



STUDENTS' ABILITY IN WRITING HORTATORY
TEXT AT GRADE X MA SWASTA DARUSSALAM
KAMPUNG BANJIR KABUPATEN
PADANG LAWAS UTARA

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidempuan as a
Partial Fulfillment of Requirements for the Degree of Graduate
Education Scholar (S.Pd) in English*

Written by:

DHARMA SURYA ARIFAH
Reg. Number : 14.203.00021

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN

2021



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Padangsidimpuan

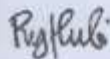
Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary on thesis belongs to **Dharma Surya Arifah**, entitled "**Students' Ability in Writing Hortatory Text at Grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara**" we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduation of Education (S.Pd) in English.

Therefore, we hope that the thesis will soon be examined in front of the thesis examiner team of E. Dept. Of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

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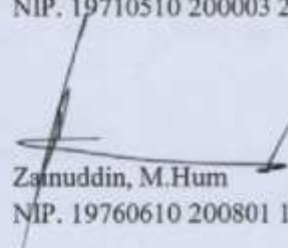

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ABSTRACT

This research described that students' ability in writing hortatory text at grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara. The researcher discovered some of grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara students have difficulties in writing hortatory text. The difficulties are: 1) lack of vocabulary, 2) do not understand grammar, and 3) do not know the generic structure of hortatory text.

The formulation of this research was how is students ability in writing hortatory text at grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara?. Therefore, the purpose of this research is to know students' ability in writing hortatory text at grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara.

The methodology of this research was quantitative research with descriptive method. The population of this research was grade X of MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara. The sample of the research was 25 students (8 students from X-1, 9 students from X-2, and 8 students from X-3). The researcher used random sampling technique to select the sample. To collect the data, the researcher used test. To analyze the data, the researcher used math formula such as: mean, median, and modus. The researcher used Z_{test} in hypothesis testing.

The students' ability in writing hortatory text at grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara was categorized into high category. It can be seen from mean score which has gotten from students' test score, it was 62.4. After the researcher did hypothesis testing, the hypothesis was accepted because $Z_{count} > Z_{table}$ ($9.13 > 0.3264$) by level of significant 0.05 or 5%.

Key Word: Students' Ability, Writing, Hortatory Text.

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Judul : Kemampuan Siswa dalam Menulis Teks Hortatory
di Kelas X MA Swasta Darussalam Kampung Banjar
Kabupaten Padang Lawas Utara.

ABSTRAK

Penelitian ini mendeskripsikan tentang kemampuan siswa dalam menulis teks hortatory di kelas X MA Swasta Darussalam Kampung Banjar Kabupaten Padang Lawas Utara. Peneliti menemukan beberapa siswa kelas X MA Swasta Darussalam Kampung Banjar Kabupaten Padang Lawas Utara yang kesulitan dalam menulis teks hortatory. Kesulitan mereka adalah: 1) penguasaan kosa kata yang kurang, 2) tidak memahami grammar, dan 3) tidak mengetahui susunan umum teks hortatory.

Rumusan masalah penelitian ini adalah bagaimana kemampuan siswa dalam menulis teks hortatory di kelas X MA Swasta Darussalam Kampung Banjar Kabupaten Padang Lawas Utara. Tujuan penelitian ini adalah untuk mengetahui kemampuan siswa dalam menulis teks hortatory di kelas X MA Swasta Darussalam Kampung Banjar Kabupaten Padang Lawas Utara.

Metode penelitian ini menggunakan kuantitatif riset dengan metode deskriptif. Populasi penelitian ini adalah kelas X MA Swasta Darussalam Kampung Banjar Kabupaten Padang Lawas Utara sebanyak 102 siswa. Sampel penelitian ini sebanyak 25 siswa (8 siswa dari kelas X-1, 9 siswa dari kelas X-2, dan 8 siswa dari kelas X-3). Peneliti menggunakan tehnik random sampling untuk menentukan sampel. Untuk mengumpulkan data, peneliti menggunakan test. Untuk menganalisis data, peneliti menggunakan rumus matematika seperti mencari mean, median, dan modus. Peneliti menggunakan Uji Z dalam pengujian hipotesis.

Kemampuan siswa dalam menulis teks hortatory di kelas X MA Swasta Darussalam Kampung Banjar Kabupaten Padang Lawas Utara dikategorikan kedalam kategori tinggi. Hal ini dapat dilihat dari hasil nilai rata-rata tes siswa yaitu 62,4. Setelah peneliti melakukan pengujian hipotesis, hipotesis diterima karena $Z_{hitung} > Z_{tabel}$ pada tabel signifikan 0,05 atau 5% ($9,13 > 0,3264$).

Kata Kunci: Kemampuan Siswa, Menulis, Teks Hortatory.

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Padangsidimpuan, 2021

Reseacher,

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is very important for people, because language is tools to communicate with each other. People need language to express their thinking, feeling, knowlwdge, belief, and behavior. Moreover, with language people will get information. They are the reasons why language must be learned.

English is one subjects that learned by Indonesian students, because English is international language. English is one of languages which used by many people to communicate in the world. Nowadays, English become important inside of life, including education, economic, business, and technology. It is the reason that students must learn English and to sharp their skill in English to follow globalization era.

There are two skills which are taught in teaching and learning English. They are productive skill and receptive skill. Productive skills are writing and speaking. Receptive skills are reading and listening. In this case, the researcher focuses on writing.

Writing is one of productive skills. It is called productive skills because of the writer must produce his or her own ideas. Writing is very important to be

achieved by the students. Because by writing, the students can communicate and express their ideas, opinions and informations in a written form to the readers.

Writing is a process how to generate the letter, words and sentences. Therefore, student must be able to combine the words that easier to understand by human. A good writing should use good vocabulary and structure. it describes a clear ideas and informations and easy to understood by the reader. Writing is made from important components such as contents, vocabularies, grammar, forms, mechanics, style, coherence, topic, and cohesion. The practice of writing must has formulate ideas, organize and sequence points in logical order, select vocabulary, check for grammatical correctness, spell words correctly.

