THE USE OF BUZZ GROUP TECHNIQUE TO ENHANCE STUDENTS' ACTIVENESS AND WRITING SKILL OF HORTATORY EXPOSITION TEXT

(A Classroom Action Research with the Eleventh Grade Students of MA AL KHOIRIYYAH Semarang in the Academic Year of 2014/2015)

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining
The Degree of Bachelor of English Language Education

WALISONGO

By:

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SEMARANG
2015

THESIS PROJECT STATEMENT

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(A Classroom Action Research with the Eleventh Grade Students of MA AL KHORIYYAH Semarang in the Academic Year of 2014/2015)

is definitely my work. I am completely responsible for the content of this thesis. Other writer's opinion or finding included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, May 25th, 2015

The Writer,

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RATIFICATION

Thesis with the following thesis identity:

Title   : **The Use of Buzz Group Technique to Enhance Students' Activeness and Writing Skill of Hortatory Exposition Text (A Classroom Action Research with the Eleventh Grade Students of MA AL Khoiriyyah Semarang in the Academic Year of 2014/2015**

Name   : **Wachidatun Ni'mah**

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had been ratified by the board of examiner of Education and Teacher Training Faculty Islamic Walisongo State University for Islamic Studies and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

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ADVISOR APPROVAL

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Assalamu'alaikum Wr.Wb.

After correcting it to whatever extent necessary, we state that the final project belongs to student as bellow:

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I state that this thesis is ready to be submitted to Tarbiyah and Teacher Training Faculty Walisongo State University for Islamic Studies to be examined at Munaqosyah Session.

Wassalamu'alaikum. Wb.

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ADVISOR APPROVAL

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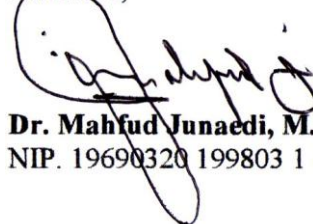Walisongo State Institute for Islamic Studies

Assalamu'alaikum Wr.Wb.

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I state that this thesis is ready to be submitted to Tarbiyah and Teacher Training Faculty Walisongo State University for Islamic Studies to be examined at Munaqosyah Session.

Wassalamu'alaikum. Wb.

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ABSTRACT

Tittle : The Use of Buzz Group Technique to Enhance Students' Activeness and Writing Skill of Hortatory Exposition Text (A Classroom Action Research with the Eleventh Grade Students of MA AL KHORIYYAH Semarang in the Academic Year of 2014/2015).
Writer : Wachidatun Ni'mah
NIM : 113411077

Keyword: Buzz Group Technique, hortatory exposition text writing, students' activeness

This study is aimed to describe the implementation of buzz group technique in enhancing students' activeness and writing skill of hortatory exposition text at the eleventh grade students of MA AL-KHORIYYAH Semarang in the academic year of 2014/2015 and to know the enhancement of students' activeness and writing skill of hortatory exposition text after being taught using Buzz Group Technique. The design of this study is classroom action research that was conducted in two cycles with four activities in each cycles, they are planning, acting, observing, reflecting, and pre cycle.

The result of this study showed that using buzz group technique can enhance students' activeness and writing skill of hortatory exposition text. This is proved by students' skill test that enhanced in every cycle. In the pre cycle, the average of students' score was 67. 5, it meant fair. And the observation result of students' activeness was 40%, it also meant fair. In the first cycle, the students' test got 81, whereas the observation of students' activeness score got 70%. Based on the result of first cycle, it showed good. And in the second cycle students' test got 87, and the observation of students' activeness score got 85%, it meant excellent. Teaching learning process ran well. There were some significant enhancements from pre cycle, first cycle, and second cycle. There was enhancement in every cycle after using buzz group technique. Result of the study shows that students enhance their activeness and writing skill by using buzz group technique.

DEDICATION

This thesis is dedicated to:

- ❖ My beloved father and mother (Bapak Muntaib, sy and Ibu Chunafa'), who always devote their affection, give advice till the writer finished in arranging this thesis. Thanks for giving the writer spirit.

- ❖ Honorable, DR. KH. Fadlolan Musyaffa' Lc, MA, Ibu Nyai Fenty Hidayah and the big family of Ma'had AL-Jami'ah Walisongo Semarang, who have become my second parents and family in Semarang. Thanks for the guidance and the support.

- ❖ My beloved brothers, Waliyyul Mafakhir and Abdul Halim, who always become my spirit to finish my thesis.

ACKNOWLEDGEMENT

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All praises be to Allah *Azza wa Jalla*, Who has given us the mercy and blessing in life until this thesis entitled "The Use of Buzz Group Technique to Enhance Students' Activeness and Writing Skill of Hortatory Exposition Text (A Classroom Action Research with the Eleventh Grade Students of MA AL KHORIYYAH Semarang in the Academic Year of 2014/2015)" can be completely finished as requirement for the Degree of Bachelor of Education in English Language Education.

The researcher realizes that I cannot complete this thesis without support, cooperation, help and encouragement from a lot of people. Therefore, in this occasion the researcher would like to give his sincere thanks to all of them, especially to:

1. Dr. H. Darmu'in, M.Ag as the Dean of Education and Teacher Training Faculty.

2. Dr. H. Muslih, M.A as the Head of English Department and all the English lecturers for providing academicals assistance and support

3. Dr. Mahfud Junaedi, M.Ag and Siti Tarwiyah, S.S., M.Hum as the advisor, thanks for the guidance and her patience till this thesis finished. May Allah rewards the best in their life.

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6. All of my family members who always give to me their love, prayer, support, and contribution. So, I could finish conducting this thesis.

7. All my roommates (Emak Nuril, Fila, Nenek and Cunni) and my best friends (Dina, Fitroh, Lala, Nuza and Yasri), thanks for accompanying me, motivate and support me in finishing my thesis

8. All of my classmates in TBI B 2011 wish you all the best and may Allah always bless us.

The researcher realizes that this thesis is still far from perfection, so that I expect constructive suggestion and criticism from all side for the perfection of this thesis project.

Finally, the researcher expects that this thesis would be useful for further study.

Semarang, May 25th, 2015
The writer,

Wachidatun Ni'mah
Student Number: 113411077

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CHAPTER I
INTRODUCTION

A. Background of The Research

In the modern Era as right now, writing plays an important role in a real life, as Alderson and Lyle said that the ability to write effectively is becoming increasingly important in our global community".[1] It is also strengthened by Douglas Brown in his book "*Language assessment: Principles and classroom practices*" said, "Today, writing ability has become an indispensable skill in our global literate community".[2] Because of its importance, writing is becoming a skill which must be taught in the school.

Within the communicative framework of language teaching, the skill of writing enjoys special status. Through writing, people can communicate each other, whether in close or distant position, known or unknown reader or readers. [3]Viewing writing as an act of communication suggests an interactive process

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[1] J. Charles Alderson and Lyle F. B, *Assessing Writing,* (USA: Cambridge University Press, 2002), p. 1.

[2] H Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (United States of America: Pearson Education, Inc, 2004), p. 218.

[3] M. Celce and Murcia Elite Olstain, *Teaching English as a Second or Foreign Language*, (United States of America: Thomson Learning. Inc, 2001), p. 207.

which takes place between the writer and the reader via the text, and it is not as easy as we think.

Writing skill is complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment.[4] Dealing with this problem, in the other side writing is one of the skills must be taught to students in the school, regarding to the use of it and the urgency of enhancing students' writing skill.

Barli Bram in his book Write Well said "for most beginning writers whose mother is not English, to express what they intend is sometimes difficult. One of the common problems might be a lack of ability construct grammatical sentences".[5] In writing, language components such as grammar, punctuation and word meaning are obviously appraised. If the construction is true, the readers can caught what the writer wants to talk about. Another element of writing that is important according to Oshima and Hogue is coherence. In writing, "coherence" means the sentences hold together; the movement from one sentence to other sentence must be logical and smooth. It should be well planning,

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[4] J. B Heaton, *Writing English Language Test*, (London: Longman, 1975), p. 138.

[5] Barli Bram, *Write Well Improving Writing Skill*, (Yogyakarta: Kanisius, 1995), p. 25.

so that there will no sudden jump. One sentence to other sentence should correlate with others.[6]

Based on the interview held by the researcher in the pre-research, I was with Islamic Senior High School English teacher in my former teaching internship school. She told me the same with Barli Bram said that most of students are still have a lack of constructing the correct grammatical sentences. So, their result in writing is still less with she expected. This problem of course followed by other problems, such as vocabulary they have, the sense to have coherence sentences so that it is understandable for the readers or not.

The English teacher in my former teaching internship school also said, that students however have difficulties on writing, whether translating or composing it into good writing and how it can be understandable for the readers.

In my opinion, the fact that teacher is also typically define the topics for writing, and grade the writing themselves is also becoming one of the causes. They do not let students to know how he grades their writing and what the components of writing they need to be considered. Subconsciously, this teacher-centered approach did also by the English teacher in my former teaching internship school and it is not surprising given ineffectual result during teaching and learning process, because teacher is more

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[6] Alice Oshima and Ann Hogue, *Writing Academic English*, (New York: Addison Wesley Publishing Company, 1996), p. 21

active than students. So, how will a teacher teach English with the four components, which is one of the skills, is writing that is difficult to be learned?

Writing, learned by students in the school is associated with many kinds of genre. One of genres taught by the teacher is hortatory exposition text. Hortatory Exposition is one of genres which are taught in senior high school. For this level of education, students should learn writing based on certain genres. There are twelve genres given at senior high school. In this study the writer uses hortatory exposition.

The above case will be a big case also for students who learn English as a foreign language. They have to create their minds to produce ideas and translate it too, whereas the teacher cannot give the best way during learning and teaching process. Staring at this case, the researcher thinks that it only needs an appropriate technique to make students feel easy in mastering writing skill.

Students in the eleventh grade in my former teaching internship school felt difficult to compose a hortatory exposition text, because they still have difficulty in composing a sentence because of the lack of vocabulary they had. Grammatical problem is also becomes one of the problems they are afraid of. In the other side, students have to think hard to find the arguments related to the topic given by teacher, because the text is hortatory exposition text. I felt the same when I was learning to compose a

hortatory exposition text in the eleventh grade of senior high school. Students also have to translate and compose it to be a good hortatory exposition text.

All of the problems happened by students above affected to their activeness on writing hortatory exposition text. They will have lack confidence to start composing writing. Because, most of teachers still use the conventional method and they also consider that teaching writing is not an easy task to do. This will be a bigger case, if the teacher cannot give the suitable technique to teach hortatory exposition to students.

This is the background of the research that the writer has to conduct a research related to this case. The writer or the researcher here would like to apply buzz group technique to enhance students' activeness and writing skill of hortatory exposition text. According to Elizabert E. Barkley "buzz group is an effective technique to gather information and ideas in a short time". The writer applies this technique as an active and collaborative learning of students to improve their skill in writing especially on hortatory exposition text. By dividing students into some small groups, more students will have the opportunity to present their arguments.[7]

Based on this view, the researcher decides to conduct a research to enhance students' activeness and writing skill on

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[7] Elizabert E. Barkley, *Collaborative Learning Techniques*, (Bandung: Nusa Media, 2012), p. 169

Hortatory Exposition text at eleventh grade students of MA AL-KHORIYYAH Semarang in the Academic Year of 2014/2015 using buzz group technique.

B. Reasons for Choosing the Topic

Writing is one of skills should be learned by students; it is both physical and cognitive activity in which the writer is required to produce a number of variables that consist of word, spelling, sentence structure, punctuation, and so on, in order to make possible transmission of messages.[8] How complex writing is, it consists of many components should be learned and mastered together.

However, writing skill should be mastered by students on learning English. The difficulties that are encountered by every learner will vary according to their self-ability. Because of this, there will be different input in the last. Therefore, it is important to the teacher to have an appropriate technique in enhancing students' writing skill.

The writer chooses the students of Eleventh class of MA AL KHOIRIYYAH Bulustalan Semarang as the subject of the research, because they are expected to have difficulty in enhancing their activeness and skill in writing especially in hortatory exposition text. The writer hopes the result of the

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[8] Yunus Abidin, *Pembelajaran Bahasa Berbasis Pendidikan Karakter*, (Bandung: PT Refika Aditama, 2012), p. 182

research will be useful; not only for the students of Eleventh class of MA AL KHOIRIYYAH Bulustalan Semarang, but also for the teachers and the other students who are learning English.

C. Questions of the Study

The problems will be investigated in this study are:

1. How is the implementation of Buzz Group Technique in enhancing students' activeness and writing skill of hortatory exposition text at the eleventh grade students of MA AL-KHORIYYAH Semarang in the academic year of 2014/2015?

2. Could Buzz Group Technique enhance students' writing skill of hortatory exposition text at the eleventh grade students of MA AL-KHORIYYAH Semarang in the academic year of 2014/2015?

3. Could Buzz Group Technique enhance students' activeness on writing hortatory exposition text at the eleventh grade students of MA AL-KHORIYYAH Semarang in the academic year of 2014/2015?

D. Objectives of Study

1. To describe the implementation of Buzz Group Technique in enhance students' activeness and writing skill of hortatory exposition text at the eleventh grade students of MA AL-KHORIYYAH Semarang in the academic year of 2014/2015.

2. To know the enhancement of students' writing skill of hortatory exposition text after being taught using Buzz Group

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Technique at the eleventh grade students of MA AL-KHORIYYAH Semarang in the academic year of 2014/2015.

3. To know the enhancement of students' activeness on writing hortatory exposition text after being taught using Buzz Group Technique at the eleventh grade students of MA AL-KHORIYYAH Semarang in the academic year of 2014/2015.

E. Limitations of the Study

Research should be limited in its scope, so that the problem being examined is not too wide and the research is effective. The limitations of this study, they are:

1. The research subject of this research is the students of Eleventh class of MA AL KHOIRIYYAH Bulustalan Semarang in Academic year of 2014 / 2015.

2. The students' activeness and writing skill of hortatory exposition.

3. The use of buzz group technique in enhancing students' activeness and writing skill of hortatory exposition.

F. Pedagogical Significances

This study will be carried out not only theoretically, but also practically. The theoretically result of this study is intended as a useful result for students, English teachers, researcher and the next researchers.

1. For the students

   The result of this study hopefully can help them to compose a good writing and get various arguments in hortatory exposition text easily.

2. For the English teacher

   Teacher can use Buzz Group Technique to teach hortatory exposition text and use it to catch students' mind faster or easily.

3. For the researcher

   From the result of this study the researcher hopefully can take and give the benefits of this research to many students. And she can to be a better teacher using this result of this research.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. Previous Research

Writing is an interesting field to be researched. Many researchers have conducted the research about writing skills. Related to this study, the writer chooses some previous researches which are relevant to the teaching of hortatory exposition writing.

1. "The Senior High School Students' Ability in Writing Hortatory Exposition Text (A Case of Eleventh Grade Students of SMA Muhammadiyah 1 Pekajangan Pekalongan In the Academic Year of 2009/2010)" by Reni Anggia Suci. The result of the research showed that the mean score was 46.17. It meant that the students' ability in writing hortatory exposition text were poor. Basically, most of the students had already known the concept of hortatory exposition text and understood its social functions, generic structure and significant lexicogrammatical features.

   Even so, they were still lack of knowledge and competence in implementing them in the written form. The research showed the problem of it was at students' ability in writing hortatory exposition text. It was influenced by the lack of vocabulary, knowledge about hortatory exposition text

practice in writing text, knowledge on the aspects of good writing and the students' interest in English subject.[1]

The above previous research has inspired and motivated the researcher to conduct a research applying "The Use of Buzz Group Technique to Enhance Students' Activeness and Writing Skill of Hortatory Exposition Text". The writer has a classroom action research in teaching hortatory exposition writing using buzz group as a technique. The writer conducts the research with eleventh grade of students of MA AL KHOIRIYAH Bulustalan Semarang. Therefore, the differences between her research and my research are in the method, material, setting, and participants. In those two studies, my research is another research of those studies in order to enhance students' activeness, writing skill and also critical thinking during discussion process and writing process.

