion.

3.2 Population and Sample

3.2.1 Population

Population is any group of individuals that have one or more characteristics in common that are on interest to the researcher. Arikunto, S.(2010:173) *"Populasi adalah keseluruhan subjek, apabila seseorang ingin meneliti semua elemen yang ada dalam wilayah penelitian, maka penelitiannyamerupakan penelitian populasi"*. (population is a set of all elements processing one or more attributes of interest if someone want to observe all of the elements in the research area, so her research Called population research). The population of this study was eleventh grade students 2020/2021 .

3.2.2 Sample

Gay, (1987:110) Sample is the process of selecting a group of subjects for a study in such a way that the individuals represent the large group in which they were selected. Like the sample, the writer selected two classes.The first class consist of 10 students the class called the control class and the second class is consist of 10 students the class called the experimental class. Both

of these samples were 20 students.

3.3 The Instrument of Collecting Data

In this study, the writer needs a tests to collect the data. According to Arikunto (2010:192) *"tes adalah serentetan pertanyaan atau latihan serta alat lain yang digunakan untuk mengukur keterampilan, pengetahuan inteligensi, kemampuan, atau bakat yang dimiliki oleh individu atau kelompok"* (test is a strings of question or practice that is used for measuring the skills, knowledge, ability in individual or group). The test for collecting data was designed in order to gain the result of the study. The type of the test is writing. Writing test is as the instrument used for collecting the data. The test item is hortatory exposition text based on the knowledge of students. In the test, the writer instructs the students to write an hortatory exposition text. And the time for answering this test is 30 minutes.

3.4 The Procedures of Collecting Data

Quantitative data is collecting through test which is administrated by the writer. In order to get the data in this study, three procedures were taken by the writer namely: pre-test, treatment (teaching presentation) and post-test.

1. **Pre-test**

The pre-test would be given to both groups (experimental group and control group) before treatment. The writer administrated the pre-test and would be given the writing test to students to get the students' level understanding in hortatory exposition text. This pre-test was useful to know how far students' knowledge toward the material namely hortatory exposition text that was taught.

2. **Post-test**

The writer administrates the post-test and would be given the writing hortatory exposition text to know the result of the students after getting the material from the writer.

3. **Treatment**

Both the experimental class and control class were taught by using the same material of hortatory exposition text. The treatment was be conducted in experimental group only. The first cycle has four meetings and the second cycle has two meetings do there is six meetings in this research. In the experimental class, the writer used posters as the learning method for the students in writing hortatory exposition text.

3.4.1 Teaching Practice in the Experimental Group

The treatment was conducted after doing the pre-test. The teacher would be teach the material hortatory exposition text by used posters, as the learning method and following these procedures.

Table 3.2

The Treatment for Experimental Group

Teacher's Activities	Students' Activities
Teacher reviews about hortatory exposition text, such as communicate purpose, rhetorical purpose, and the grammatical patterns of the hortatory exposition text.	1. The students listen to the teacher's explaination
Teacher explained about the learning method that they would be used in discussing their	

findings.	2. The students asked some questioned to the teacher
Teacher also explained about the advantages of used Total physical Response Method into learning Process.	
Teacher gave the time to the students to asked some questioned about the learning method.	3. The students listen to the explanation.
Teacher relates it to write hortatory exposition text.	

3.4.2 Teaching Practice in the Control Group

The teaching learning process that would be applied in the control class is without used posters. The teaching hortatory exposition text is control group could be seen as following:

Table 3.3

The Treatment for Control Group

Teachers' activities	Students' activities
The teacher greeted the students.	1. The students gave a response for the teacher's greeting.
The teacher explained about the hortatory exposition text such as communicate purpose, rhetorical structure and grammatical pattern of procedure text.	2. The students listen to the teacher's explanation about hortatory exposition text.
The teacher asked the students write hortatory exposition text.	3. The students write the procedure text.

3.5 The Assessment of Writing

In order to evaluate the mastery of the students in writing skill, the teacher has to have a right concept of writing assessment to assess the writing work appropriately. There are five components in writing assessment according to Jacobs et al, scale (Weigle, 2002:116), namely:

1..**Content**

Content refers to the students' ability to write the ideas and information in the form of logical statement.