In writing, there are many kinds of text; such as descriptive text, narrative text, recount text, hortatory text, spoof text, report text, explanation text, procedure text, analytical text. In this case, the researcher focus on hortatory text.

Hortatory text is one text which asks somebody or people to do something. In other word, hortatory text is composed to persuade the reders. It srtengthens the point to do and do not like the writer want. To persude the reader, a writer will use explore the arguments to support the writer's idea about the matter. Exposition text has three components. They are thesis, arguments and recomendation.

Based on information from English teacher of grade X MA Swasta Darussalam Kampung Banjir, her students have some difficulties in writing hortatory text. Students' difficulties are lack of vocabulary, do not understand grammar and do not know the generic structure of hortatory text.¹

Based on the explanation above, the researcher interests to do reseach about students' ability in writing hortatory text at grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara.

B. Identification of the Problem

Based on background above, the reseacher has found some students' difficulties in writing hortatory text at grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara. Students' difficulties are luck of vocabulary, do not understand grammar and do not know generic sructure of hortatory text.

C. Limitation of the Problem

Based on identification of the problem above, the researcher focuses on students' ability in writing hotatory text at grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara.

¹Elisna Harahap, English Teacher for Grade X, *Private Interview*, Monday 23th January, 2021 in MA swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara, 09.35 a.m.

D. Defenition of Terminologies

1. Student

A Student is a person who is studying in school for getting the knowledge.

2. Ability

Ability is the quality of being able to perform; a quality that permits or facilitates achievement or accomplishment.

3. Writing

Writing is a process how to generate letter, words, and sentences into a paragraph or text.

4. Hortatory Text

Hortatory or persuasion is a written English text in which the writer persuades people to do or do not something.

So, the title in this reseach “Students’ Ability in Writing Hortatory Text at Grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara means the capability of students X grade MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara in writing hortatory text..

E. Formulation of the Problem

The formulation of the problem in this research is how is students’ ability in writing hortatory text at grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara?

F. Purpose of the Research

Based on formulations of the problem above, The purpose of the research is to know students' ability in writing hortatory text at grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara.

G. Significances of the Research

The significances of the research are:

1. For the Headmaster of MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara to supporting and motivating students and English teacher in learning English.
2. For the English teacher of MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara know students' ability in writing hortatory text at grade X. And English teacher give the solutions for students.
3. Students knew their ability in writing hortatory text.
4. For other researcher, the result of this research is hoped help the other researcher who will conduct futher research in the some topic.

H. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters with detail as follow:

Chapter 1 is introduction; background of the problem, identification of the problem, limitation of the problem, defenition of terminologies, formulations of the problem, purposes of the research, significances of the research, and outline of the thesis.

Chapter II consist of theoritical description about the theory that related to this research.

Chapter III is research methodology;place and time of the research, research design, population and sample, instruments of collecting data, techniques of data analysis.

Chapter IV consist of the result of research; the description of data and limitation of the research.

Chapter V consist of conclusion and suggestion; the conclusion and the suggestoin.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Description

1. Students' Ability

Students' ability comes from two words; students and ability. Student is a person who is studying in education department from elementary school up to university.¹ Then, ability is the mental or physical capacity, power or skill required to do something.²

There many kinds of ability. They are:

a. Flexibility and speed of closure

Flexibility and speed of closure is the ability to hold in mind a particular visual configuration.

b. Fluency

Fluency is the ability to create words, ideas, and verbal expression.

c. Inductive reasoning

Inductive reasoning is the ability to make and test hypothesis directed and discovering connection.

¹ A. S. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p. 1334.

² A. S. Hornby, *Oxford Advanced Learner's dictionary* p. 18.

d. Span memory

Span memory is the ability to repeat back in correct order immediately after presentation.

e. Associative memory

Associative memory is ability to remember relationship between two or more items, or between an item and its context.

f. Number facility

Number facility is the ability to remember and recall number in arithmetic operations.

g. Perceptual speed

Perceptual speed is the ability to compare letter, numbers, objects, pictures, or patterns accurately and completely.

h. Deductive reasoning

Deductive reasoning is the ability to make conclusion from general to specific.

i. Spatial orientation and visualization

Spatial orientation and visualization is the ability to employ images and process visual material in thinking.

j. Verbal comprehension

Verbal comprehension is the ability to comprehend spoken language.

Based on kinds of ability above, the kinds of ability that related to this reseach is fluency. Because of fluency is ability to create word, and ideas. Whereas, this reseach discuss about writing. Writing is create or express words and ideas into paragraph or text.

So, the reseacher concludes that students' ability in this case is ability of students at grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara in writing hortatory text.

2. General Concept of Writing

a. Defenition of Writing

Some experts have different defenition about writing. Nunan defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.³ Then, Yule defines writing as the symbolic representation of a language trough the use of graphic signs.⁴ So, the reseacher concludes that writing is activity in expressing ideas into good paragraph.

³ David Nunan, *Designing Task for the Communicative Classroom*, (Cambridge: Cambridge University Press, 2003), p. 88.

⁴ George Yule, *The Study of Language, Fourth Edition* (New York: Cambridge University Press, 2010), p. 212.

b. Kinds of writing

According to Michael O'Malley and Lorraine, there are 3 kinds of writing. They are:

1) Expository

Expository is the kind of writing to share knowledge and give information, directions, or ideas to the readers. examples of expository include describing events or experiences, analyzing concept, speculating, on causes and effects, developing news idea or relationship. This kind of writing can include a biography about well known person or someone from the write's life. The writer can rely cover a range of thinking skills from simple recall to analysis and synthesis. Expository writing helps the writers integrate new ideas and examine exsisting knowledge.

2) Expressive/narrative

This kind of writing is often based on observations and interpretations. It may include an autobiography incident or reflectionin which a writer describes an occurence in her or his own life. This kind of writing is often used for entertainment, pleasure, discovery or, simply as "fun" writing and can include poems and short plays.