2. "Teaching of Writing Hortatory Exposition Text by Using Double Entry Diary Strategy for Senior High School Students". This is a paper made by Reli Posinta. The result of this paper showed that a teaching strategy actually gave contribution in improving students' skill in writing hortatory exposition text. The difference between this paper and my

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[1] Reni Anggia Suci (2201406620), The Senior High School Students' Ability In Writing Hortatory Exposition Text in The Academic Year of 2009/2010, (Semarang: English Department and Education Faculty UNNES, 2002), Unpublished Thesis.

research is in the strategy of teaching hortatory exposition text; Reli Posinta did the paper through teaching strategy which is double entry diary strategy, whereas the writer conducted the research using technique which is buzz group technique.[2]Buzz group technique tends to gain the arguments of a topic given by discussing it in a group, but double entry diary strategy done individually to gain the arguments.

B. Theoretical Review

1. The Concept of Writing

a. Definition of Writing

Writing is a personal act in which writers take ideas and transform them into "self-initiated" topic.[3] It means that composing writing is a creative activity done by people which is born by their own thinking or ideas. By writing, we are not only able to show or share their ideas to other people, but also in order it will be read by others as theirs.

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[2] Reli Posinta, "Teaching of Writing Hortatory Exposition Text by Using Double Entry Diary Strategy for Senior High School Students", http://www.jurnal.stkip-pgri sumbar.ac.id/MHSING/index.php/MHSING20121/article, retrieved on 27th December 2014.

[3] Michael J. O'malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (United States of America: Addison-Wesley Publishing Company, Inc, 1996), p.136

Yunus Abidin states that writing is a process to give a piece of mind based on the suggestion gotten by the writer from any provided resources. We can take the note from here, that writing also needs a resource as the supporting data on the writing. The resources are not merely from our mind, it can once come from our environment, experiences, or even from a book. Writing is one of skills; it is both physical and cognitive activity in which the writer is required to produce a number of variables that consist of word, spelling, sentence structure, punctuation, and so on, in order to make possible transmission of messages.[4]

Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing.[5] Writing as well as other skill, it has some processes dealing with writing skill itself. Finishing all the processes of writing itself means that we produced writing.

For some definitions above, we can conclude that writing is a symbol of human communication as

[4] Yunus Abidin, *Pembelajaran Bahasa Berbasis Pendidikan Karakter*, (Bandung: PT Refika Aditama, 2012), p. 182

[5] Trudy Wallace, et al, "*Teaching Speaking, Listening and Writing*", Educational Practices, (Vol. XV, No. 14, January/2005), p. 15

productive skill which needs creativity dealing with all the processes to produce it. Therefore, students who want to have writing regularly; they should do some processes of writing.

1) Writing Process

"The stages a writer goes through in order to produce something in its final form" [6] That's what called by writing process according to Jeremy Harmer. In the different sentence, Caroline Linse noted in her book "Practical English Language Teaching: Young Learners" taken from Sokolik, said that "writing is a combination of process and product".[7] Both of Jeremy and Caroline have the same opinion about the definition of writing, that writing is an action of producing something as the final result with some processes there.

"The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers".[8] He classified that the writing process has

[6] Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p. 4.

[7] Caroline T. Linse, *Practical English Teaching: Young Learners*, (Singapore: McGraw-Hill Companies Inc, 2006), p. 98.

[8] Caroline T. Linse, "*Practical English Teaching . . .*" p. 98.

four elements, they are: Planning (pre-writing), drafting, editing (reflecting and revising).

a) Planning (Pre-writing)

Planning is also called by pre-writing; it is any activity in the classroom that encourages students to write.[9] In this stage, the writers start to plan what they are going to write. Before starting to write or type, they have to decide what they are going to say.

When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing as well as this will influence not only the type of the text they wish to produce, but also the language they use and the information the writers choose. Secondly, the writers should think about the audience. Started from the language they will use and will it influence to the layout of the writing and how the paragraph is structured. Thirdly is considering about the content structure, how is the sequence of the writing? Should it is started

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[9] Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, p. 316.

from the fact to the opinion then followed by ideas or argument?[10]

In this stage, O'malley and Pierce said that there are several useful retrieval strategies, they are: brainstorming, making list or semantic maps, and elaborating on key ideas with personal information.[11] All of the strategies mentioned by O'malley and Pierce can be used in this research as the strategy in applying this buzz group technique.

b) Drafting (writing)

"Once sufficient ideas are gathered at the planning stage, the first attempt at writing- is, drafting".[12] After having pre-writing or passing the first stage- that is planning, it seems that pre-writing will spend much time to do. But in this case, Garth Sundem said that spending time during writing process is varying. If we have long pre-writing it means that we will have short time for drafting or we can call it by writing, and if we

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[10] Jeremy Harmer, "*How to Teach Writing* . . . " p. 5.

[11] O'malley and Pierce, "Authentic Assessment …", p.136

[12] Jack C. Richard, and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, p. 317.

have short pre-writing it means that we have long duration to have drafting.[13]

c) Editing (revising)

"Editing (revising) occurs when a writer looks for feedback from a teacher or another students"[14] Once writers have written a draft, they will read their writing to check whether there will be found an error, or may be to check it has been worked or has not. Sometimes the idea we want to pour in our writing is different when it becomes a text. So, editing here is important to the writers, although sometimes it is neglected by some people.

Poor performance in this part of the process is signaled by the failure to respond to feedback, repeated errors, careless errors, references in the text not in the list of references, and inconsistencies in the list of references.[15] Sometimes in this stage a writer helped by other readers or editors who comment and give

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[13] Garth Sundem, *Improving Student Writing Skill*, (U.S.A: Corinne Burton, M.A.Ed., 2006), p.53.

[14] Caroline T. Linse, "Practical English Teaching . . ." p. 109.

[15] Nation, I.S.P, *Teaching ESL/EFL Reading and Writing,* (New York: Routledge, 2009), p. 125

suggestion. Another reader reaction will lead the writer to have an appropriate revision.[16]

d) Final Version

Final version is the last step in the writing process. Once the writer made a correction to his writing that is necessary, he has made a final version.

b. **Purpose of Writing**

Harmer mentioned the purpose of writing above simply. Different with O'malley and Pierce, they classified the purpose of writing into three: informative writing, expressive/narrative writing, and persuasive writing.

First, informative writing, writers use informative writing as their purpose because they want to share knowledge and give information, directions, or ideas.

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[16] Jeremy Harmer, "How to Teach Writing . . .", p. 5.

Second, expressive or narrative writing is a personal or imaginative expression in which the writer the writer produces stories or essays. This type of writing is often based on observation of people, objects, and places and may include creative speculations and interpretations.

Third, persuasive writing is used by the writer with high-level cognitive skills. Writers attempt to influence others and initiate action or change. This type of writing may include evaluation of a book, a movie, a consumer product, or a controversial issue or problem.[17]

Looking at the purposes above, what should a teacher do in teaching writing skill in the writing class? Harmer formulated some tasks of teacher in teaching writing.

c. **Teacher's task in teaching writing**

1) Demonstrating

Teacher should bring students to be aware to perform certain written functions. In this case, Harmer stated students need to be aware of writing conventions and genre constraints in specific types of writing.

2) Motivating and provoking

Sometimes students feel tired with their result of writing or even to the process of writing. As the

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[17] O'malley and Pierce, "Authentic Assessment …", p.137-138.

researcher has said before, to choose the best word in starting writing is not easy as we think. Furthermore, it is for students. So, the teacher's task is to motivate students with good word that can enhance students' willing in starting writing task.

3) Supporting

The closer task of teacher after motivating and provoking students in writing task is supporting. Supporting here means that teacher should be there for students, every time they need him/her. Because students will think that their teacher cares about them and really supports them in every single step of enhancing their writing skill. Teacher also prepares to help students overcome the difficulties.

4) Responding

The way teacher reacts students writing work can be divided into two main categories, responding and evaluating. Responding, teacher reacts to the content and constructions of a piece supportively and often gives suggestions but not grade their work or judge as the finished writing. This task is done as a part of process rather than a part of an evaluation program.

5) Evaluating

In this part teacher can score students' writing work after checking all components of the writing. Teacher also can indicate where they wrote well or made a mistake. [18] This is the main purpose of evaluating. Teacher is not only have chance to check students' work and score it, but also he will be able to know students more, related to their difficulties or problems in writing.

2. The Concept of a text

a. Definition of text

"We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created". A simple definition mentioned by Mark Anderson and Kathy Anderson in their book "Text Types in English".[19] In the different words but still in the same meaning, Entika and Musarokah said that text is a unit of meaning which is coherent and appropriate for its context.[20]

The definition mentioned by them, told us that writing a text is not only creating writing as much as we

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[18] Harmer, "How to Teach Writing . . ." , p. 41-42.

[19] Mark Anderson and Kathy Anderson, *Text Types in English*, (Australia: Macmillan, 2003), p. 1.

[20] Entika, *Writing 3 (Handouts and Assignment)*, (Semarang: IKIP PGRI Semarang,2010) , p. 7.

can, but we have to consider the text and the context, so that it will be easily understood by the reader.

b. Kinds of Text (genre)

1) The Concept of Genre

The term "genre" is used to refer to particular text-types, not to traditional varieties of literature. It is a type or king of text, defined in terms of its social purposes: also the level of context dealing with social purpose.[21]

Talking about the definition of genre, Harmer stated that understanding genre is one of the key of the successful communication, especially in writing.[22] From the definition above, we can say that genre is the main basic thing we have to know before we start to write and make people understand with our writing.

2) The Kinds of Genre

Genre is divided into two different kinds of genres/text types; story genre and factual genre. Moreover, every kind of genres has different social function, different schematic/generic structure, and different language features.[23] Anderson in this case

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[21] Entika Fani P. and Siti Musarokah, "Writing 3 . . . " ,p. 7.

[22] Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 2001), p. 30-31.

[23] Entika Fani P. and Siti Musarokah, "Writing 3 . . . " ,p. 11.

has different opinion, he mentioned the two kinds of genres or text types by text-literary and factual. Each text types have various text types inside it with a common way of using language.

Literary text is constructed to appeal to our emotions and imagination. It can make us laugh or cry, think about our own life or consider our beliefs.[24]

Factual text presents information or ideas and aim to show, tell or persuade the audience.[25]

Text Types

LITERARY	FACTUAL
Narrative	Recount
Poetry	Explanation
Drama	Discussion
Information	Report
	Exposition
	Procedure
	Response
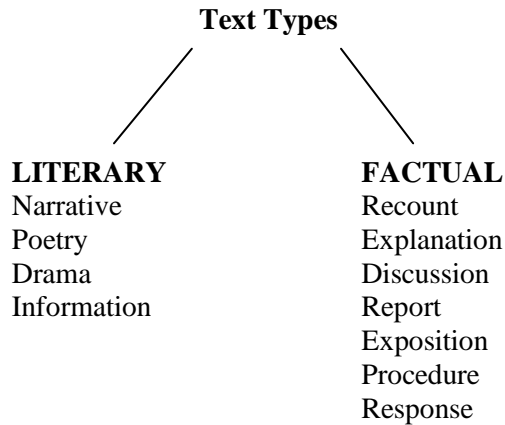
3) Genres (text types) and Purposes

Text Type	Purpose
Literary-Poetic	To express the feeling or experiences as the poet as so to describe, praise or criticize.
Literary-Dramatic	To portray human experience through enactment, sometimes in

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[24] Anderson, "Text Types in English . . ." ,p. 1.

[25] Anderson, "Text Types in English . . ." ,p. 3.

Text Type	Purpose
	order to make social comment.
Literary-Narrative	To construct a view of the world that entertains or informs the reader or listener.
Response	To respond to an artistic work by providing a description of the work and a judgment.
Discussion	To present differing opinions on a subject to the reader or listener.
Explanation	To explain how or why something occurs.
Exposition	To argue or persuade by presenting one side of an issue.
Information report	To classify, describe or to present information about a subject.
Recount	To retell a series of events, usually in order they occurred.
Procedure	To instruct someone on how something can be done.[26]

c. **Hortatory Exposition Text**

"An exposition is a piece of text that presents one side of an issue".[27] The kinds of exposition text are divided into two kinds. They are: analytical exposition and hortatory exposition. In this research, the writer discusses about hortatory exposition text.

There are many definitions related to hortatory exposition text. Mark and Kathy Anderson stated what

[26] Anderson, "Text Types in English . . ." ,p. 4-7.

[27] Anderson, "Text Types in English . . ." ,p. 122.

they have defined in their book by a genre which has social function to persuade the reader or listener by presenting one side of an argument. [28] Almost same as Mark and Kathy Anderson, Jenny Hammond et al, they point out hortatory exposition text, they state, "Hortatory Exposition is to persuade the reader or listener to take action on some matter". [29]

From some definitions given by the expert above, we can conclude that hortatory exposition is a genre type of spoken and written text, that is provoking the reader that something are should be the case or should not be the case. To emphasize the explanation, the reader or the writer gives some arguments as the basic reason of the given idea. This kind of genre is also called by argumentation.

1) Generic Structure
   a) Thesis   : introduces issue and indicates writer's position in regard to issue
   b) Argument   : arguments presented in support of the writer's position

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[28] Anderson, "Text Types in English . . ." ,p. 122.

[29] Jenny Hammond, et al, *English for Social Purposes: A Handbook for Teachers of Adult Literary*, (Sydney: Macquarie University, 1992), p.82.

c) Recommendation : recommended action[30]

2) Language Features

Focus on generic human and non human participants, expect for speaker or writer referring to self.

Use of:

a) Mental processes: to state what writer thinks or feels about issue. (e.g.: realize, feel, and appreciate).

b) Material processes: to state what happens. (e.g.: is polluting, drive, travel, spend, and should be treated).

c) Relational processes: to state what is or should be. (e.g.: doesn't seem to have been, is)

d) 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 events or situation that exist, always, usually, habitually, they exist now, have existed in the past, and probably will exist in the future.[31]

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[30] Jenny Hammond, et al, "English for Social Purposes . . .", p.82.

[31] Betty Scrampher Azar, *Understanding and Using English Grammar*, (USA: Prantice Hall Regents, 1989), p. 2.

Examples:

(1) **I write** a letter

(2) **He writes** a letter

(3) **She doesn't write** a letter

(4) **Does she write** a letter?

(5) **Andi goes** to school **every day**.

(6) **Andi does not go** to school **every day**.

3) The example of hortatory exposition text

Hortatory exposition text is a text which is taught at the eleventh grade students of senior high school. And here is the example of hortatory exposition text:

Corruption

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.[32]

Based on the text above, the purpose of hortatory exposition is to persuade the reader or the listener the writer's act and opinion, show the certain thing that is should or should not be done. The writer gives arguments to support his thesis and it is completed with the writer's recommendation.

3. **The Concept of Buzz Group Technique**

   a. **The Definition of Buzz Group**

   Buzz group is a large group made fast and without any preparation to have a small discussion which consists of 2 to 15 students meet simultaneously in specified time. They are discussing a problem, theme, or issued. Ernest W. Brewer quoted from Bellon, Bellon, and Blank, he notes that buzz group is such groups that foster independent, cognitive thinking among group members with less reliance on presenter-based rote memorization.[33]

   Buzz group technique helps students to trigger their critical thinking towards the given topic from the

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[32] http://www.belajarbahasainggris.us/2014/02/hortatory-exposition-text-penjelasan.html retrieved on 15th February 2015

[33] Ernest W. Brewer, *Proven Ways to Get Your Message Across*, (United States of America: Corwin Press, Inc, 1997), p. 72

teacher. They are given limited time to think and give their argument related to a topic which can make them having fast response. So that, no one in the class thinks slowly and they can also enhance their courage to give the argument in front of the audience. Using buzz group technique the researcher hoped can enhance teaching and learning environment and success of all students when it is implemented properly.

b. **Buzz Group Technique in Teaching**

According to Vigotsky's theory, he tried to develop Piaget's constructively individual learning model theory in his theory became group learning that is to build the knowledge itself, students can get the knowledge from various activities with teacher as the facilitator.[34] Based on this theory, the writer applies this buzz group technique in line with Vigotsky's theory that is a concept of group learning combining with individual work.