27-30	Very good to excellent; knowledge, substantive, through development of topic sentence, relevant to assign topic.
22-26	Average to good; some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but luck detail.
17-21	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
13-16	Very poor; does not show the knowledge of subject, not substantive, no patient, or not enough to evaluate.

1. **Organization**

Organization refers to the students' ability to write ideas and information in good logical order. The topic and the supporting sentences are clearly stated.

18-20	Very good to excellent; ideas clearly state/support, cohesive, time, sequence, spatial, particular to general to particular
14-17	Average to good; somewhat copy, loose organize but main ideas stand out, limit

	support, logical sequencing and development
10-13	Fair to poor: non-fuent,ideas confuse or disconnect,lacks logical sequencing and development.
7-9	Very poor; does not communicative, no organization, or not enough to evaluate

2. Vocabulary

Vocabulary refers to the students' ability in used word or idiom to express ideas logically, and also refers to the ability to used the synonym, antonym, prefix, and suffix exactly.

18-20	Very good to excellent; effective words idioms choices and usage, word form mastery appropriate register.
14-17	Average to good; adequate range, occasional errors of words/idioms for, choices, usages, but meaning not obscured
10-13	Fair to poor; limited range, frequent errors of words/idioms form, choice, usage and meaning obscured.
7-9	Very poor; essentially translation, little knowledge of English vocabulary, idioms and words form, not enough to evaluate.

3. Language Used

Language used refers to the students' ability in writing sentences simple complex or compound sentences correctly and logically. It also refers to the ability to used agreement in the sentences and some other words as nouns, adjectives, verbs and time signal.

22-25	Very good to excellent; effective complex, construction few errors of agreement tense, number, word order/function, articles, pronoun preposition
1821	Average to good; simple construction minor problems in complex instructions

	several errors of agreement, tenses, number of words order/function, articles pronoun, preposition and meeting seldom obscure.
11-17	Fair to poor; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number, and word order/function, articles pronoun, preposition and or fragments meaning confused or obscure.
5-10	Very poor; essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate.

4. Mechanics

Mechanics refers to the students' in used words appropriately; by using function correctly, paragraph, and the text can read used correctly.

5	Very good to excellent; demonstrate mastery of convention, few errors of spelling punctuation, capitalization, writing sentences.
4	Average to good; occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscure
3	Fair to poor; frequent errors of spelling punctuation, capitalization, poor hand writing, meaning, obscure or confuse.
2	Very poor; no mastery convention, dominate by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

3.6 The Technique Analysis Data

This study would apply to quantitative data. The quantitative data was used to analyze the score of student. The step in analyzing data, they are:

1. Scoring the pre-test and post-test for control group and experimental group, and find out the mean score for each group by using:

$$Mx = \frac{\Sigma d}{N}$$

Where:

M   =mean

Σd =total score

N   =sum of students

1. Tabulating the data for control group and experimental group

2. Comparing the score by using t-test. A t-test was used in this research in order to prove the hypothesis that stated " There is a significance effect on using Posters writing in teaching hortatory exposition text in writing skill". The formula of the test is:

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{Da^2 + Db^2}{Na + Nb - 2}\right]\left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$

where:

Ma   = mean of experimental group

Mb   = mean of control group

da   = standard deviation of experimental group's scores

db   = standard deviation of control group's scores

Na   = total number sample of experimental group

Nb   = total number sample of control group

3.7 The Procedure of Analyzing the Data

The procedures in analyzing the data would gone as following:

$$M=\frac{\Sigma d}{N}$$

Where:

M   =mean

Σd =total score

N   =sum of students

2. Tabulating the data for control data for control group and experimental group

3. Comparing the score of pre-test and post-test by using t-test

4. Conclude the findings and answer the hypothesis

5. Write the finding

3.8 Validity of the Text

Arikunto (2010:211) state that "the validity is measure that showed the levels of validity or the validity of something". Validity refers to the test. A test would be said is good if it valid and reliable. To ensure that the test is good, the validity should be established clearly with the points of the test. The test in this research would be used writing test form

Table 3.1

Content Validity

Content	Kinds of Hortatory Exposition Text	Test Item	Kinds of Text	Score
Hortatory Exposition Text	Goal	1 paragraph	Essay	25
	Material	1 paragraph	Essay	25
	Step	1 paragraph	Essay	50
		3 paragraph		100