3) Persuasive

This kind of writing is often based on background information, fact and examples the writer uses to support the view in a convincing way. This kind of writing might include evaluation of a book, a movie, a consumer product, or a controversial issues or problem. Writers can also use personal experience or emotional appeals to argue in support of their view.⁵

Based on kinds of writing above, the reseacher concluded that the kinds of writing which is related to this reseach is persussive. Because this reseach discuss about hortatory text. Whereas, hortatory text is one which text persuades the readers or listeners to do or do not something.

c. The Characteristics Writing

Some characteristics of written language from persfective of a reader described below. Let us review those from a writer's view point.

1) Permanence

One something is written down and delivered in its final form to its intended audience, the writer abdicates a ceratain power: power to emend, to clarify, to with draw whatever you can do as a teacher ang guide and facilitator to help your students to revise and refine their work before final submission will help to give them compidence in their work.

2) Production time

The good news is given appropriate streches of time, a writer can indeed become a good writer by developing effecient process for

⁵ J. Michael O'Malley, *Authentic Assesment for English Language Learner*, (USA: Addison Wesley Publishing, 1996), p. 137.

achieving the final product. One of your goals, especially if you are teaching in an EAP context, would be to train your students to make the best possible use of such time limitations. This may mean sacrificing some process writing, you can help your students to deal with time limitations.

- 3) Distance
Distance factor requires what I have called cognitive empathy, in good writers can read their own writing from perspective of the mind of the targeted audience. Writer need to be able to predict the audience's general knowledge, cultural, literary schemata, and specific subject matter knowledge, and very importantly, how their choice of language will be interpreted.
- 4) Orthography
Everything from simple greetings to extremely complex idea is captured through the manipulation of a few dozen letters and written symbols. Sometimes, we take for granted the mastering of the mechanics of English writing by our students.
- 5) Complexity
Writer must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.
- 6) Vocabulary
Writing places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.
- 7) Formality
Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ELS students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend and argue.⁶

Based on the explanation above, the researcher concluded there are 7 characteristics of writing. They are: permanence, production time, distance, orthography, complexity, vocabulary, and formality.

⁶ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco: State University, 2001), p. 305

d. Purposes of Writing

There are some purpose of writing:

1) To inform

The most common writing purpose is to inform what people write in their writing. People often present information in their writing.

2) To persuade

People sometimes write to make someone do or believe something by giving the reason.

3) To express

People write almost everything includes their self-expression. Writing also provides opportunity to show their personality.

4) To entertain

Writing is also able to entertain. By reading the funny story writing, people may laugh and it can really entertain someone with the purpose.⁷

Based on the purpose of writing above, the researcher concludes that the purposes of writing as follow:

1) To give information and knowledge to the readers.

2) To make sure the readers about the truth of idea

⁷ James A Reinking, and Andrew W. Hart, *Strategies for Succesful Writing*, (New Jersey: Prentice Hall, 1986), p. 4.

- 3) To persuade the reader.
- 4) To entertain the reader.

In this research, the research focuses to write Hortatory Text. Hortatory Text is written text that is intended to explain something should or should not happen or be done to the readers. So, the purpose of writing Hortatory text is to persuade the reader.

e. Process of Writing

After knowing the purpose of writing, we have to know about the process of writing. It will make our writing being better. If someone wants to write and make a good writing, he or she has to know the process of writing. Alice Oshima states that there are four process of writing, they are: prewriting, organizing, writing, and polishing. The explanation can be seen below:⁸

1) Prewriting

Prewriting is the way to get ideas, to choose a topic, and collect ideas to explain the topic. In prewriting, there are some technique can be used in prewriting. But in case will be used is listing listing is the prewriting technique. Here, the students write the topic at the top peace of paper then they write the ideas of the topic.

⁸Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (London: Pearson Longman, 1988), p. 16-18.

2) Organizing

Organizing is writing process to organize the ideas into simple outline. Here, the students write topic sentence then they give more information about the topic sentence or write supporting sentence.

3) Writing

Writing is the next step to write a rough draft, using the outline as guide. Write a rough draft as pass as possible without stopping and do not think about the grammar, punctuation or spelling. Just write down the ideas on paper. Later, you will fix the errors later.

4) Polishing

There are two steps in polishing, they are revising and editing. The first, revising is to attack the big issues of content organization. The second, editing is to make smaller issues and repair about grammar, punctuation, and mechanics.

f. Assesment of writing

There are some components of writing assesment:

1) Grammar

Grammar is the part of the study of language which deals with forms structure of words, with their customary arrangement in pharase and sentence and often with language sounds and word meanings.

2) Vocabulary

Vocabulary in Victoria Neufelt is defined as an interrelated non-verbal system, symbol, signs, gesture, etc. It simply understood as all the words that writer uses in writing.

3) Mechanics

This criterion is talk about punctuation and spelling of the writing. In good writing is correct use of English writing conventions: left and right margins, all needed capital, paragraph intend, punctuation, and spelling.

4) Fluency

In fluency of writing must be consistence between choice of structures with vocabulary and also both of them must be appropriate.

5) Form (organization)

In writing activity, organization is one main assessments in writing ability. This criteria is identify introduction, body, and conclusion of writing task.⁹

Based on explanation above, the reseacher concluded there are 5 components of writing assesment. They are: grammar, vocabulary, mechanics, fluency, and form.

g. Text Genre

a. Defenition of Text Genre

According to Halliday, text is not grouped of words but as a semantic unit.¹⁰ It means text is not consist of words but text is has meaning and message comprehending. And, according to Hartono, text is a unit of meaning which is coherent and appropriate for its context.¹¹ Its mean text is conduct of several pragraph that has meaning and arranged relate with the content. Based on explanation above, text is the writer's tool for informing message and meaning to the reader.

Genre is used to refer to particular text-type, not to traditional varieties of literature. It is a type or kind of text.