The buzz group technique is a method used as an excellent means of getting total participation of students from small groups to a large group, which help students to dig their critical thinking dealing with some topics in their surroundings. Using this buzz group technique as a method in teaching and learning process, it is hoped that

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[34] Saminanto. *Ayo Praktik PTK: Penelitian Tindakan Kelas*, (Semarang: RaSAIL Media Group, 2010), p. 20

teacher will be able to motivate the students in learning and pay attention to the material presented by another student. Here, the researcher tries to collaborate it to enhance students activeness and writing skill especially in hortatory exposition text.

Buzz group technique, mainly direct students to solve topics given by discussing it with their buzz group, then they move to the bigger discussion which is class discussion to get more arguments in solving the problems contained in the topic given.[35]

In the different words, we can say that buzz group technique can help students to solve some topics given by discussing it together through discussion, each student can help other students in his/her group by finding out some arguments related to the problem contained in the topic given.

Basically, buzz group technique has mentioned in Qur'an surah Ali 'Imran:[36]

فَٱعۡفُ عَنۡهُمۡ وَٱسۡتَغۡفِرۡ لَهُمۡ وَشَاوِرۡهُمۡ فِى ٱلۡأَمۡرِ ۖ فَإِذَا عَزَمۡتَ ... فَتَوَكَّلۡ عَلَى ٱللَّهِ ۚ إِنَّ ٱللَّهَ يُحِبُّ ٱلۡمُتَوَكِّلِينَ ﴿١٥٩﴾

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[35] Elizabeth E. Barkley, et al. *Collaborative Learning Techniques*, (Bandung: Nusa Media, 2012), p.170

[36] Departemen Agama, *Al-Qur'an dan Terjemahnya*, (Jakarta: Pustaka Al-Hanan, 2009), p.71

"Therefore, pardon them and implore Allah to forgive them. Take counsel with them in the conduct of affairs; and when you are resolved, put your trust in Allah. Allah loves whose that trust (in Him)." (QS. Ali Imran: 159)[37]

The verse above explains that discussion is very suggested in every goodness, especially in solving a problem. Rasulullah also always do it with the Muslims, especially in the matters of war.[38] It was mentioned in the commentary of al-Maraghi, that while the Muslims want to hold on to the deliberations, God willing, they will be safe and it will bring benefits for all.[39] Let's put this verse in language teaching learning context by connecting it with buzz group technique which is the main core of this technique is discussion. Buzz group technique engages students to discuss and get some arguments from the problem contained in the topic given by the teacher then they choose the best arguments convenient with it.

In the process of teaching, teacher uses buzz group technique and gives a topic to be discussed by the buzz group in limited time given by the teacher. He also

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[37] Mahmud Y. Zayid, *The Quran*, (Beirut: Dar Al-Choura, 1980), 1st Ed., p. 49

[38] Kementerian Agama RI, *Al-Qur'an dan Tafsirnya Jilid II*, (Jakarta: Ikrar Mandiri Abadi, 2010), p. 68

[39] Ahmad Musthafa Al-Maraghi, *Tafsir Al-Maraghi*, (Semarang: PT. Karya Toha Putra, 1993), p. 195

utilizes students' opinions in discussion by asking them to compile it into good hortatory exposition text after having a group discussion with their friends. So, they will not think how to compose a new hortatory exposition text, but they just compile all the arguments they need to make a hortatory exposition text.

The main core of buzz group technique is the way it forces students to have critical thinking unintentionally. Students will stimulate to think by having a small discussion with their buzz group in limited time, then in the bigger discussion they will encourage their braveness to show their arguments in front of the class and they will get some feedbacks from the member of other groups. And the greatest one is when it is applied in the writing process of their individual work they do not need to think more or even to open dictionary for translating the difficult words, but they just need to develop what they got in the discussion from their friends arguments and adapt with the components of hortatory exposition text, such as: language features and generic structure.

Dealing with Piaget and Vigotsky's theories, the buzz group technique is such a combination between them; it combines individual work and group work. So, students will increase their self capability in presenting the arguments and composing a good hortatory exposition

easily after having a group discussion with their friends. Then, during group discussion whether in the small buzz group discussion or in the bigger one, students will share their arguments to the class and it will develop their critical thinking and self independence.

By using this technique, students will be easier in composing a text especially hortatory exposition text and they will be motivated to enhance their writing skill.

c. **Buzz Group Technique to Teach Writing Skill**

Herbert R. Kohl said in his book that teachers must learn to work in open and creative ways themselves if they want their classrooms to become less authoritarian. [40] Sometimes teacher should listen what students' want. In this case teacher cannot force students to follow what he want, he has to consider everything to the successful of the teaching and learning process. There are many points in writing class at which students will need to talk for example, during writing process; peer editing, shared brainstorming, or small group instruction. Collaboration is a useful skill to foster as well as a useful teaching technique, but left to its own devices it can

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[40] Herbert R. Kohl, *THE OPEN CLASSROOM; A PRACTICAL GUIDE TO A NEW WAY OF TEACHING*, http://en.bookfi.org/book/1059283, retrieved on 15th December 2014

encourage off-task behavior. [41] Because, Children enjoy experimenting with writing and putting their ideas down on paper.[42]

In this research, the researcher uses buzz group technique as a method to teach writing hortatory exposition text. There are some preparations before applying it.

Preparation

1) Before coming to the class, teacher has to decide what will be discussed first by the buzz group.

2) Make one or more directions tend to be conceptual, not factual, and it will stimulate discussing an unlimited argument.

3) Try to respond the questions given by students from the directions by you, to make sure that the questions can dig students' various responses.

4) Choose the best way to convey directions questions, such as: using worksheet, transparency screen, or whiteboard.

Main Procedural Steps in Using the Buzz Group:

1) Divide the class into several groups; show the direction of discussion and information about time limitation.

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[41] Garth Sundem, "Improving Student Writing Skill . . ." ,p.15

[42] Caroline T. Linse, "Practical English Language . . ." ,p. 99

2) Ask the member of each group to share their argument to response the directions.

3) Check periodically to see whether all of the groups still involved in the discussion actively and focus on the given topic/theme.

4) Cut the limitation time if the discussion has out from the topic and the limitation time.

5) Consider to extend the limitation time few minutes more, if each group still discussing the topic but the time is up.

6) Guide students to back to the class discussion and repeat the direction again to start it. [43]

The use of buzz group technique in writing hortatory exposition is to help students build their arguments before constructing it into hortatory exposition text by discussing it in a small group discussion called buzz group. This is one of the uses of buzz group technique.

Brewer mentioned the use of buzz group, are:

1) The buzz group is best used to enhance discussion; especially when the overall group is large.

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[43] Elizabeth Barkley, et al. "Collaborative Learning Techniques . . ." ,p.170

2) It helps identify the needs and interest of a learning group and sets up a situation where the strong help the weak in a team effort.

3) Another appropriate use of the buzz group is to get the members acquainted with each other.

4) Buzz group also can be used when the presenter become aware that there are several class members who are hesitant to speak up before the large group.

5) Buzz groups also allow audience to help evaluate the learning experience.

6) Sometimes suggestions for improving a meeting can be developed in a buzz group setting.[44]

4. Students' Activeness

a. Definition of Activeness

Learning process will be active if there is participation from the students. Active is "constantly engaged in action".[45] Defining "active learning" is a bit problematic. The term means different thing to different people, while for some concepts are redundant since it is impossible to learn anything passively. Certainly this is

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[44] Ernest W. Brewer, "Proven Ways to Get Your Message Across . . ." ,p. 75

[45] Library of Congress Cataloging in Publication Data, *Western Unabridged Dictionary of the English language*, (New York: Portland House, 1989), p. 15

true, but it doesn't get us very far toward understanding active learning and how it can be applied.

Learning and succeeding in school requires active engagement—whether students are rich or poor, black, brown, or white. The core principles that underlie engagement are applicable to all schools—whether they are in urban, suburban, or rural communities.[46]

Activeness doesn't mean that students should shout and laugh during the learning process. Students' activeness can be seen from students' engagement during the learning process. No matter who they are, or where do they come from, activeness for every student is like a must for them to have it. Classroom will be more cheerful and helpful for most of students. For some special students, tight learning is not good anymore; even it can cause students low motivation of learning that will affect to students' engagement.

b. **Indicator of Students' Activeness**

Bonwell and Eison define active learning as "instructional activities involving students in doing things and thinking about what they are doing." The term "student engagement" has been used to depict students'

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[46] Library of Congress Cataloging-in-Publication Data, *Engaging Schools Fostering High Schools Students' Motivation to learn*, (Washington, D.C: The National Academies Press, 2004), p. 1

willingness to participate in routine school activities, such as attending classes, submitting required work, and following teachers' directions in class. That includes participating in the activities offered as part of the school program and student participation in school reform activities.

Students who are active show sustained behavioral involvement in learning activities accompanied by a positive emotional tone. They select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest.

Students who are active in learning process are students' who engage in learning process. The opposite of engagement is disaffection. Disaffected students are passive, do not try hard, and give up easily in the face of challenges. They can be bored, depressed, anxious, or even angry about their presence in the classroom; they can be withdrawn from learning opportunities or even rebellious towards teachers and classmates.
Here are some indicators of students' activeness:

1) Active interaction with the instructor

   Here between student and teacher make good communication. It means that students ask the question and teacher will answer or the students consult about the lesson with teacher.

2) Working at the student's seat

   This participation is physic and mental activity of the students, like students active to take a note, do the assignment well, ask and answer the question.

3) Other mental participation

   Mental participation is the students always are ready to answer the question from their teacher or friends and express their opinion.

The teacher should find activities because student will take part the learning process if there is a pleased activity. Choosing the right activity based on the skills that will be taught is needed because it will influence students' participation. Abu Ahmadi and Widodo explained that participation is one of ways of students learning. By participating, the student can be active in learning process.

Why do students participate in learning process? Because they want to get knowledge, building concept, skill and establish behavior. There is no learning process if there is no interaction with each other. That is the

reason; activity is an important principle in learning and teaching process. The students absolutely active in learning process. But it makes different is the level of students' activeness.

c. **Basic Elements of Active Learning**

There are four basic activities through which all students learn, and specific active learning strategies use one or more of these elements.[47]

1) Talking and Listening

When students talk about a topic, whether answering a teacher's question or explaining a point to another student, they organize and reinforce what they've learned. When they listen, we want to ensure that it's meaningful listening, relating what they hear to what they already know.

In teaching and learning process, speech method is often held by teacher or lecturer in the class. And the students' task is listening. In the other side not all people can make the best use of it to learn. Even for students who are silent while listening to the teacher or the lecturer, they must learn also. When in

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[47] Wilbert J. McKeachie, Center for Teaching and Learning http://translate.google.co.id/translate?hl=id&langpair=en|id&u=http://www1. umn.edu/ohr/teachle_arn/tutorials/active/what/index.html University Office Plaza, Suite 400, 2221 University Ave. S.E., Minneapolis, MN 55414, retrieved on 5th March 2015

their listening is not supported by their need, motivation, and specific goal, they will get nothing from their work. Their learning aim will not be reached without any good settings for learning.[48]

2) Writing

Our sensation activity which is specific will give useful impressions for our future learning. Those impressions are materials for the next learning purposes. It can be in a book, in the class, or in our own writing or note.[49]

Like talking and active listening, writing provides a means for students to process new information in their own words. It is particularly effective in large classrooms where breaking students into pairs or groups may be prohibitive. It also appeals to individuals who prefer to learn independently.

3) Reading

Students do a great deal of their learning through reading, but they often receive little instruction in how to read effectively. Active learning

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[48] Abu Ahmadi and Widodo Supriyono, *Psikologi Belajar*, (Jakarta: Rhineka Cipta, 2013), cet. 3, p. 133

[49] Abu Ahmadi and Widodo Supriyono, "Psikologi Belajar . . ." ,p. 134

exercises such as summary and note checks can help students process what they've read and help them develop the ability to focus on important information.

Reading material which are technical and detail need slow reading speed, while for impressive and popular reading material need high reading speed. Fast reading could be more helpful in understanding material comprehensively.

4) Reflecting

In the all-too-typical lecture class, the lecturer stops talking at the very end of the period. Students gather up their notes and books and run for their next class. One can almost see the knowledge evaporating from their brains. They've had no time to reflect, to connect what they've just learned with what they already know, or to use the knowledge they've gained in any way. Allowing students to pause for thought, to use their new knowledge to teach each other, or to answer questions on the day's topics is one of the simplest ways to increase retention.

Writing is one of the elements that are able to apply an active learning in it. Buzz group technique is one of technique which the writer hopes it can burn students' activeness in learning and teaching process.

C. **Action Hypothesis**

In this research, there is an action hypothesis that can be described as follow: The use of buzz group technique can enhance students' activeness and writing skill of hortatory exposition text of the eleventh grade students of MA AL KHOIRIYYAH Bulustalan Semarang in the academic year 2014/2015.

CHAPTER III
METHOD OF INVESTIGATION

A. Types of Research

In this research, the researcher used the form of action research. Wallace said that action research is a kind of research which is done systematically in collecting the data on the lesson and analyzing it in order to come to some decisions about what the future lesson should be.[1] It means that in action research, a researcher not only needs the theories which supports research but also needs to practice and to act with the subject of research.

Action research is the name given as series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriateness of certain activities and procedures.[2]Furthermore, classroom action research is a reflective study done by teacher in a classroom for getting solution about the problem until it can be solved. As stated by Grabe and Stoller :

> "Classroom Action Research is the type of structured teacher reflection in which teacher looks critically at their own

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[1] Michael J Wallace, *Action Research for Language Teachers*, (New York: Cambridge University, Press, 1998), p. 17.

[2] Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 2002), p. 344.

classrooms for the purpose of improving their own teaching and enhancing the quality of learning that place there."[3]

The researcher elaborated Classroom Action Research. It is a kind of research to be used in her research and it could be done by a teacher in which involve a group of students to improve the teaching and learning process.

There are four steps in Classroom Action Research, they are planning (identify the problems), acting (collect the data), observing (analyze and interpret data), reflecting (develop an action), all these aspects are made a cycle. All these aspects are made a cycle, as stated by Kemmis and Mc Taggart:[4]

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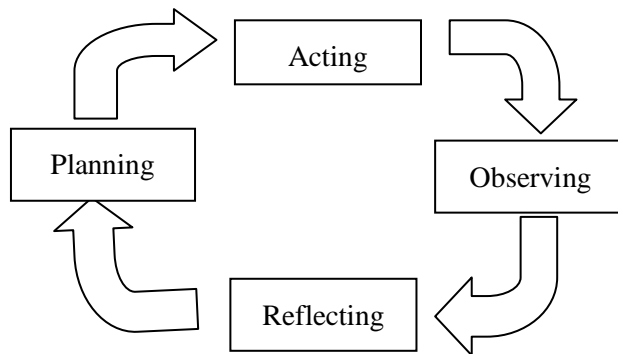
[3] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (England: Pearson Education, 2002), p. 156

[4] Suharsimi Arikunto, et. al., *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), 6th ed., p.16.

Classroom action research has several characteristics which elaborated as follows: [5]

1. Problem oriented

    Problem which was investigated appeared from the authority of the researcher herself. The problem was the real problem faced by students' every day.

2. Problem solving oriented

    This research was oriented in the problem solving. This short of research put the researcher as the agent of change.

3. Improvement Oriented

    This research gave emphasizes on the improvement of quality. This concept was according to the principle of critical research had to construct product oriented.

4. Multiple Data Collection

    In fulfilling the critical approaches principle, there were several ways of collecting data, such as observation, test and questionnaire.

5. Cyclic

    The sequences of the classroom action research were identifying of a problem (planning), collecting data (acting), analyzing and interpreting data (observing), and developing

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[5] Subyantoro, *Penelitian Tindakan Kelas*, (Semarang: UNDIP, 2009), p. 10-12.

an action (reflecting). [6] Classroom action research usually conducted cyclic in which seek to unit. Its two central concerns, enhancement in practice and increased knowledge and understanding is by linking them into an integrated cycle of activities in which each phase learns from the previous one and shapes the next.

6. Participatory

   Researcher made such collaboration with an English teacher to do the classroom action research.

B. Design of Study

This research was Classroom Action research. The researcher used data analyzed through some cycles in action. Generally, Classroom Action Research involves a cyclical approach, there are identifying the problem (planning), collecting data (action), analyzing and interpreting data (observing), developing and action planning (reflecting).[7] Before the researcher did the cycles in action, she did preliminary observation (pre cycle). Generally research design could be done with some steps as follows:

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[6] Geoffrey E. Mills, *Action Research; A Guide for the Teacher Researcher*, (New Jersey: Prentice Hall Inc, 2000), p. 6.

[7] Wijaya Kusumah, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: Permata Puri Media, 2010), p. 20.

1. Preliminary Observation

   In this step, the researcher intended to:

   a. collect data such as documentation included the number of the students, students' name list, and average scores' of students.

   b. interview an English teacher interrelated teaching learning process in English subject especially related to students' writing skill.

   c. identify the problem

         After collecting the information, researcher analyzed the data and got the problem she explained in this research. As stated in the background, the researcher found that students' writing skill was still less and needed some improvements. Such as, the technique of teaching, vocabulary students had, mastering of grammatical, etc.

2. Procedures of Study

         In this research, the researcher conducted two cycles of classroom action research; there were four steps in each cycle for doing classroom action research:

   a. Planning

         In this research, the researcher conducted two cycles. Each cycle was provided by a lesson plan. Plan as the first step of research procedure was done to give solution for the identified problems. The writer decided to use Buzz Group Technique in this stage. It was hoped that

by using Buzz Group as learning technique, students would be able to enhance their activeness and writing skill of hortatory exposition text.

b. Action

In this section the researcher implemented the plan which was made in the previous phase. The researcher started to apply buzz group technique in learning process.

c. Observation

In this case, the researcher did an observation and took notes during teaching learning process. The writer observed students' activeness and writing skill on hortatory exposition text after being taught using buzz group technique.

d. Reflection

Reflection was meant to analyze the result based on the data that had been collected to determine the next action in the next cycle. Result from observation then was reflected together by teacher and researcher, this included analysis and evaluation toward observation result.

A cyclical process involving stages of action research is followed by action. It can be illustrated below:[8]

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[8] Suhardjono and Supardi, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008), 6th Ed., p. 16

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┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│  The Problem of  │ ───► │    Planning 1    │ ───► │     Action 1     │
│     Students     │      │                  │      │                  │
└──────────────────┘      └──────────────────┘      └──────────────────┘
                                                              │
                                                              ▼
                          ┌──────────────────┐      ┌──────────────────┐
                      ◄── │   Reflection 1   │ ◄─── │   Observation 1  │
                          └──────────────────┘      └──────────────────┘
┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│  The Problem of  │ ───► │    Planning 1    │ ───► │     Action 2     │
│     Students     │      │                  │      │                  │
└──────────────────┘      └──────────────────┘      └──────────────────┘
                                                              │
                                                              ▼
┌──────────────────┐      ┌──────────────────┐      ┌──────────────────┐
│  The Problem was │ ◄─── │   Reflection 2   │ ◄─── │   Observation 1  │
│      solved      │      │                  │      │                  │
└──────────────────┘      └──────────────────┘      └──────────────────┘
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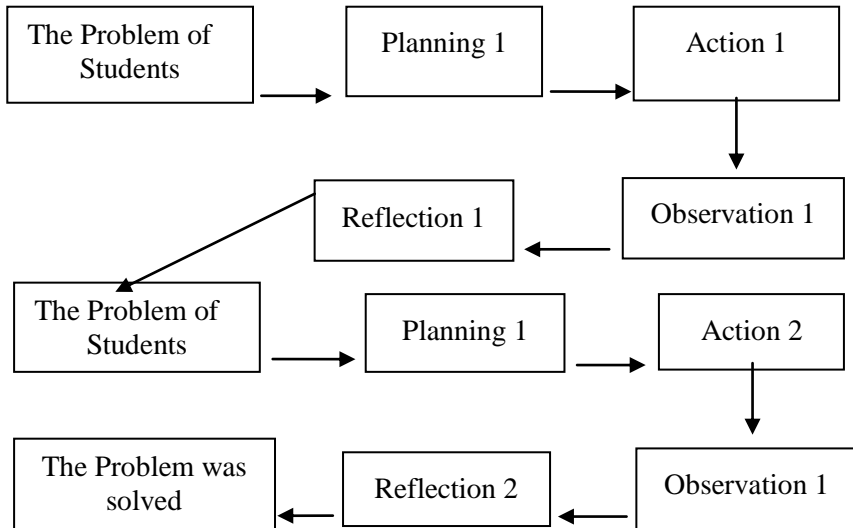
C. Research Place and Time

1. Research Place

This study was conducted at the eleventh grade students of MA AL KHOIRIYYAH Bulustalan Semarang in the academic year of 2014/2015. This research was conducted on the second semester in the academic year of 2014/2015 for about 1 month, began from April 1 up to April 23, 2015. It is located on Suyudono Street number 26 Bulustalan Semarang.

The researcher chosen this Senior High School because the school was a place where researcher first run the teaching internship program (PPL). Thus, to some extent, researcher had known the circumstances of students who were be the subject of her research. Based on the teacher of

English in the school, she knew that students in the school were still low in writing ability. This was proved that the achievement score of students in final exam was still low. So, the researcher could apply the research in the eleventh grade.

2. Research Time

This research was conducted in 4 weeks, from the 1st week of April 2015 until the last week of April 2015. During the research time, the researcher had 3 meetings with the students. The researcher took five times for doing this research, here the following:

a. On 1st week of April, researcher and the teacher as the collaborator took pre-cycle. Researcher observed teacher's explanation of hortatory exposition text during teaching learning process, students' response, engagement and activeness in the learning process. Then, students were grouped and given an exercise by the teacher to compose a hortatory exposition text.

b. On 2nd week of April, researcher began to take cycle. Here, researcher gave new technique, buzz group, for teaching students' hortatory exposition text writing, then researcher gave test for students.

c. On 3rd week of April was the last cycle. Researcher made a technique to be perfect in order to enhance students' activeness and writing skill of hortatory exposition text.

d. After all of the results were complete and perfect, researcher began to analyze the data.

D. Research Subject and Collaborator

1. Subject

This study was conducted at the 11th grade students of MA AL KHOIRIYYAH Bulustalan Semarang in the academic year of 2014/2015. There was only one class in eleventh graders which has 20 students. The researcher used the eleventh graders as sample in this research. So participants in this study were students of eleventh class at MA AL KHOIRIYYAH Bulustalan Semarang in the academic year of 2014/2015.

Table of Students' Name List

No	Nama	Students' Code
1	Abdul Aziz AL Ma'shum	A-1
2	Abida Rahma Febriani	A-2
3	Adelina Putri Astari	A-3
4	Ananta Ekwi Feba	A-4
5	Asma' Nida Syahidah	A-5
6	Bintang Putra Herdhianto	A-6
7	Dany Hady Atha	A-7
8	Hana Tsamira Yumna	A-8
9	Hermina Rismaningtyas	A-9
10	Jalaludin Muhammad Romi	A-10
11	Muhammad Ziyan Lutfi M	A-11

No	Nama	Students' Code
12	Muhamad Hisyam	A-12
13	M. Ilyas Ali Syahbana Putra	A-13
14	M Riza Fajar Afridianto	A-14
15	Salma Fitri Nur Husna	A-15
16	Septyan Aditya	A-16
17	Syecha Nurun Nizma	A-17
18	Usamah Ulin Nuha	A-18
19	Wilda Khoiri Rochmatika	A-19
20	M. Najib Lutfi	A-20

2. Collaborator

The collaborator in this research was the person who helped the writer to collect the data. He was Mr. Moch. Yulih Fairdiyan, S.S, the English teacher in XI MA AL KHOIRIYYAH Bulustalan Semarang.

E. Research Procedure

In the classroom action research, the researcher conducted a pre-cycle formerly and two cycles by using buzz group technique. There are 4 steps in action research, they are planning (plan to use buzz group technique), acting (implement of buzz group technique), observing (the researcher observes the teaching learning process and students' activity in classroom), and reflecting (teacher and researcher).

1. Pre cycle

   In pre cycle, the teacher taught writing hortatory exposition text to the students about "Cheating" without buzz group technique. After the activity finished, the teacher gave a writing test for the students by giving the closed topic to the first one, about "Removing "Cheating" Tradition from School".

   After the researcher got the students' score, then the researcher asked the students to know the problems faced by them in writing hortatory exposition text. The result used to make a plan in the first cycle.

2. First Cycle (1st meeting)

   The first cycle was done based on the result from the pre cycle.

   a. Planning
      1) Arranging lesson plan
      2) Preparing teaching material
      3) Preparing observation scheme
      4) Preparing test instrument

   b. Acting
      1) Teacher stimulated students' mind by showing some pictures.
      2) Teacher asked students' argument related to the pictures.

3) Teacher explained the social function, language features and generic structures of hortatory exposition.

4) Teacher showed a hortatory exposition text on slide.

5) Teacher asked students to read, translate and identify the generic structure and language features of the text.

6) Teacher divided students into 5 buzz groups; consisted of 4 students.

7) Teacher gave a topic about hortatory exposition to every buzz group.

8) Teacher gave students 10 minutes to discuss the topic given with their buzz group and to find the arguments related to the topic.

9) Teacher moved all buzz groups to the bigger discussion that is class group.

10) Teacher asked and guided students to have class discussion in 20 minutes and gave chance for each group to present the result of their buzz groups' discussion to the others.

11) Teacher gave chance for other groups to give comment to their friends' arguments.

12) Teacher asked students to compose the result of discussion into good hortatory exposition with their buzz group at least consist of 6 sentences in 15 minutes.

13) Teacher displayed one of buzz groups' work and discuss it together.

14) Teacher gave individual task by giving a topic closed to the discussed topic and asked them to compose a hortatory exposition text at least 15 sentences in 15 minutes

c. Observing

The teacher applied buzz group technique and observed the teaching learning process. The observation on the students in first cycle was to check students' activeness. The indicators of activeness are as follows:

1) Students involved in group work.

2) Students asked question to either teacher or their peers to clarify their understanding.

3) Students solved the problem in a group work.

4) Students presented their writing.

d. Reflecting

1) In the first cycle, the researcher got the data from the test and observation.

2) Teacher evaluated the activities that were done.

3) The classroom teacher and the researcher discussed to make a reflection what should they do to repair the problems.

4) Teacher analyzed the data to repair the next cycle.

5) Teacher made a temporarily conclusion for classroom action research in cycle 1.

6) The result of the observation then was analyzed, and the result was used to enhance students' activeness and writing skill of hortatory exposition text in second cycle.

3. Second Cycle (2nd meeting)

The second cycle was done based on the result of the reflection from the first cycle. The result showed that students get enhancement score, but they still faced difficulties in understanding English text, so it needed another action to improve the next cycle.

a. Planning

1) Arranging lesson plan

2) Preparing teaching material

3) Preparing observation scheme

4) Preparing test instrument

b. Acting

1) Teacher stimulated students mind by giving a video.

2) Teacher asked students' argument related to the video.

3) Teacher divided students into 5 buzz groups; consisted of 4 students.

4) Teacher gave a topic about hortatory exposition to every buzz group.

5) Teacher gave students 10 minutes to discuss the topic given with their buzz group and to find the arguments related to the topic.

6) Teacher moved all buzz groups to the bigger discussion that is class group.

7) Teacher asked and guided students to have class discussion in 20 minutes and gave chance for each group to present the result of their buzz groups' discussion to the others.

8) Teacher gave chance for other groups to give comment to their friends' arguments.

9) Teacher asked students to compose the result of discussion into good hortatory exposition with their buzz group at least consist of 6 sentences in 15 minutes.

10) Teacher displayed one of buzz groups' work and discussed it together.

11) Teacher gave individual task by giving a topic closed to the discussed topic and asked them to compose a hortatory exposition text at least 15 sentences in 15 minutes

c. Observing

The researcher compared observation towards teaching learning process using observation scheme that

was made. The researcher observed the teaching learning process and compared with the first cycle.

1) Students involved in group work.
2) Students asked question to either teacher or their peers to clarify their understanding.
3) Students solved the problem in a group work.
4) Students presented their writing.

d. Reflecting
1) Evaluating the activity that was done,
2) Analyzing the data from the test and observation,
3) Analyzing the activity, they still find out the problem or not.
4) The result of observation was analyzed, so it could be seen the enhancement of students' activeness and writing skill of hortatory exposition text. The result of this analysis could be used as review to use buzz group technique in teaching writing hortatory exposition text.

F. Technique of Data Collection

Collecting data method is the ways that can be used by researcher to collect data. They are interview, observation, questionnaire, test and documentation. In this study, the researcher used documentation, test and observation.

1. Documentation

   Documentation is searching the data. It is about note, book, news paper, magazine, etc. The researcher used this method to obtain data which was related to this research. Those documents included students' name and documentation of teaching and learning process of classroom action research.

2. Observation

   Observation is intended to see and to know about the condition of class and students, and the obstacles appeared during the teaching learning process especially in writing skill of hortatory exposition text. Observation in this research also used to monitor the student's activities during teaching process of writing hortatory exposition using Buzz Group Technique and to see their difficulties, their problem and their understanding about the material given.

   The writer also used observation checklist to know students' activeness when they have been taught hortatory exposition through buzz group technique. Observation checklist in this research helped the writer to know the enhancement of students' activeness on writing hortatory exposition through buzz group technique. Observation checklists also focused on observable students' performances or criteria that were often more meaningful or authentic than paper-and-pencil tests.

Observation Scheme

No.	Indicators	None 0%	Few <20%	Many 20%-40%	Half 50%	Most 60%-80%	All 100%
		0	1	2	3	4	5
1.	Students involve in group work.						
2.	Students ask question to either teacher or their peers to clarify their understanding.						
3.	Students solve the problem in a group work.						
4.	Students present their writing.						

5= Most of students   (71%- 100%) 16- 20 students

4= Half of the class   (50%- 70%)   11- 15 students

3= Many students   (20%- 49%)   6- 10 students

2= Few Students   (<20%) 5 students

1= None   (0%)

3. Test

Test is sequence of questions or exercises or other apparatus to measure skill, knowledge, intelligence, ability or aptitude of individual or group. [9] According to Oxford

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[9] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 156

Advantage Learners dictionary, test is short examination of knowledge or ability.[10]

In this case, the researcher gave a test in each cycle. The test was in the form of writing because the skill researched was writing skill and the text used was hortatory exposition text. So, there were three tests held by the researcher. The writing test of hortatory exposition was in the different topic with the topic discussed by students through buzz group technique. But, it just little bit different.