⁹ Arthur Hughes, *Testing for Language Teacher*, (New York: Cambridge University Press, 1990), p. 91

¹⁰ M. A. Halliday, *An Introduction to Functinal Grammar*, (London: Oxford University, 2004), p.10

¹¹ Rudi Hartono, *Genre Based Writing*, (Semarang Unnes, 2005), http://www.academia.edu/6464_Based_writing.

Defined in terms of its social aim; also the level of context dealing with social aim.¹² According to Pardiyo, genre is a text that serves as a pattern of reference so that the text can be generated effectively. In this case, effectiveness can be seen from accurate purpose, choosing and arranging the element of text, and using of grammar accurately.¹³

Based on explanation above, the researcher concludes that genre is kind of text based on social aim, choosing and arranging element of text, and using grammar.

b. Types of Genre

According Pardiyo, there are types of genre:

1) Description

Description is a text that explain or describe character, form or quantity of human, animal and thing.

2) Recount

Recount is a text that telling to the readers about one story, action, experiences in the past.

¹²Rudi Hartono, *Genre Based Writing*,.....p. 6.

¹³ Pardiyo, *Pasti Bisa! Teaching Genre Based Writing*, (Yogyakarta: CV. Andi Offset, 2007), p. 2.

3) Narration

Narration is a text that story with complication or problematic events and its tries to find the resolutions to solve problem.

4) Procedure

Procedure is a text that is designed to describe how something is achieved through a sequence of actions or steps.

5) Explanation

Expalanation is a text tells to the reader how something works or why something happens. Expalanation detail and logically describe the stages in process, such as the water cycle or how a steam engine works.

6) Discussion

Discussion is a text which presents a problematic discourse. This problem will be discussed from different point of view.

7) Exposition

Exposition is a text that elaborates the writer's ideas about the phenomenon sorrounding. Exposition divided to two kinds. They are analytical exposition text and hortatory exposition text.

8) News item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

9) Information Report

Information report is a text that describes something in general. Every text has social function. Social function of information report is to present information about something in general.

10) Anecdote

Anecdote is a text which retells funny and unusual incidents in fact or imagination.

11) Review

Review is the text that consist of an evaluation of a publication, such as a book, movie, video game, musical composition, a piece of hardware like a car, home appliance, computer, event or performance such as a live music concert, and musical theatre show or dance show.¹⁴

Based on explanation above, the researcher concludes that there 11 kinds of genre. They are: description, narration, recount, explanation, procedure, news item, information report, anecdote,

¹⁴ Pardiyono, Pasti Bisa! *Teaching Genre-Based Writing*,.....p

review, discussion, and exposition. Exposition divided 2 kind. They are analytical and hortatory. In this reseach, the reseacher focuses on hortatory text.

3. Hortatory Text

a. Defenition of Hortatory Text

Hortatory or persuassion text is a written English text in which the writer persuades people that something should or should not be case.¹⁵ In addition, hortatory text is a text type clearly focusing learners on the purpose of argument: putting forward a viewpoint and providing evidence to support it.¹⁶

Based on defenitions above, the reseacher concluded that hortatory text is informing arguments to persuade people to do or do not something.

b. Generic Structure of Hortatory Text

Generic structure of Hortatory text consists of thesis, arguments, and recomendation. They will be explained beleow:

- 1) Thesis: first part in write this text. The writer writes a topic will be informed.
- 2) Arguments: they consist of fact to support statement in the thesis.

¹⁵ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 111.

¹⁶ Knapp and Watskin, *Genre, Text, Grammar: Technologies for Teaching Assesing Writing*, (Sydney: UNSW Press, 2005), p. 191.

- 3) Recommendation: statement of what should or should not happen or be done based on the given argument.¹⁷

c. Dominant Grammatical Aspect

- 1) Focus on generic human non-human participant, except for speaker or writer referring to self
- 2) Use of
 - a) Mental process: to state what write thinks or feels about issue e.g. realize, feel, appreciate
 - b) Material process: to state what happened e.g. is polluting, drive, travel, spend, should be treated
 - c) Relatinal process: to state what is or should be e.g. doesn't seem to have been, is
 - d) Use of simple present tense.¹⁸

d. Example of Hortatory Text

Example of hortatory text can be seen as follow:

Behavior

Thesis

Every student should know how to behave both at home and at school. For example, we must respect our parents, our neighbours, and our teacher. We must try not do things that will make them happy. We must try be good friend with each other. We must try to become good persons. In order to do so, we often have to follow certain things.

Argument

Therefore, there are rules that every students must follow at school. For example, we must come to school on time. We must not skip classes without permission of the teacher or the teacher on picket. We must not smoke cigarettes at school. We must not fight. Sometimes, we must wear a uniform go to school. If we follow these regulations, it means that we have become good members of the school.

¹⁷ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, p. 111.

¹⁸ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, p. 111-112.

Similarly, we must behave well at home. When we pass in front of person, we say “excuse me” or some other greetings. For example, many muslims people say “assalamua’alaikum” when they meet each other. There are many other ways to say when we meet our friends or neighbours. Just like what we do at school, we must show good conducts at home. We must not do things that would disturb our neighbours. We must always remember that we become good members of the society.