In this research, the researcher used achievement test because it was made to measure the students' achievement after they learned the material. According to H. Douglas Brown:[11]

An achievement test is related directly to classroom lesson, units, or even a total curriculum. Achievement test are limited to particular material which is covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in question. Achievement test can serve as indicators of features that students need to work on in the future, but the primary role of an achievement test is to determine acquisition of course objectives at the end of a

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[10] A S Hornby, *Oxford learners' Dictionary Of Current English Fifth Edition*, (NY: Oxford University Press, 1995), p.1233

[11] H. Douglas Brown, *Teaching by Principles "An Interactive Approach to Language Pedagogy",* (San Francisco State University: Longman, 2001), 2nd Ed., p. 391.

period of instruction.

Test was done to know students' achievement, so that the researcher knew the students' improvement and students' mastery learning could be achieved by students.

Achievement test was used to indicate group or individual progress toward the instructional objective of a specific study or a training program.

G. Technique of Data Analysis

The writer analyzed the data using quantitative data. Quantitative data could be found through conducting test. The writer analyzed data by using statistical analysis to know whether the students' writing ability of hortatory exposition enhanced or not.

The researcher used criteria of assessment that was since the content of students' writing covered the generic structure. The element of writing is content, organization, grammar, vocabulary, and mechanics.[12] After classifying the test items, the researcher gave score for each item. To see whether the improvement of students' activeness and writing ability after being taught using buzz group technique was significant or not, the writer used score of students' achievement.

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[12] J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (London: Longman, 1996), p.144.

1. Data from observation

   Researcher used observation scheme during the teaching and learning process in pre-cycle research, cycle I, and cycle II. Data from observation was described as detail as the researcher got. Data from observation were grouped based on students' behavior and students' response that was taken as a clue or indicator for students' activeness when the hortatory exposition thought. In this observation, the researcher observed 4 aspects with criterion of scoring from the observation checklists such as below:

   a. Poor

      The aspect of activity that was observed above, reaches about 20% from overall percentage 100%

   b. Fair

      The aspect of activity that was observed above, reaches about 21%-40% from overall percentage 100%

   c. Average

      The aspect of activity that was observed above, reaches about 41%-60% from overall percentage 100%

   d. Good

      The aspect of activity that was observed above, reaches about 61% - 80% from overall percentage 100%

   e. Excellent

      The aspect of activity that was observed above, reaches about 81% - 100%.

The observation is analyzed by using the following formula:

$$\text{Score} = \frac{\text{Score got}}{\text{Maximum score}} \times 100 \ ^{13}$$

2. Data from test

In this research, the researcher also used mean formula to know the average of students' score and to check students' enhancement in learning hortatory exposition text, as follows:

Table 1
The Explanation of Criterion[14]

Item Analysis	Score Criteria		
Content	27-30	Excellent	: Substantive-thorough development of thesis, relevant to assigned topic. etc.
	22-26	Good	: Adequate range-limited development of thesis, mostly relevant to topic, but lacks detail.
	17-21	Fair	: Little substance, inadequate development of

[13] Louis Cohen, *Research Methods in Education*, (London: MPG Books Ltd, 2007), p. 411

[14] J. Charles Alderson and Lyle F. B, *Assessing Writing,* (USA: Cambridge University Press, 2002), p. 116.

Item Analysis	Score Criteria	
	13-16	topic.
		Very poor : Non- substantive, not pertinent or not enough to evaluate.
Organization	18-20	Excellent : Fluent expression-ideas clearly stated-well organized.
	14-17	Good : Somewhat choppy-loosely organized but main ideas stand out
	10-13	Fair : Not fluent-ideas confused/disconnected.
	7-9	Very poor : Does not communicate-no organization
Vocabulary	18-20	Excellent : Sophisticated range-effective word/idiom choice and usage.
	14-17	Good : Adequate range – occasional of word/idiom form, choice, usage, bit meaning is not obscured.
	10-13	Fair : Limited range – frequent errors of word/idiom form, choice, usage.
	7-9	Very poor : Essentially translation-little knowledge of

Item Analysis	Score Criteria		
			English vocabulary.
Grammar	22-25	Excellent :	Effective complex grammar construction.
	18-21	Good :	Effective but simple construction in grammar.
	11-17	Fair :	A major problem is simple / complex construction in grammar.
	5-10	Very poor :	Virtually no mastery of sentence construction rules.
Mechanic	5	Excellent :	Demonstrates mastery of construction.
	4	Good :	Occasional errors of spelling, punctuation.
	3	Fair :	Frequent errors of spelling, punctuation, and capitalization.
	1	Very poor :	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.
Total score	1 – 100		

Explanation:

Content	:	The ideas expressed in writing hortatory exposition text.
Organization	:	The organization of the content (the organization of language features).
Vocabulary	:	The choice of words, structure and lexical item to give a particular tone or flavor to writing.
Grammar	:	The employing grammatical and syntactic forms
Mechanic	:	The use of graphic convention of the language.

After collecting the data, the researcher analyzed it. In scoring of the writing test, the researcher processed the result of the students' test. The researcher gave the score for each of the components of writing, as follows:

a. Content ability : the lowest score is 13 and the highest score is 30

b. Organization ability : the lowest score is 7 and the highest score is 20

c. Vocabulary ability : the lowest score is 7 and the highest score is 20

d. Grammar ability : the lowest score is 5 and the highest score is 25

e. Mechanic ability : the lowest score is 2 and the highest score is 5

Then the researcher formulated to get the mean of each element of writing researched by the formula. Sutrisno Hadi explained the mean of each writing element researched as follows:[15]

e.g. Content

$$Mxc = \frac{\sum xc}{Smax}$$

Where:
      Mxc   : The level mastery of content
      Σxc : The students' score of content
      Smax   : Maximum score of content

After getting the mean of each element in writing hortatory exposition text, the writer formulated the result to get the total mean score as follow:

$$Mxt = \frac{\sum xt}{Smax} \times 100\%$$

Where:
      Mxt   : the mean of total score
      Σxt   : the number of total
      Smax   : maximum score for writing elements

Then the percentage of each component in writing hortatory exposition text was consulted with the following criterion. According to Sutrisno Hadi, the criterions are as follow:[16]

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[15] Sutrisno Hadi, *Statistic Second Series*, (Yogyakarta: Andi Offset, 2004), p. 272.

[16] Sutrisno Hadi, "Statistic Second Series. . ." ,p. 399.

Table 2
The Criterion of Writing Skill

The percentage of ability	Criteria		
85%-100%	4	A	Excellent
75%-84%	3	B	Good
60%-74%	2	C	Fair
40%-59%	1	D	Poor
0%-39%	0	E	Fail

Based on the table above, the writer determined the level of the students' ability in writing hortatory exposition text. First step, the researcher got score using conventional method from pre-cycle, the teacher was English teacher themselves, then mean of score using conventional method was compared with mean of score from one cycle. Mean of score from one cycle was compared with mean of next cycle, and so on until the last cycle. It was to know how far the progress of students in this research.

H. Indicators of Achievement

This study was said to be success if the research objectives' indicators were reached. In this research, the researcher formulated the research objectives' indicators as below:

1. Students' ability in hortatory exposition text is increasing after the students are taught by buzz group technique. The increasings are in the content, organization, vocabulary, grammar and mechanic of hortatory exposition text.

2. Buzz group technique can enhance students' activeness on writing hortatory exposition text.

3. Students' writing skill with the minimum standard of score (KKM), which is 7.2.

CHAPTER IV
RESEARCH FINDINGS AND ANALYSIS

A. Research Findings

In this chapter, the writer would like to describe and discuss the findings of the research. This study is classroom action research on the use of buzz group technique in enhancing students' activeness and writing skill of hortatory exposition text. Its purpose is to know the implementation of buzz group technique in students' activeness and writing skill of hortatory exposition text, and to identify the enhancement of students' activeness and writing ability, especially at the eleventh grade students of MA AL KHOIRIYYAH Bulustalan Semarang in the academic year of 2014/2015. In this study there were two cycles and before conducted the cycle, the researcher gave preliminary test (the researcher got base score of students writing skill) and compared with each cycle after being taught using Buzz Group Technique. The descriptions of each cycle are as follow:

1. Pre-cycle

Before conducting this action research, a pre-test was given. The purpose of pre-cycle was to know the students' skill in writing hortatory exposition paragraph. Pre-cycle was conducted on Tuesday, 7 April 2015. There were 17 students who followed the test.

In this meeting, the teacher was done teaching learning process as usually was done by the teacher (teacher learning center). The teacher began the learning process by introducing hortatory exposition text from the social function, language feature and generic structure. But, many students did not pay attention to the teacher. They made noisy in the class, such as talking with other friend and they did other activity that was not related with the learning activity. There were only some students who were active to ask and respond teacher's questions. They were Abida Rahma Febriani, Bintang Putra Herdhianto, and Adelina Putri Astari.

After explaining the material to students, students had to write a hortatory exposition text with the topic "Removing "Cheating" Tradition from School". The length of the paragraph consists of 15 sentences, the time was 20 minutes. The purpose of the test was to measure the skill of the students in writing English text, to know students' basic score of writing when they taught using conventional technique, and to know their activeness during learning process using conventional technique.

After implementing the test, the researcher examined the answer sheet and finds the result.

Table 3
Students' Score in Pre-Cycle

No.	Students' Code	Score
1.	A-1	56
2.	A-2	72
3.	A-3	68
4.	A-4	Absent
5.	A-5	88
6.	A-6	83
7.	A-7	Absent
8.	A-8	71
9.	A-9	58
10.	A-10	63
11.	A-11	50
12.	A-12	85
13.	A-13	50
14.	A-14	50
15.	A-15	52
16.	A-16	59
17.	A-17	80
18.	A-18	80
19.	A-19	83
20.	A-20	Absent
	Total Score	1148
	Minimum	50
	Maximum	85

$$M: \frac{\Sigma X}{N}$$

Explanation:

M   : the average of the students' score

ΣX : total score

N   : the number of students

M= $\underline{1148}$

      17

M= 67. 5

       After getting the mean of each element in writing hortatory exposition text, the writer formulated the result to get the total mean score as follow:

Mxt : $\dfrac{\Sigma^{xt}}{S_{max}}$ x 100%

Mxt   : the mean of total score

Σ^{xt} : the number of total

S_{max} : maximum score for writing elements

Mxt : $\dfrac{67.5}{100}$ x 100%

       The average score of the students' test for pre cycle test was 67. 5%. It meant that the result was fair. It didn't mean that the result was enough, because it was lower than the criterion that has been stipulated by KKM (Kriteria Ketuntasan Minimal/ Minimum Passing Grade Criteria) which is 72.

       The students' writing of hortatory exposition text was not substantive. They could not express their ideas well on a text, the way they express their ideas was still narrow and sometimes the development of content was confusing. They like to repeat their arguments again and again. It meant that they had no more arguments related to the topic given. They just thought how they could compose a writing that consisted

of 15 sentences, but they did not consider the relation among one argument to the other arguments.

The students were also poor in grammar and some of students ignored about punctuations such as capital letters, period, and commas.

The researcher also observed students' activeness in this pre-cycle that would be compared in the first cycle of applying buzz group technique. The result of students' activeness based on the observation checklist was as follows:

Table 4
Score of Observation in Pre-Cycle

No	Indicators	None 0%	Few <20%	Many 20%-40%	Half 50%	Most 60%-80%	All 100%
		0	1	2	3	4	5
1.	Students involve in group work.				√		
2.	Students ask question to either teacher or their peers to clarify their understanding.		√				
3.	Students solve the problem in a group work				√		
4.	Students present their writing.			√			

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$$\text{Score} = \frac{\text{Total Score x 100\%}}{\text{Maximum Score}}$$

$$\text{Score} = \frac{8 \text{ x } 100\%}{20}$$

$$= 40\%$$

The result of the observation checklist was 40%, it meant fair. The researcher concluded that the students did not really interest with the method used by the teacher. Although the teacher grouped the students in doing the writing task, but there was no half of students who were involved actively in the learning activities.

Based on the observation in this activity, most of the students had difficulties to do it. They also felt lazy to compose writing of hortatory exposition that could be seen from their responds to the teacher and the material given as has been stated above. After doing the test, researcher decided to use another technique to make students interested and enjoyed the writing class in order to enhance students' activeness and writing skill of hortatory exposition text, the technique is buzz group technique. The researcher considered that by giving continuous enhancement to the students they would get better result, and the researcher was also aware that teacher's ability to carry out the material in teaching learning process is an important part.

2. First Cycle

This activity was done on April 14, 2015. The teacher announced the result of yesterday's writing test. Knowing the students' result from the pre cycle was not satisfied enough or fair. The teacher told the students' score of the test was not satisfying enough and it did not reach the KKM (Kriteria Ketuntasan Minimal/ Minimum Passing Grade Criteria).

In this activity, the teacher taught writing using buzz group technique, it made students paid attention. Before the teacher did the action, the teacher began to explain to the students about buzz group technique, gave overview, and how to work with it. First time, the students faced difficulties about the teacher meant, but not long after that, by brief explanation from the teacher, students can understood and got the point of buzz group technique. Because this research was classroom action research, there were four steps: planning. Acting, observing and reflecting.

a. Planning

In the planning step, the researcher prepared the teaching learning design, such as, arranging lesson plan based on the teaching material. Then researcher prepared the teaching learning process resources, such as the materials, the example of hortatory exposition text, the test, observation checklist list in order to know students'

activeness in joining teaching learning process and students' attendance.

From the planning above, the teacher used lesson plan as the form to implement the action will be done. In the first cycle, teacher used hortatory exposition text by the title of "Never Try Smoking".

b. Acting

In this step, researcher conducted activities according to the schedule that was arranged in planning stage. As acting, researcher began the class by giving some explanations that is related to the material in order to bring them understanding the whole material well. After that the researcher divided students into 5 groups and gave a topic "Keep our Environment Clean!" that would be discussed by students in their buzz groups. After having buzz group discussion students guided by the researcher to have bigger discussion which was class discussion.

Researcher asked students to make a hortatory exposition text based on the result they got during the discussion, but in the different topic that closed to the discussed topic that was "Love "Go Green!" "

c. Observing

In this stage the researcher observed the students' activeness while they were been taught using buzz group

technique. It was observed by the observation scheme made by the researcher to monitor and evaluate students' enthusiasm and engagement during learning process. The purpose of this activity was to evaluate the results, collect the data and monitor the teaching learning process. The score of observation were as follow:

Table 5
Score of Observation in Cycle 1

No	Indicators	None 0%	Few <20%	Many 20%-40%	Half 50%	Most 60%-80%	All 100%
		0	1	2	3	4	5
1.	Students involve in group work.						√
2.	Students ask question to either teacher or their peers to clarify their understanding.					√	
3.	Students solve the problem in a group work.				√		
4.	Students present their writing.			√			

$$\text{Score} = \frac{\text{Total Score} \times 100\%}{\text{Maximum Score}}$$

$$\text{Score} = \frac{14 \times 100\%}{20} = 70\%$$

According to the result of the observation above could be concluded that students' activeness enhanced from the pre-cycle result and it showed that most of students joined the class enthusiastically. It meant good. They paid attention to the lesson, although some students made noisy when discussed about the topic.

d. Reflecting

Based on the activity during cycle 1, the researcher noted that there were some problems should be solved in the next cycle, the problems were as follow:

1) Because of the results based on the observation checklist in the first cycle was not satisfying enough, the teacher and the researcher discussed about the activity in the next cycle to solve the problems, especially in students' activeness during buzz group discussion and class discussion.

2) The media used should be changed to engage students' enthusiasm in learning hortatory exposition text and they are actively involved during learning process.

3) When the activity in progress, the researcher found some students were passive in group. They were not fully joining in the group. It was the duty of the teacher to give more attentions and motivation toward the students in order to have a will or interest to join

in group work activity. It can be done by calling their name and approached them, and asked their problems related to the theme that may influenced to their activeness.

After the whole activity had finished, the researcher assessed the students' writing result. The result of the writing test in cycle I was as follow:

Table 6
Score Test in Cycle 1

No.	Students' Code	Score
1.	A-1	71
2.	A-2	89
3.	A-3	86
4.	A-4	Absent
5.	A-5	90
6.	A-6	89
7.	A-7	86
8.	A-8	85
9.	A-9	83
10.	A-10	83
11.	A-11	63
12.	A-12	80
13.	A-13	Absent
14.	A-14	65
15.	A-15	67
16.	A-16	85
17.	A-17	84
18.	A-18	84
19.	A-19	84
20.	A-20	85
Total Score		1459
Minimum		63
Maximum		90

M: $\dfrac{\Sigma X}{N}$

M $= \dfrac{1459}{18}$

M $= 81$

      After getting the mean of each element in writing hortatory exposition text, the writer formulated the result to get the total mean score as follow:

Mxt   : $\dfrac{\Sigma^{xt}}{S_{max}}$ $x\ 100\%$

Mxt   : $\dfrac{81}{100}$ $x\ 100\%$

      From the result above, it was clear that the average of students' test result of the first cycle was 81%, it was good. There was enhancement comparing to the pre-cycle. But the students still had difficulty to have a good content organization from the organization of language features. Hence, the researcher decided to conduct the next cycle and the teacher intended to give better explanation to them.

3. Second Cycle

      This activity was done on April 21, 2015. In this cycle, the researcher prepared planning as well as previous one. The teacher reviewed previous lesson, improved learning tool to enhance students' activeness and writing skill. In this phase,

the teaching learning process ran well. The students were interested in this technique.

In this cycle, students were actively involved; they tried to deliver their arguments to the other groups, caught what their friends' suggested towards the arguments delivered by them, wrote every suggestion given by their friends and understood about writing in hortatory exposition text.

a. Planning

The researcher and the teacher started the lesson by motivating the students and the researcher also announced the result of yesterday's writing test. The teacher told the students score of the test was better than the pre-cycle score.

In this stage, researcher prepared the learning instrument such as follows:

1) Lesson plan based on the teaching material
2) Hortatory exposition text
3) Test
4) Observation scheme
5) Students' attendance list

In this cycle the researcher gave different theme of hortatory exposition text. The activity was same with the previous cycle. The teacher divided students into 4 groups; each group consisted of 4 students. In this cycle, researcher changed the media used as the stimulus before

starting the discussion. The theme/topic of discussion would be closely related to the theme of the media used.

b. Acting

In this step, researcher conducted activities according to the planning that was arranged. As acting, researcher began the class by reviewing the material, and gave more explanations to the question proposed by students. After knowing all of students understood the material, researcher began to divide students into 4 groups; because there were 4 students who were absent, and gave a topic "Stop Violence!" that would be discussed by students in their buzz groups. After having buzz group discussion students guided by the researcher to have bigger discussion which was class discussion.

Researcher asked students to make a hortatory exposition text based on the result they got during the discussion, but in the different topic that closed to the discussed topic that was "Bullying Should be Stopped in This Country!"

c. Observing

In this stage the researcher observed the students' activeness while they were been taught using buzz group technique. It was observed by the observation scheme made by the researcher to monitor and evaluate students' enthusiasm and engagement during learning process. The

purpose of this activity was to evaluate the results, collect the data and monitor the teaching learning process. The score of observation were as follow:

Table 7

Score of Observation in Cycle 2

No.	Indicators	None 0%	Few <20%	Many 20%-40%	Half 50%	Most 60%-80%	All 100%
		0	1	2	3	4	5
1.	Students involve in group work.						√
2.	Students ask question to either teacher or their peers to clarify their understanding.					√	
3.	Students solve the problem in a group work.						√
4.	Students present their writing.				√		

Score = $\dfrac{\text{Total Score x 100\%}}{\text{Maximum Score}}$

Score = $\dfrac{17 \text{ x } 100\%}{20}$

= 85%

According to the result of the observation above and compared with the previous observation. It could be concluded that almost all of students joined the class

enthusiastically. It meant very good than the first cycle. They paid attention to the lesson and enthusiastically involved in the discussion and group work, they could ask questions or answer their friends' questions and even responding to the insufficient arguments from the other group. They enjoyed learning the material with buzz group technique.

d. Reflecting

The result of the second cycle disproved that the reflections in the first cycle were answered in the second cycle. It was also better than previous one. There was an enhancement in this cycle. The condition of the class was getting better. The students' activeness enhanced. They listened to the teacher's explanation and did not make noisy in learning activity. The students took active part in group and can associate with the group's members.

After implementing the test, the researcher examined the answer sheets and found the results.

Table 8
Score Test in Cycle 2

No.	Students' Code	Score
1.	A-1	77
2.	A-2	94
3.	A-3	96
4.	A-4	Absent
5.	A-5	90
6.	A-6	91
7.	A-7	88

No.	Students' Code	Score
8.	A-8	87
9.	A-9	94
10.	A-10	85
11.	A-11	82
12.	A-12	87
13.	A-13	Absent
14.	A-14	73
15.	A-15	77
16.	A-16	88
17.	A-17	90
18.	A-18	Absent
19.	A-19	96
20.	A-20	Absent
Total Score		1395
Minimum		73
Maximum		96

$$M : \frac{\Sigma X}{N}$$

$$M = \frac{1395}{16}$$

$$M = 87$$

After getting the mean of each element in writing hortatory exposition text, the writer formulated the result to get the total mean score as follow:

$$Mxt \quad : \frac{\Sigma^{xt}}{S_{max}} \; x \; 100\%$$

$$Mxt \quad : \frac{87}{100} \; x \; 100\%$$

The result above showed that the result of the second cycle was better than the previous one. The result was 87%, it was excellent. However, there was enhancement for the students' activeness and skill in writing hortatory exposition text, although it should be step by step.

The researcher concluded that the problems have been solving using buzz group technique. Using buzz group technique eased students to write especially hortatory exposition text because the students were not confused to gain the arguments after having discussion with their buzz group. The students also can work in group and discuss with their friends actively and enthusiastically.

B. Research Analysis

After the researcher implemented the use of buzz group technique in enhancing students' activeness and in teaching writing hortatory exposition text, the researcher got the data, it was analyzed of first cycle and second cycle, and the researcher got the result of Classroom Action Research.

The first cycle was about teaching and learning process and the assessment test. The theme was "Keep Our Environment Clean". In this cycle the teaching and learning process was begun. The problem faced by the researcher in the first cycle were the male students who sat in the backside of the class liked to talk

with their group's members, bored, and felt sleepy, although most of group were active. To solve this problem, the teacher gave more attention to the students who sat in the backside of the class, and sometimes the teacher walked around to check every student's involvement. This was what a teacher should be done in teaching writing in line with the theory stated in the chapter II. A teacher must motivate, provoke, support and respond to the problems faced by students during learning process.

In discussion phase, the students were not enthusiastic in delivering their arguments to other groups. So, the arguments used in their group writing were monotones. Barli Bram in his book "*Write Well"* said, "for most beginning writers whose mother is not English, to express what they intend is sometimes difficult."[1] But, they could do their task to compose a hortatory exposition text with their group well.

In the individual task with the closed topic of the discussion topic, students felt confused to arrange the content. They had difficulty to have good organization of content.

The second cycle was the same with the first cycle. It was about teaching learning process and the assessment test, but the materials and task were different from the second cycle.

Based on the result of second cycle, it could be concluded that many students joined the class enthusiastically. The students

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[1] Barli Bram, *Write Well Improving Writing Skill*, (Yogyakarta: Kanisius, 1995), p. 25.

were not only enthusiastic in discussing the topic given in their buzz group, but also students could communicatively respond to other group's arguments.

In the individual task, students could explore their arguments after having a talkative discussion with other groups. They also could manage their previous problem "content organization" pretty well. In this second cycle, the teaching learning process ran well.

The researcher concluded that the problems have been solving used buzz group technique to enhance students' activeness and writing skill. Using buzz group technique gave easier for the students to write especially hortatory exposition text because the students were not confused to gain the arguments must be provided in hortatory exposition text after having buzz group discussion and class discussion too. The students also could work in group actively and discuss with their friends communicatively.

Table 9
Enhancement the Average of Students' Score on Pre Cycle, Cycle 1 and Cycle 2

No.	Students' Code	Pre-Cycle	Cycle 1	Cycle 2
1.	A-1	56	71	77
2.	A-2	72	89	94
3.	A-3	68	86	96
4.	A-4	Absent	Absent	Absent
5.	A-5	88	90	90
6.	A-6	83	89	91
7.	A-7	Absent	86	88
8.	A-8	71	85	87
9.	A-9	58	83	94

No.	Students' Code	Pre-Cycle	Cycle 1	Cycle 2
10.	A-10	63	83	85
11.	A-11	50	63	82
12.	A-12	85	80	87
13.	A-13	50	Absent	Absent
14.	A-14	50	65	73
15.	A-15	52	67	77
16.	A-16	59	85	88
17.	A-17	80	84	90
18.	A-18	80	84	Absent
19.	A-19	83	84	96
20.	A-20	Absent	85	Absent
Sum		1148	1459	1395
Average Mean		67.5	81	87

As whole the meetings ran well. There were some significant enhancements from cycle one to cycle two, whether in the students' activeness and writing skill of hortatory exposition. In the pre-cycle, all of students have been doing the test, and the average result was 67.5. In this activity, the teacher used conventional method. The researcher did not use buzz group technique as teaching method.

In the first cycle, the average result was 81. The researcher began to use buzz group technique to teach the students. In the first cycle using of buzz group technique, the students' average enhanced than the pre-cycle one. Although the average enhanced, there were some students who got the score under KKM (Kriteria Ketuntasan Minimal/ Minimum Passing Grade Criteria). This was caused by students' understanding to hortatory

exposition text and students' ability to have good content organization. But, their writing was better than before.

The students also actively involved in the learning process from the beginning until the discussion phase and closing. Although in the beginning of the lesson, some of students tended to converse with their chair mate especially the male students who sat in the back side, they could finish their group and individual work well.

In the second cycle, the average result was 87. Before the lesson began, the researcher asked the students to pay attention more to the lesson. All activities in this cycle ran well.

It showed that there were some significant enhancements in the students' achievement. Furthermore, there was also enhancement from pre cycle until cycle two. This could be a proof for Vigotsky's theory, he tried to develop Piaget's constructively individual learning model theory in his theory became group learning that is to build the knowledge itself, students can get the knowledge from various activities with teacher as the facilitator.[2]

The researcher felt that the implementation of buzz group technique as teaching technique to enhance students' activeness and skill in writing hortatory exposition text was successful, because buzz group technique is interesting teaching technique to the students. It engaged students directly to involve in the learning

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[2] Saminanto, *Ayo Praktik PTK: Penelitian Tindakan Kelas* …, p. 20

process by having buzz group discussion and class discussion. So, buzz group is helpful in the process of enhancing students' activeness and writing English especially writing of hortatory exposition text.

The enhancement of students' achievement in writing hortatory exposition text could be seen taught the histogram as follow:
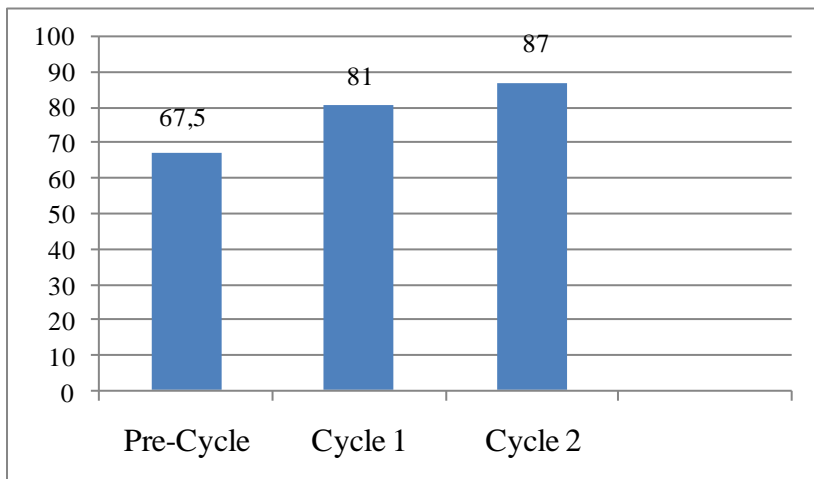
Figure 1 Diagram of the Whole Test

From the diagram above, the researcher concluded that there was an enhancement on students' skill in writing after taught using buzz group technique. From pre cycle showed that students' achievement was 67.5 it meant that was fair ability in some students. In the cycle I showed that there was increasing students'

achievement up to 81. It meant good. From cycle II the students'
enhancement increased more up to 87.

It was also happened to the students' activeness based on
the observation checklist. In the pre-cycle, students' activeness
was 40%, it meant fair and there was no half of total students
actively involved in the learning process. After being taught in the
first cycle using buzz group technique, students' result of
observation was 70%. It meant most of students involved in the
learning process using buzz group.

In the second cycle, the observation of students'
activeness increased. It was 85 and it meant almost all of students
involved in the learning process actively. It meant there was
enhancement in every cycle after using buzz group technique
whether in the students' activeness or even in the students' writing
skill especially Hortatory Exposition text.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research that had been done in two cycles in the research entitled "The Use of Buzz Group Technique to Enhance Students' Activeness and Writing Skill of Hortatory Exposition Text (A Classroom Action Research at Eleventh Grade Students of MA AL KHOIRIYYAH Semarang in the Academic Year of 2014/2015). It can be taken the conclusions as follows:

1. The implementations of buzz group technique that had been done in two cycles in this research can be applied to stimulate and give motivation to students to write hortatory exposition text and to be active in the learning process. It can be seen by the different significance of students' activeness and writing skill between first cycle to the second cycle. The implementation of Buzz Group Technique to enhance students' activeness and writing skill of hortatory exposition text has been applied through action research, they are: The enhancement of learning tool, teacher chooses interesting hortatory exposition text in every cycle that is appropriate for Senior High School in order to make students interested with the text. Motivate students to discuss in group, trigger students' critical thinking and train students to speak in front of their friends. So, every student can learn how to respect

and respond other person's arguments. Since the students accustom to think individually, teacher should motivate students to discuss the writing material and discuss in group when they are assigned to do the group work. Motivate the passive students to be more active during the lesson. This is related to the students' activeness and writing skill. Students' engagement in students' writing skill. This is related to students' effort to understand the text, to know new vocabulary and understand the meaning of the writing text. Students' skill in writing not only in the text, but will be developed best in association with speaking, listening, and speaking activities. It helped the students to write a hortatory exposition text easily and accurately, because they are not confused about the theme given by the teacher.

2. Using buzz group technique can enhance students' skill in writing hortatory exposition text. There is an enhancement. The ability in writing skill of hortatory exposition text enhanced after being taught by using buzz group technique. They could write easily without consuming more time because they did writing of hortatory exposition text by group. They could write a hortatory exposition text with the closed theme given by the teacher. It showed by the score of pre-cycle, first cycle and second cycle. In the pre-cycle was found the total score of students' writing result was 67.5, it meant was 67.5%. It showed that the value of students'

writing result was fair. In the first cycle was found the total score of students' writing result was 81, it meant was 81%. It showed that the value of students' writing result was good. In the second cycle was found the total score of students' writing result was 87, it means was 87%. It showed that the value of students' writing result was excellent.