Recomendation

In short, there are certain values that we must have to become good person. A value is a good thing to follow. For example, “young people must respect older people” is a value. If we observe this value, we will get a reward. If we respect other people, then other people will respect us. This is a reward. In the same way, if we are polite towards other people, then other will be polite towards us. If everybody observes our good values, we will have a good society.¹⁹

B. Review of Related Finding

There were some related findings to this research about writing Hortatory Text:

First, researched by Dwi Setyawan. In his research, the purpose of this research was to find out the students’ ability in writing hortatory text at class XI SMA YLPI Perhentian Marpoyan Pekanbaru. The sample of the research was the students of SMA YLPI Perhentian Marpoyan Pekanbaru. There were 76 students as the sample of the research. They were class XI IPS1, XI IPS2, and XI IPA. The instrument of the research was the writing test that inquired the students to write a

¹⁹Bambang Sugeng, *Contextual English*, (Surakarta: Platinum, 2014), p. 31.

hortatory text. The test was analyzed by two different raters. It can be concluded that the level of ability of the second year students of SMA YLPI Perhentian Marpoyan Pekanbaru in writing hortatory text was in meanscore 55.26%.²⁰

Second, researched by Sri Wahyuni. This research represents the descriptive research to describe ability of eleventh grade students at SMA Negeri 14 Pekanbaru in writing hortatory text. The population was 210 students. In this research, the researcher used cluster random sampling technique to select sample. And the total of the sample of this research amount to 30 students. The data was collected through writing test, where the students were asked to write hortatory text based on topics that were provided by researcher of this research. The was done around 90 minutes to write hortatory text. The result of this research showed that the students' ability in writing hortatory text at SMA Negeri 14 Pekanbaru meanscore 60.65 and it was categorized into enough.²¹

Third, researched by Aida Asti Adekayanti. This research is aimed at finding out the students' ability and difficulties writing hortatory text. The issues investigated were whether the students find difficulties in writing hortatory text. By applying the descriptive quantitative method, the researcher identify the students' ability in writing hortatory text of grade XI SMAN 1 Labuapi in academic year 2017/2018 by collecting writing test. the result of research reveals

²⁰ Dwi Setyawan, "A Study on Students' Ability in Writing Hortatory Text at Gade XI SMA YLPI Perhentian Marpoyan Pekanbaru", (<http://ejournal.polbeng.ac.id/index.php/IJ/article/view/11>, accessed at June 6, 2021 retrived on 8.20 pm).

²¹ Sri Wahyuni, Students Ability in Writing Hortatory Text at Grade XI SMA Negeri 14 Pekanbaru, (<http://journal.uir.ac.id/index.php/jshmic/article/view/537/>, accsed at June 6, 2021 retrieved on 9.03 pm).

that average writing achievement was 45.23. it catrgorized into poor level. Based on data, students' diffulties in writing hortatory text are they were unable to use the generic structure, lack of vocabulary, and also they were unable using appropriate spelling, punctuation, capitalization.²²

So, based on previous reseach above, the reseacher concluded that two previous reseachs and this reseach are similar reseach, but the result and objects are different. Meanwhile, this reseach investigated in writing hortatory text. The reseacher described how students' ability in writing hortatory text at grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara.

C. Hypothesis

The hypothesis is needed to show the researcher's thinking and expectation outcomes of the research. The hypothesis of this reseach stated that: "students' ability in writing hortatory text at grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara is high category".

²² Aida Asti Adekayanti, An Analysis of Students' Ability in Writing Hortaory Text: A Study at The Eleventh Grade Students of SMAN 1 Labuapiin Academic Year 2017/2018, http://eprints.Unram.ac.id/10525/1/JOURNAL_AIDA_%20ASTI_%20ADEKAYANTI_20E1D014003.pdf. accessed at September 23, 2021, 10.30 pm.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research conducted at MA Swasta Darussalam Kampung Banjar Kabupaten Padang Lawas Utara. It is located at Street. K. Hajar Dewantara, LingkunganVII Kampung Banjar, Kelurahan Pasar Gunungtua, Sub-district Padang Bolak, Regency Padang Lawas Utara, Province North Sumatera, Indonesia. The schedule of the research is started on January 2021 up to June 2021.

B. Research Design

This research used quantitative research with descriptive method. Quantitative research is based on collect and analysis data by numeral, usually obtained from questionnaires, test, checklist, and other formal paper.¹ According to Babbie, quantitative research is deals in number, logic, and the objective, unchanging static data, and detailed, convergent reasoning rather than divergent reasoning.² And according to A.S. Hornby descriptive is giving description about something.³

¹ L.R. Gay and Peter Arisian, *Education Research Competencies for Analysis and Application*, (USA: New Jersey, 2000), p. 279.

² Babbie, Earl R, *The Practice of Social Research*, (Belmont, CA: Wadsworth Cengage, 2010), p. 12

³ A. S. Hornby, *Oxford Advanced Learners's Dictionary*, (New York: Oxford University Press, 2000), p. 314.

Based on explanation above, the researcher concluded that quantitative research with descriptive method is describe the data collection by number. And in this case, the researcher too concuded that descripteve method used to describe the students' ability in writing hortatory text at grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara.

Based on expalanition above, the descriptive method is used to describe students' ability in writing Hortatory Text at grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara by using number.

C. Population and Sample

1. Population

The population as the data sources of this research are oll of X grade students MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara consist of three classes. It can be seen in the following table:

Table 1
Population of X grade of MA Swasta Darussalam Kampung Banjir
KabupatenPadang Lawas Utara

| No | Class | Total Students |
|--------------|-------|----------------|
| 1 | X-1 | 34 |
| 2 | X-2 | 36 |
| 3 | X-3 | 32 |
| Total | | 102 |

2. Sample

The sampling strategy that used in this reseach is random sampling. Random sampling is the process of selecting a sample in such as a way that all invidual in the defined population have an equal and idependent chance of being selectedd for the sample.

To get sample of the reseach, the reseacher taken opinion of Suharsimi Arikunto. He stated that “if the population more than 100, it is be better to take sample”. If population more than 100, sample can be take around 10-15% or 20-25% from the population.⁴ The population of the reseach is 102 students. So, the reseacher take 25% from students, it about 25 students. So, sample in this reseach 25 students. The reseacher takes 8 students from class X-1, 9 students from class X-2, and 8 students from class X-3. It can be seen in the following table:

Table 2
Sample of Reseach

| No | Class | Students |
|--------------|-------|-----------|
| 1 | X-1 | 8 |
| 2 | X-2 | 9 |
| 3 | X-3 | 8 |
| Total | | 25 |

⁴ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan dan Praktik*, (Jakarta: Rineka Cipta, 2013), p. 112.

D. Instrument of Collecting Data

In this research, the instrument for collecting data was test. As stated by H. Douglas Brown that “ test is a method of measuring a person’s ability, knowledge, or performance in a given domain.”⁵ Test of this research is written test. The researcher asked the students to write Hortatory Text. The researcher give the test with a topic about Corona Virus Disease 2019 (covid-19). Then, the researcher divided the score into five criterias. They are score of grammar, vocabulary, mechanics, fluency, and form (organization). It can be described as follow:

Table 3
Indicators of Writing

| NO | Aspect | Indicators | Score |
|----|---------|--|-------|
| 1 | Grammar | Few if any noticeable errors of grammar or word error | 20 |
| | | Some error of grammar or word which do not however, interfere with comprehension | 15 |
| | | Error of grammar of word order fairly, frequent occasional re-reading necessary for full comprehension | 10 |
| | | Error of grammar of word order frequent; efforts of interpretation sometimes required an reader’s part | 5 |

⁵ H. Douglas Brown, *Language Assesment Principles and Classroom Practices*, (New York: Pearson Education, 2004), p. 3.

| No | Aspect | Indicators | Score |
|----|------------|---|-------|
| 2 | Vocabulary | Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer | 20 |
| | | Occasionally uses inappropriate terms or relies in circumlocution: expression of ideas maybe limited because of inadequate vocabulary | 15 |
| | | Use of inappropriate words fairly frequently expression of ideas may be limited because of inadequate vocabulary | 10 |
| | | Limited vocabulary and frequent errors clearly hinder expression of ideas | 5 |
| 3 | Mechanics | Few if any noticeable lapses in punctuation or spelling | 20 |
| | | Occasional lapses in punctuation or spelling which do not, however interfere with comprehension | 15 |
| | | Error in punctuation and spelling fairly frequent occasional re-reading necessary for full comprehension | 10 |
| | | Frequent error in spelling and punctuation sometime to obscurity | 5 |
| 4 | Fluency | Choice of structures and vocabulary consistently appropriate; like that of educated native writer | 20 |
| | | Occasional lack of consistency in choice of structure and vocabulary which does not | 15 |
| | | Partly with some structures or vocabulary items noticeable inappropriate to general items | 10 |
| | | Structure of vocabulary items sometimes not only inappropriate but also misuses little sense of easy communication | 5 |

| No | Aspect | Indicators | Score |
|----|--------|--|-------|
| 5 | Form | Highly organized clear progression of ideas well linked like educated native writer | 20 |
| | | Material well organized could occasionally be clearly but communication not impaired | 15 |
| | | Some lack of organization re-reading required for clarification for ideas | 10 |
| | | Little or no attempt at connectivity trough reader can deduce some organization. | 5 |

E. The Technique of Data Collection

The technique of data collection of this research described as follow:

1. Explaining about Hortatory Text
2. Preparing the test
3. Explaining direction of the test.
4. Determining time of doing the test. the time is 60 minutes.
5. Giving chance to students to answer the test
6. Collecting the students' answer sheet to correct.

F. Validity of The Test

Validity is the important one measuring in a reseach process. Validity is important in all forms reseach and all types of test and measures in some situations, a test or instrument is used to make number different interpretation.

In this reseach, the reseacher uses test as instrument. To make sure that the test have been avialiable for students, the reseacher uses construct validity. Construct validity is used to know that the test is valid or not by using expert

judgment such as advisor. So, to valid the test, the reseacher using expert judgment to make it valid. The reseacher asked to the advisor, she thinks that the test is valid.

G. Technique of Data Analysis

After the data has been collected, the researcher analyzed the result of the test with math formula as follow:

1. To know range of the data, the formula is:

$$\text{Range} = \text{highest score} - \text{lowest score}$$

2. To know the total of classes (BK), the formula:

$$1 + 3,3\log(n)$$

Where:

n = all the data

3. To know inteval, the formula is:

$$\frac{\text{Range}}{\text{BK}}$$

4. To know mean score, the formula is:

$$M = \frac{\sum fi.xi}{\sum xi}$$

Where:

$\sum fixi$ = sum of data

$\sum xi$ = all the data

5. To know median, the formula is:

$$Me = b + p\left(\frac{\frac{n}{2}}{f} - F\right)$$

Where:

b = lower limit of the median class

p = length of interval class

n = all the data

f = frequency of the median class

F = the sum of all frequencies with the class sign is less than the
median class sign.

6. To know modus, the formula is:

$$Mo = b + p\left(\frac{b1}{b1+b2}\right)$$

Where =

b = the interval class with the most frequency

p = length of interval class

b_1 = Frequency of modus class minus frequency before.

b_2 = frequency of modus class minus frequency after.

7. Description data, it is done to describe or interpretation of data that have been collected systematically.
8. After scoring and calculating the students' answer test, then the students' score were interpretation into the criteria on the table below:

Table 4
Classification Quality of Students' Score

| No | Percentage | Criteria |
|----|------------|------------------------|
| 1 | 0% - 20% | Very low |
| 2 | 21% - 40% | Low |
| 3 | 41% - 60% | Enough |
| 4 | 61% - 80% | High |
| 5 | 81% - 100% | Very high ⁶ |

1. If the value of mean score is 0% - 20%, it can be categorized into very low.
2. If the value of mean score is 21% - 40%, it can be categorized into low.

⁶Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta, 2005). P. 89.

3. If the value of mean score is 41% - 60%, it can be categorized into enough.
 4. If the value of mean score is 61% - 80%, it can be categorized into high.
 5. If the value of mean score is 81% - 100%, it can be categorized into very high.
9. After the researcher got the data, it would enter in test hypothesis with the formula as following:

Z-Test

$$Z = \frac{\frac{x}{n} - p}{\sqrt{p \frac{(1-p)}{n}}}$$

x = data that includes hypothesis categories

n = all the data

p = hypothesis proportion⁷

⁷Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan*, (Medan: Perdana Publishing, 2015), p. 80.

CHAPTER IV

RESULT OF THE RESEACH

This chapter presents the reseach result, in order to know students' ability in writing hortatory text at grade X MA Swasta Darussalam Kampung Banjar Kabupaten Padang Lawas Utara.