3. Using buzz group technique can enhance students' activeness. There is an enhancement. The students' activeness enhanced after being taught by using buzz group technique. They could actively involved in the discussion with their friends, whether in the small group (buzz group) or in the big one (class discussion). Students also joined the class enthusiastically and engaged themselves in the whole activities of using buzz group technique to learn and compose a hortatory exposition text. It can be seen by the observation checklist during the pre-cycle, first and the second cycle. In the pre-cycle was found the total score of students' activeness was 40%, it meant fair. In the first cycle was found the total score of observation checklist of students' activeness was 70%, it meant good. It also showed that the students' activeness increased. In the second cycle found the result of students' observation checklist was 85%. It showed that almost all students enhanced their activeness after taught using buzz group technique, and it meant excellent.

B. Suggestions

There are some suggestions especially for students in order to enhance students' activeness and ability in writing skill of hortatory exposition text:

1. To the teachers

    Teachers are expected to use buzz group technique as a teaching method, especially in teaching writing hortatory exposition text. By using buzz group technique, teacher can expect the students' activeness and skill in writing result well. Teachers are expected to develop the teaching of writing hortatory exposition text by increasing the exercises in writing. Teacher should give more attention to the students in writing a hortatory exposition text. Teachers are expected to motivate to the students in writing especially in hortatory exposition text, because it will be affected to the students' activeness in the learning process.

2. To the students

    Students are interested in English first, so they enjoyed along learning. Students have to learn and enhance their activeness and skill in writing hortatory exposition text by trying to write using buzz group technique. Students should extend their skill in many ways, e.g. writing the texts especially hortatory exposition text; using new words along in the classroom activities or their daily life, or even by

drilling some new words. So finally, students are able to write a text.

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APPENDIX 1

INSTRUMENT OF RESEARCH

YAYASAN PENDIDIKAN ISLAM AL-KHOIRIYYAH SEMARANG
MADRASAH ALIYAH AL KHOIRIYYAH

LESSON PLAN OF THE FIRST CYCLE

School   : MA Al-Khoiriyah Semarang
Class/ Semester : XI/ I
Subject   : English
Skill Focus   : Writing
Material   : Hortatory Exposition
Alocated Time   : 2x45 minutes (1 meeting)

I. Standard Competence

1.2. Expressing meaning of short functional text and essay in the form of narrative, spoof, and hortatory exposition in the daily life context.

II. Basic Competence

1.2.1 Expressing the meaning and rethorical stage of essay in the form of narrative, spoof, and hortatory exposition using accurate, fluent and acceptable written language in the daily life context.

III. Integrated Character

Activeness (Students' activeness)

IV. Indicators

1. Cognitive and Psychomotoric

a. Students are able to identify the social function, generic structure and language features of a hortatory exposition text.

b. Students are able to compose a hortatory exposition text.

2. Affective

a. Students involve in group work.

b. Students ask question to either teacher or their peers to clarify their understanding.

c. Students solve the problem in a group work.

d. Students present their writing.

V. Learning Aim

By the end of the lesson through buzz group technique, students are able to:

compose hortatory exposition text with appropriate content, organization, vocabulary, grammar and mechanic and shows the indicators of activeness during engaging teaching-learing process.

VI. Material

1. Hortatory exposition is a text which is provoking the reader that something are should be the case or should not be the case.

2. Generic Structure

   - Thesis   : introduces issue and indicates writer's position in regard to issue
   - Argument   : arguments presented in support of the writer's position
   - Recommendation : recommended action

3. Language Features

   Focus on generic human and non human participants, expect for speaker or writer referring to self.

   Use of:

   - Mental processes: to state what writer thinks or feels about issue. (e.g.: realize, feel, and appreciate).
   - Material processes: to state what happens. (e.g.: is polluting, drive, travel, spend, and should be treated).
   - Relational processes: to state what is or should be. (e.g.: doesn't seem to have been, is)
   - 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 events or situation that exist, always, usually, habitually, they exist now, have existed in the past, and probably will exist in the future.

     Examples:

     a. **I write** a letter
     b. **He writes** a letter
     c. **She doesn't write** a letter
     d. **Does she write** a letter?

e. **Andi goes** to school **every day**.

f. **Andi does not go** to school **every day**.

4. The example of hortatory exposition text

Hortatory exposition text is a text which is taught at the eleventh grade students of senior high school. And here is the example of hortatory exposition text:

Never Try Smoking

Thesis

A lot of people, especially teenagers, who do not smoke, always want to try smoking. They know it is bad for them and all, but it is just something they want to try. So they ask one of their smoker friends for a cigarette. Admittedly, they firstly cannot light it on their own so they ask his friend to do it. Then they inhale that cigarette and smoke occasionally.

Arguments

Apparently that makes them the born smokers. Now they do smoke fairly regularly. They cannot avoid smoking and they enjoy too. They have smoker friends. Every day they bring a pack in their pocket. For them, a pack of cigarette is as important as a wallet for their money.

Suddenly, for certain reason, they realize the fact that tobacco is the cause of a long list of nasty diseases. It is not only heart disease, stroke, and chronic lung disease but also bladder, lung, and pancreatic cancer. Even it was reported that around 400,000 Americans died each year. It was one every 80 seconds from tobacco-related illnesses.

Then they decide it is stupid to harm selves. They want to quit smoking. Unfortunately, they find that quitting smoking is so difficult. "Why can't I stop smoking? I really want to stop it". It is hard to quit because nicotine is powerfully addictive. Cigarette is one of the most efficient drug-delivery devices ever devised. As result, when people try to quit smoking, they often experience classic nicotine withdrawal symptoms such as anxiety, irritability, headache, depression, and restlessness.

Recommendation

Well, still want to try smoke? Think the facts before trying! If you are not smoker, you should never and never try to smoke.

VII. Learning Methods

Buzz Group Technique

VIII. Learning Activities

Description of Activity	Time	Interaction Pattern	Sample of Interaction
Build Knowledge of The Field (BKoF)			
Pre Activities			
• Teacher enters the	5		- *Assalamualaikum Wr. Wb.*

3

class and greets students. (religious, communicative)	minutes	T-Ss	- *Good morning, students?* - *How are you today?*
• Students pray together.		Ss-T	- *Let's open our class today, by reciting basmallah together.*
• Teacher checks students' attendance		T-Ss	- *Who is absent today?* - *Ok, let me check your attendance.*
• Teacher stimulates students by giving them questions before explaining the material • Students give comment to the picture. • Students respond their friend's answer.		T-Ss Ss-T Ss-T	- *Well students, look at this picture!* - *Do you know what are those pictures?* - *What do you think about it?* - *Give your comment, please!* - *Do you agree with . . . .?*
Modelling of Text (MoT)			
Main Activities			
• Teacher begins to gives new material about hortatory exposition text and explains the definition, generic structures and language features of Hortatory Exposition text. (communicative,	15 minutes	T-Ss Ss-T	- *Well student. Today, we are going to learn a text. The text is called hortatory exposition text. It is . . . .* - *Hortatory exposition text is a text . . . .* - *The social function of hortatory exposition text is . . .* - *The language features of hortatory exposition text . . .*

discipline)			
• Students read a hortatory exposition text on the slide, and mention the generic structures of it together.			- Now, please read the text on the slide, please! - Please, mention the generic structures of the text you have read.
Join Construction of Text (JCoT)			
• Students have a small group discussion using buzz group technique.		Ss-T	- Ok, students. Now, we will have a small group discussion using buzz group technique.
• Students start to have discussion in their buzz group.	50 Minutes	Ss-T	- Please, make a group consist of 4 students. - Now, you will have discussion using buzz group technique. - First, I'll give you a topic. - Then, you will discuss it in your buzz group. - The topic of our discussion today is "Keep our environment clean"!
• Students do class discussion after having buzz group discussion.		Ss-T	- You have 10 minutes to discuss. While discussing, please, write your discussion results! - After having buzz group discussion, you will move into class discussion. - You have 20 minutes to have class discussion.

• Students compose a hortatory exposition text with their buzz group at least 3 paragraphs based on the result of discussion with the topic "Keep Our Environment Clean!"		Ss-T	- *Very nice discussion!* - *Well, it's time for you to compose a hortatory exposition text based on our topic discussion today "Keep Our Environment Clean!"* - *Do it with your buzz group!* - *Compose the text, at least 6 sentences!*
• Students do it in 15 minutes.		Ss-T	- *Do it in 15 minutes!*
• Students discuss their writing together.		Ss-T	- *Now, let's discuss your work together!*
Independent Construction of Text (ICoT)			
• Students get individual work after having group work to compose a hortatory exposition at least 3 paragraphs, with the topic "Love Go Green!" *(creative, communicative)*	15 minutes	Ss-T	- *After having group work, now it's time for you to have individual work.* - *Write a hortatory exposition text with the topic "Love Go Green!"* - *Write at least 15 sentences!*
• Students have 15 minutes to do it.		Ss-T	- *You have 15 minutes to do it.*

Post Activities			
• Students collect their task. Then, teacher reviews the material about hortatory exposition text that has been taught.		Ss-T	- *Time is up.. collect your work to me, now!* - *How about the material today? is there any question?*
• Teacher closes the class	5 minutes	T-Ss	- *Ok, class. Today is the nicest meeting. Thanks for your nice attention. Let's close our class today by reciting hamdallah and Kaffaratun Majlis.* - *The last I say, have a nice day, and Wassalamu'alaikum Wr. Wb.*

IX.   **Media**

–   Pictures

–   Slides

X. Sources of Material

Azar, Betty Scrampher, *Understanding and Using English Grammar*. 1989 USA: Prantice Hall Regents, p. 2

Hammond, Jenny, et al. 1992. *English for Social Purposes: A Handbook for Teachers of Adult Literary*. Sydney: Macquarie University, p.82

http://www.belajarbahasainggris.us/2014/02/hortatory-exposition-text-penjelasan.html retrieved on 15th February 2015

XI. Assessment

a.   **Cognitive and Psychomotoric**

Type   : Written test

Instrument : compose a hortatory exposition at least 15 sentences, with the topic "Love Go Green!" and your writing will be scored based on the following rubric:

Elements of Writing	Score
1. The content mastery	30 %
2. The organization mastery	20 %
3. The vocabulary mastery	20 %
4. The grammar mastery	25 %
5. The mechanic mastery	5 %
Total score	100%

Item Analysis			Score Criteria
Content	27-30	Excellent	:Substantive, thorough development of thesis, relevant to assigned topic. etc.
	22-26	Good	:Adequate range-limited development of thesis, mostly relevant to topic, but lacks detail.
	17-21	Fair	:Little substance, inadequate development of topic.
	13-16	Very poor	:Non- substantive, not pertinent or not enough to evaluate.
Organization	18-20	Excellent	:Fluent expression-ideas clearly stated-well organized.
	14-17	Good	:Somewhat choppy-loosely organized but main ideas stand out
	10-13	Fair	:Not fluent-ideas confused/disconnected.
	7-9	Very poor	: does not communicate-no organization
Vocabulary	18-20	Excellent	:Sophisticated range-effective word/idiom choice and usage.
	14-17	Good	:Adequate range, occasional of word/idiom form, choice, usage, bit meaning is not obscured.
	10-13	Fair	:Limited range, frequent errors of word/idiom form, choice, usage.
	7-9	Very poor	:Essentially translation, little knowledge of English vocabulary.
Grammar	22-25	Excellent	:Effective complex grammar construction.

	18-21	Good	:Effective but simple construction in grammar.
	11-17	Fair	:A major problem is simple/ complex construction in grammar.
	5-10	Very poor	:Virtually no mastery of sentence construction rules.
Mechanic	5	Excellent	:Demonstrates mastery of construction.
	4	Good	:Occasional errors of spelling, punctuation.
	3	Fair	:Frequent errors of spelling, punctuation, and capitalization.
	1	Very poor	:No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.
Total score	1 – 100		

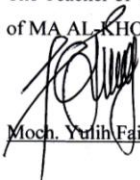b. **Affective**

Observation sheet of activeness

No.	Students	Indicators	Yes	No
1.		Students involve in group work. Students ask question to either teacher or their peers to clarify their understanding. Students solve the problem in a group work. Students present their writing.		

Semarang, 7th of April 2015

Checked by,

The Teacher of Eleventh Class
of MA AL-KHOIRIYYAH

The Researcher,

Moch. Yulih Fairdiyan, S.S.

Wachidatun Ni'mah

LESSON PLAN OF THE SECOND CYCLE

School	: MA Al-Khoiriyah Semarang
Class/ Semester	: XI/ I
Subject	: English
Skill Focus	: Writing
Material	: Hortatory Exposition
Alocated Time	: 2x45 minutes (1 meeting)

I. Standard Competence

1.2. Expressing meaning of short functional text and essay in the form of narrative, spoof, and hortatory exposition in the daily life context.

II. Basic Competence

1.2.1 Expressing the meaning and rethorical stage of essay in the form of narrative, spoof, and hortatory exposition using accurate, fluent and acceptable written language in the daily life context.

III. Integrated Character

Activeness (Students' activeness)

IV. Indicators

1. **Cognitive and Psychomotoric**

   a. Students are able to identify the social function, generic structure and language features of a hortatory exposition text.

   b. Students are able to compose a hortatory exposition text.

2. **Affective**

   1. Students involve in group work.

   2. Students ask question to either teacher or their peers to clarify their understanding.

   3. Students solve the problem in a group work.

   4. Students present their writing.

V. Learning Aim

By the end of the lesson through buzz group technique, students are able to:

compose hortatory exposition with appropriate content, organization, vocabulary, grammar and mechanic and shows the indicators of activeness during engaging teaching-learing process.

VI. Material

1. Hortatory exposition is a text which is provoking the reader that something are should be the case or should not be the case.

2. Generic Structure
   - Thesis : introduces issue and indicates writer's position in regard to issue
   - Argument : arguments presented in support of the writer's position
   - Recommendation : recommended action

3. Language Features

   Focus on generic human and non human participants, expect for speaker or writer referring to self.

   Use of:

   - Mental processes: to state what writer thinks or feels about issue. (e.g.: realize, feel, and appreciate).
   - Material processes: to state what happens. (e.g.: is polluting, drive, travel, spend, and should be treated).
   - Relational processes: to state what is or should be. (e.g.: doesn't seem to have been, is)
   - 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 events or situation that exist, always, usually, habitually, they exist now, have existed in the past, and probably will exist in the future.

     Examples:

     a. **I write** a letter
     b. **He writes** a letter
     c. **She doesn't write** a letter
     d. **Does she write** a letter?
     e. **Andi goes** to school **every day**.
     f. **Andi does not go** to school **every day**.

Example of Text

Corruption

Thesis

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

Argument 1

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Argument 2

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

Recommendation

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

VII. Learning Methods

Buzz Group Technique

VIII. Learning Activities

Description of Activity	Time	Interaction Pattern	Sample of Interaction
Build Knowledge of The Field (BKoF)			
Pre Activities			
• Teacher enters the class and greets students. (religious, communicative)	5 minutes	T-Ss	- *Assalamualaikum Wr. Wb.* - *Good morning, students?* - *How are you today?*
• Students pray together.		Ss-T	- *Let's open our class today, by reciting basmallah together.*
• Teacher checks			- *Who is absent today?*

students' attendance		T-Ss	- *Ok, let me check your attendance.*
• Teacher stimulates students by giving them questions before explaining the material		T-Ss	- *Well students, look at this video!* - *Do you know what happened in the video?*
• Students give comment to the video.		Ss-T	- *What do you think about it?* - *Give your comment, please!*
• Students respond their friend's answer.		Ss-T	- *Do you agree with . . . .?*

Modelling of Text (MoT)
Main Activities

• Teacher reviews the last material about hortatory exposition text, its definition, language features and generic structures. (curious, communicative)	15 minutes	T-Ss	- *Well student. Did you learn last night?* - *Now, I would like to ask you.* - *What is hortatory exposition text?* - *What is the social function of hortatory exposition text?* - *What are the language features of it?* - *And what are the generic structures of it?*
• Students read and retell a hortatory exposition text shown on the slide.		Ss-T	- *Well students, look at the text on the slide! Read and understand it.* - *Ok please, (mention a name) retell the text!*

Join Construction of Text (JCoT)			
• Students have a small group discussion using buzz group technique.		Ss-T	- Ok, students. Now, we will have a small group discussion using buzz group technique.
• Students start to have discussion in their buzz group.		Ss-T	- Please, make a group consist of 4 students.
			- Now, you will have discussion using buzz group technique.
			- First, I'll give you a topic.
			- Then, you will discuss it in your buzz group.
			- The topic of our discussion today is "**Stop Violence!**"
	50 minutes		- You have 10 minutes to discuss. While discussing, please, write your discussion results!
• Students do class discussion after having buzz group discussion.		Ss-T	- After having buzz group discussion, you will move into class discussion.
			- You have 20 minutes to have class discussion.
• Students compose a hortatory exposition text with their buzz group at least 3 paragraphs based on the result of discussion with the topic "**Stop**		Ss-T	- Very nice discussion!
			- Well, it's time for you to compose a hortatory exposition text based on our topic discussion today "**Stop Violence!**"
			- Do it with your buzz group!
			- Compose the text, at least 6

Violence!"			sentences!
• Students do it in 15 minutes.		Ss-T	- Do it in 15 minutes!
• Students discuss their writing together.		Ss-T	- Now, let's discuss your work together!
Independent Construction of Text (ICoT)			
• Students get individual work after having group work to compose a hortatory exposition at least 15 sentences, with the topic *"Bullying should be stopped in this country!"* (creative, communicative)	15 minutes	Ss-T Ss-T	- After having group work, now it's time for you to have individual work. - Write a hortatory exposition text with the topic "Bullying should be stopped in this country!" - Write at least 15 sentences!
• Students have 15 minutes to do it.			- You have 15 minutes to do it.
Post Activities			
Students collect their task. Then, teacher reviews the material about hortatory exposition text that has been taught.	5 minutes	Ss-T	- Time is up.. collect your work to me, now! - How about the material today? is there any question?
Teacher closes the class		T-Ss	- Ok, class. Today is the nicest

			meeting. Thanks for your nice attention. Let's close our class today by reciting hamdallah and Kaffaratun Majlis. *- The last I say, have a nice day, and Wassalamu'alaikum Wr. Wb.*

IX. Media

- Video
- Slides

X. Sources of Material

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http://www.belajarbahasainggris.us/2014/02/hortatory-exposition-text-penjelasan.html retrieved on 15th February 2015

XI. Assessment

1. Cognitive and Psychomotoric

Type   : Written test

Instrument : compose a hortatory exposition at least 15 sentences, with the topic "Bullying should be stopped in this country!" and your writing will be scored based on the following rubric:

Elements of Writing	Score
1. The content mastery	30 %
2. The organization mastery	20 %
3. The vocabulary mastery	20 %
4. The grammar mastery	25 %
5. The mechanic mastery	5 %
Total score	100%

Item Analysis	Score Criteria		
Content	27-30	Excellent	:Substantive, thorough development of thesis, relevant to assigned topic. etc.
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	1	Very poor	:No mastery of conventions, dominated by errors of spelling,

		punctuation, capitalization, paragraphing.
Total score	1 – 100	

2. Affective
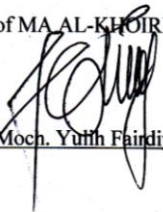
Observation sheet of activeness

No.	Students	Indicators	Yes	No
1.		Students involve in group work. Students ask question to either teacher or their peers to clarify their understanding. Students solve the problem in a group work. Students present their writing.		

Semarang, 14th of April 2015

Checked by,

The Teacher of Eleventh Class

of MA AL-KHOIRIYYAH

The Researcher,

Moch. Yulih Fairdiyan, S.S.

Wachidatun Ni'mah

APPENDIX 2

LIST OF STUDENTS' GROUP

GROUP 1

1. M. Ilyas Ali Syahbana Putra
2. M Riza Fajar Afridianto
3. Muhammad Ziyan Lutfi M
4. Dany Hady Atha

GROUP 2

1. Bintang Putra Herdhianto
2. Septyan Aditya
3. Abdul Aziz AL Ma'shum
4. Jalaludin Muhammad Romi

GROUP 3

1. Syecha Nurun Nizma
2. Hermina Rismaningtyas
3. Adelina Putri Astari
4. Salma Fitri Nur Husna

GROUP 4

1. Abida Rahma Febriani
2. Wilda Khoiri Rochmatika
3. Hana Tsamira Yumna
4. Asma' Nida Syahidah

GROUP 5

1. Muhamad Hisyam
2. Usamah Ulin Nuha
3. M. Najib Lutfi

APPENDIX 3

OBSERVATION SCHEME

No.	Indicators	None 0%	Few <20%	Many 20%-40%	Half 50%	Most 60%-80%	All 100%
		0	1	2	3	4	5
1.	Students involve in group work.						
2.	Students ask question to either teacher or their peers to clarify their understanding.						
3.	Students solve the problem in a group work.						
4.	Students present their writing.						

APPENDIX 4

STUDENTS' NAME LIST

No	Nama	Students' Code
1	Abdul Aziz AL Ma'shum	A-1
2	Abida Rahma Febriani	A-2
3	Adelina Putri Astari	A-3
4	Ananta Ekwi Feba	A-4
5	Asma' Nida Syahidah	A-5
6	Bintang Putra Herdhianto	A-6
7	Dany Hady Atha	A-7
8	Hana Tsamira Yumna	A-8
9	Hermina Rismaningtyas	A-9
10	Jalaludin Muhammad Romi	A-10
11	Muhammad Ziyan Lutfi M	A-11
12	Muhamad Hisyam	A-12
13	M. Ilyas Ali Syahbana Putra	A-13
14	M Riza Fajar Afridianto	A-14
15	Salma Fitri Nur Husna	A-15
16	Septyan Aditya	A-16
17	Syecha Nurun Nizma	A-17
18	Usamah Ulin Nuha	A-18
19	Wilda Khoiri Rochmatika	A-19
20	M. Najib Lutfi	A-20

Adelina Putri Artari
03/XI

Content : 30
Organization : 20
Vocabulary : 18
Grammar : 23
Date   Mechanic : 5

We Must Stop Bullying!!!

Bullying is hurting someone in an indirect or direct act of belittling someone else or making them feel different. It can be verbal, emotional, physical. It is important for people to understand when they are bullying or being bullied, because it can lead to serious, life threatening.

When someone get bully they will sad, That can hurt the person who got bully feelings. If anyone see someone feel sad they can walk to them and cheer them up. This little help can make them feel better. Also you can volunteers to be presenter to show other people why bullying is bad and share their story. At last, bully can make people life difficult. is lead them to suicide, and bring bad influence on children's physical.

It is very serious problem and dangerous for our social environment. We have to stop every single act of bullying because it has many impacts that could be threating in the each involved part of society, not only for the bullied childern, but also the childern who bully, children who watch a bullying, even for the school with the issue of bullying.

I think, there are several problems that might be suffered by childern as the victim of bullying. First, is a variety of mental problems like depression, anxiety and sleeping trouble, this problem may be carried away until the victim grows to be an adult. The act of bullying will be so difficult to forget by the victims. Second, there would be physical health complaints, as headache, abdominal pain and muscle strain. Third, there is insecurity right in the school environment. Fourth, there is the decline in the spirit of learning and academic achievement. Five, in the quite rare case, the victim of bullying will probably show the nature of violence.

You don't know what goes on in anyone's life but your own. And when you mess with one part of a person's life, you're not messing with just that part. Unfortunately, you can't be that precise and selective. When you mess with one part of a person's life, you're messing with their entire life. Everything... affects everything!. And you'll never feel any better if the only thing yo know is make the other suffer!!

No Muhammad Riza Fajar Afridianto   Date:

What you ~~should~~ know about buliying at school?.
surely all ~~of you~~ know about it. buliying in school ~~in~~ there
are in this country should to termines.

Especially ~~on~~ for new students who are attending that school.
make them out of the school. and them more it
gets wors~~t~~ again make them depressed and
died.

We suggest that buliying in the country is
eliminated. because the country will not make
any progress in the field of education.

Nomor	: In.06.3/J4/PP.00.9/6577/2014	**Semarang, 4 Desember 2014**
Lamp	: -	
Hal	: **Penunjukan Pembimbing Skripsi**	

Kepada Yth:

1. **Dr. Mahfud Junaedi**, M.Ag

2. **Siti Tarwiyah.** S.S., M.Hum

Di tempat

Berdasarkan hasil pembahasan **usulan judul penelitian jurusan Tadris Ba**hasa Inggris, maka Fakultas Ilmu Tarbiyah dan **Keguruan menyetujui skripsi mahasiswi:**

Nama	: Wachidatun **Ni'mah**
NIM	: 113411077
Judul	: The Use of **Buzz Group Technique to Enhance Students'** Writing Skill of Hortatory Ex**position Text**

dan menunjuk saudara:

1. Dr. Mahfud Junaedi, M.**Ag sebagai pembimbing I**

2. Siti Tarwiyah. S.S., M.**Hum sebagai pembimbing II**

Demikian atas kerja sama yang **diberikan kami ucapkan terima kasih.**

Ketua Jurusan Tadris Bahasa Inggris

Siti Tarwiyah, S.S., M. Hum
NIP. 19721108 199903 2 001

Tembusan:
1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan **IAIN Walisongo (sebagai laporan)**
2. Mahasiswa yang bersangkutan
3. Arsip

Nomor   : In.06.3/D1/TL.00./1745/2015   Semarang, 2 April 2015
Lamp   : 1 (satu) Proposal
Hal   : **Mohon Izin Riset**

A.n   : Wachidatun Ni'mah
NIM   : 113411077

Kepada Yth:
Kepala MA AL KHOIRIYYAH
di Semarang

Assalamu'alaikum Wr.Wb

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama	:	Wachidatun Ni'mah
NIM	:	113411077
Alamat	:	Dadapan RT.02 RW. 05 Sedan Rembang
Judul	:	THE USE OF BUZZ GROUP TECHNIQUE TO ENHANCE STUDENTS' ACTIVENESS AND WRITING SKILL OF HORTATORY EXPOSITION TEXT (A Classroom Action Research with the Eleventh Grade Students of MA AL KHORIYYAH Semarang in the Academic Year of 2014/2015)
Pembimbing I	:	Dr. Mahfud Junaedi, M.Ag
Pembimbing II	:	Siti Tarwiyah. S.S., M.Hum

Bahwa mahasiswa tersebut membutuhkan data-data berkaitan dengan judul skripsi yang sedang disusunnya, oleh karena itu kami mohon diberi ijin riset selama 25 hari, pada tanggal 6 April-30 April 2015.
Demikian atas perhatian dan kerjasamanya di sampaikan terima kasih.
Wassalamu'alaikum Wr.Wb.

Wakil Dekan Bagian Akademik

Drs. H. Wahyudi, M. Pd.
NIP. 19680314 199503 1 001

YAYASAN PENDIDIKAN ISLAM AL KHOIRIYYAH SEMARANG
Badan Hukum : SK Menteri Hukum dan HAM RI No. AHU-143.01.04. Tahun 2011
MADRASAH ALIYAH AL KHOIRIYYAH
STATUS TERAKREDITASI A
Jl. Suyudono No. 26 Semarang Telp. 024 - 3550557 Fax. 024-4581133
website: www.alkhoiriyyah.sch.id, email: alkhoiriyyah36@gmail.com

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيمِ

SURAT KETERANGAN
Nomor : 017/KH/MA-d/IV/2015

Yang bertanda tangan dibawah ini :

Nama	:	Mohammad Syukron, S.Th.I
Jabatan	:	Kepala Madrasah Aliyah Al-Khoiriyyah
Unit Kerja	:	MA Al-Khoiriyyah Semarang

Menerangkan bahwa :

Nama	:	Wachidatun Ni'mah
NIM/Program	:	113411077/S.1
Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Ilmu Tarbiyah dan Keguruan IAIN Walisongo Semarang
Alamat	:	Desa dadapan RT02/V, Kec. Sedan, Kab. Rembang
Waktu Riset	:	6 April s.d 30 April 2015
Judul	:	"The Use Of Buzz Group Technique To Enhance Students' Activeness and Writing Skill Of Hortatory Exposition Text@ (A Classroom Action Research with the Eleventh Grade Students of MA Al Khoiriyyah Semarang in the Academic Year of 2014/2015)

Telah melaksanakan tugas riset di MA Al-Khoiriyyah Semarang sebagai data-data dengan tema/judul skripsi yang sedang disusunnya:

Semarang. 26 April 2015

Kepala,

MA Al-Khoiriyyah Semarang,

Mohammad Syukron, S.Th.I

Tembusan :
1. Arsip

SURAT KETERANGAN
Nomor: In.06.3/D.3/PP.009/ 4908 /2015

Assalamu'alaikum, Wr. Wb.

Dekan Fakultas Ilmu Tarbiyah dan Keguruan IAIN Walisongo menerangkan dengan sesungguhnya, bahwa:

Nama	: Wachidatun Ni'mah
Tempat dan tanggal lahir	: Rembang, 23 Februari 1993
NIM	: 113411077
Progam/ Semester/ Tahun	: S1/ VIII/2015
Jurusan	: Pendidikan Bahasa Inggris
Alamat	: Dadapan RT.05 RW.II Sedan, Rembang 59264

Adalah benar-benar telah melakukan kegiatan Ko-Kurikuler dan nilai dari kegiatan masing-masing aspek sebagaimana terlampir.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya. Kepada pihak-pihak yang berkepentingan diharap maklum.

Wassalamu'alaikum, Wr. Wb.

Semarang, 20 Februari 2015
A.n. Dekan,
Wakil Dekan Bidang
Kemahasiswaandan Kerjasama

Dr. H. Fatah Syukur, M.Ag
NIP. 19681212 199403 1 003

PIAGAM

Nomor : In.06.0/L.1/PP.06/1152/2014

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Institut Agama Islam Negeri (IAIN) Walisongo Semarang, menerangkan bahwa:

Nama   : WACHIDATUN NI'MAH

NIM   : 113411077

Fakultas   : Ilmu Tarbiyah dan Keguruan

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Angkatan ke-63 tahun 2014 di Kabupaten Batang dengan nilai :

.........................80........................... (............4,0 / A.................)

Semarang, 2 Desember 2014
A.n. Rektor,
Ketua,

Dr. H. Sholihan, M. Ag.
NIP. 19600604 199403 1 004

Certificate

No: In.06.3/J4/PP.00.9/0395/2015

This is to certify that:

WACHIDATUN NIKMAH

Has taken TOEFL test conducted by the English Language Teaching Department (ELT) of UIN Walisongo Semarang on March 28th, 2015 with the scaled s

Listening Comprehension	Structure & Written Expression	Reading Comprehension	Total Score
54	54	67	583

Siti Tarwiyah, SS., M. Hum.
Head of ELT Department

Students involve in group work.

Students ask question to either teacher or their peers to clarify their understanding.

Students solve the problem in a group work.

Students present their writing.

CURRICULUM VITAE

Name	:	Wachidatun Ni'mah
Place and date of birth	:	Rembang, February 23rd, 1993
Original address	:	Jl. Simpang tiga Sanggarahan, Ds. Dadapan Rt.05 RW.02, Kec. Sedan, Kab. Rembang 54502
Dormitory address	:	Ma'had Al-Jami'ah Walisongo, Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
E-mail	:	wachidatun23@gmail.com

Education :

1. SD Dadapan 02
2. MTs ASSALAM Bangilan
3. MA ASSALAM Bangilan
4. Student of Tarbiyah and Teaching Training Faculty in Walisongo State Islamic University in 2011 period.

Semarang, May 25th, 2015
The Writer,

Wachidatun Ni'mah
NIM. 113411077