A. The Description of Students' Ability in Writing Hortatory Text at Grade X MA Swasta Darussalam Kampung Banjar Kabupaten Padang Lawas Utara.

After testing the students by instrument of the reseach, the result of students' score in writing hortatory text at grade X MA Swasta Darussalam Kampung Banjar Kabupaten Padang Lawas Utara can be seen as the table below:

Table 5
Students' Score in Writing Hortatory Text

| NO | Students' Initial Name | Score |
|-----------|-------------------------------|--------------|
| 1 | A | 55 |
| 2 | AH | 55 |
| 3 | AK | 70 |
| 4 | AMR | 55 |
| 5 | AMS | 65 |
| 6 | AN | 55 |
| 7 | APS | 70 |

| No | Student's Initial Name | Score |
|--------------------|------------------------|--------------|
| 8 | AR | 60 |
| 9 | AY | 70 |
| 10 | DK | 65 |
| 11 | DP | 70 |
| 12 | DS | 60 |
| 13 | DSH | 60 |
| 14 | DSH | 55 |
| 15 | E | 60 |
| 16 | EDR | 60 |
| 17 | EH | 70 |
| 18 | EKP | 65 |
| 19 | EM | 65 |
| 20 | FF | 65 |
| 21 | FH | 55 |
| 22 | FWH | 40 |
| 23 | HS | 45 |
| 24 | NA | 60 |
| 25 | SA | 60 |
| Total Score | | 1,510 |

From the table above, the researcher has calculated the data by using statistic count. It can be seen below:

Table 6
The Resume of Variable Score in Writing Hortatory Text

| No | Statistic | Variable |
|----|---------------|----------|
| 1 | Highest score | 70 |
| 2 | Lowest score | 40 |
| 3 | Mean | 62.4 |
| 4 | Median | 62.7 |
| 5 | Modus | 61.15 |

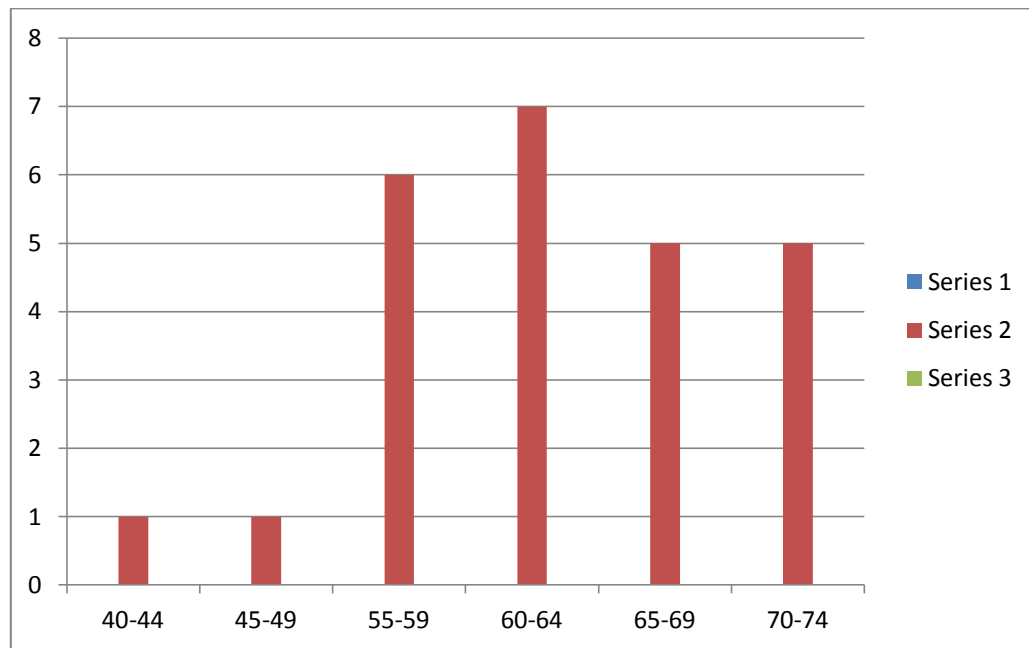
Based on the table above, it can be known that student's highest score was 70 and student's lowest score was 40. From the data, researcher calculated that the mean score was 62.4, median is 62.7, and modus was 61.15 (it can be seen in appendix 3).

Then, the researcher computed students' score into frequency distribution. It could be known there was 1 student has 40 up to 44 score,(4%) there was 1 student has 45 up to 49 score (4%), there was no student has 50 up to 54 score (0%), there were 6 students have 55 up to 59 score (24%), and there were 7 students have 60 up to 64 score (28%), there were 5 students have 65 up to 69 score (20%), and there were 5 students have 70 up to 74 score (20%). It can be seen in table below:

Table 7
The Frequency Distribution in Writing Hortatory Text

| Interval Class | Frequency | Percentage |
|-----------------------|------------------|-------------------|
| 40 – 44 | 1 | 4% |
| 45 – 49 | 1 | 4% |
| 50 – 54 | 0 | 0% |
| 55 – 59 | 6 | 24% |
| 60 – 64 | 7 | 28% |
| 65 – 69 | 5 | 20% |
| 70 – 74 | 5 | 20% |
| | 25 | 100% |

In order to get description of the data clearly and completely, the researcher presents them into followed histogram:

Figure 1**Data Description of Students' Ability in Writing Hortatory Text**

From histogram above, students' score from 40 up to 44 was 1 student, students' score from 45 up to 49 was 1 student, students' score from 50 up to 54 was nothing, students' score from 55 up to 59 was 6 students, students' score from 60 up to 64 was 7 students, students' score from 65 up to 69 was 5 students, and students' score from 70 up to 74 was 5 students.

Table 8
Classification Ability of Students' Score

| No | Percentage | Criteria |
|----|------------|------------------------|
| 1 | 0% - 20% | Very low |
| 2 | 21% - 40% | Low |
| 3 | 41% - 60% | Enough |
| 4 | 61% - 80% | High |
| 5 | 81% - 100% | Very high ¹ |

Based on classification ability above, the cumulative score is 62.4%. So, it could be categorized that students' ability in writing hortatory text at grade X MA Swasta darussalam Kampung Banjir Kabupaten Padang Lawas Utara is high category.

B. Hypothesis Testing

The hypotesis of the reseach is students' ability in writing hortatory text at grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara was high category. To test hypothesis, the reseacher using Z-test. It could see by formula below:

¹ Riduan, *Belajar Mudah untuk Guru-Karyawan dan Peneliti*,.....p.89.

$$Z_{\text{count}} = \frac{\frac{x}{n} - p}{\sqrt{p \frac{(1-p)}{n}}}$$

$$Z = \frac{\frac{10}{25} - 0.61}{\sqrt{0.61 \frac{(1-0.61)}{25}}}$$

$$= \frac{0.4 - 0.61}{\sqrt{\frac{0.61(0.39)}{25}}}$$

$$= \frac{0.21}{\sqrt{\frac{0.23}{25}}}$$

$$= \frac{0.21}{\sqrt{0.046}} = \frac{0.21}{0.023}$$

$$= 9.13$$

$$Z_{\text{table}} = Z_{(1/2\alpha)}$$

$$\alpha = 0.05$$

$$Z = 1/2 \cdot 0.05 = 0.025.$$

$$Z_{\text{count}} > Z_{\text{table}} = 9.13 > 0.025$$

Based calculation above, it can be concluded that Z_{count} is more than Z_{table} by level of significance 5% (0.05). So, from the result above, the researcher concluded that the hypothesis is accepted.

C. Discussion

After analyzing the data, it has known that students' ability in writing hortatory text at grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara was high category. It can be seen from mean score 62.4 (appendix 3). This result research different with result some reseacher before that had done by:

first, Dwi Setyawan. Result of his reseach was the level of ability of the second year students of SMA YLPI Perhentian Marpoyan Pekanbaru in witing hortatory text was in mean score 55.26%. it categorized into enough category..²

Second, Sri Wahyuni. Her result reseach was the students' ability in writing hortatory text at SMA Negeri 14 Pekanbaru meanscore 60.65 and it was categotized into enough category. ³

Third, Aida Asti Adekayanti. By applying the descriptive quantiatative method, the reseacher identify the students' ability in writing hortatory text of grade XI SMAN 1 Labuapi in academic year 2017/2018 by collecting writing test. the result of reseach reveals that average writing achievement was 45.23. it catrgorized into poor level. Based on data, students' diffulties in writing hortatory text are they were unable to use the generic structure, lack of

² Dwi Setyawan, "A Study on Students' Ability in Writing Hortatory Text at Gade XI SMA YLPI Perhentian Marpoyan Pekanbaru", (<http://ejournal.polbeng.ac.id/index.php/IJ/article/view/11>, accessed at June 6, 2021 retrived on 8.20 pm).

³Sri Wahyuni, Students Ability in Writing Hortatory Text at Grade XI SMA Negeri 14 Pekanbaru, (<http://journal.uir.ac.id/index.php/jshmic/article/view/537/>, accssed at June 6, 2021 retrieved on 9.03 pm).

vocabulary, and also they were unable using appropriate spelling, punctuation, capitalization.⁴

Based on the result of each the reseachers above, the reseacher concluded that students' ability in writing hortatory text done by 4 reseachers was different category.

D. Threats of the Reseach

There are some threats of the reseach that found by reseacher. They are:

1. The sample were noisy in testing process. Some of them talked to their friend and some of them did something outside the reseach's rule.
2. The reseacher has threat in calculated the data because luck of math formula especially for getting mean, median, and modus. The reseacher have to study them to math education department student

⁴ Aida Asti Adekayanti, An Analysis of Students' Ability in Writing Hortaory Text: A Study at The Eleventh Grade Students of SMAN 1 Labuapiin Academic Year 2017/2018, http://eprints.Unram.ac.id/10525/1/JOURNAL_AIDA_%20ASTI_%20ADEKAYANTI_20E1D014003.pdf. accessed at September 23, 2021, 10.30 pm.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After collecting data, the researcher concluded that the result of this research was students' ability in writing hortatory text at grade X MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara was high category. It can be seen from the mean score 62.4.

The hypothesis of research was students' ability in writing hortatory text was high category. After the researcher did hypothesis testing, the hypothesis was accepted. Because of $Z_{\text{count}} > Z_{\text{table}}$ ($9.13 > 0.3264$) by level of significant 0.005 or 5%.

B. Suggestion

Based on conclusion above, the researcher want to give suggestion:

1. For the Headmaster of MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara to motive the English teacher to be better in teaching hortatory text.
2. For the English teacher of MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara, to be strategics, creative and innovative teacher in teaching English, especially teaching hortatory text.
3. For students of MA Swasta Darussalam Kampung Banjir Kabupaten Padang Lawas Utara especially X grade, to study again about hortatory text.

4. For the next reseacher, this reseach will help the other reseacher who will conduct futher reseach in the same topic.

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CURRICULUM VITAE

A. Identity

Name : Dharma Surya Arifah
Register Number : 14 203 00021
Place and Date of Birth : Gunungtua, 26 March 1996
Sex : Female
Religion : Moeslim
Address : Lingkungan 1 Tobat Partimbakoan
Kel. Pasar Gunungtua Kec. Padang Bolak
Kab. Padang Lawas Utara

B. Parents

Father's Name : Alm. Abdul Helli
Mother's Name : Dra. Nursaripa Harahap

C. Educational Background

1. Graduated from SD Negeri 3 Gunungtua (2008)
2. Graduated from MTs Swasta Darussalam Kampung Banjir (2011)
3. Graduated from MA Swasta Darussalam Kampung Banjir (2014)
4. Student of English Educational Department in Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan (2014 – 2021).

APPENDIX 2**DESCRIPTION OF STUDENTS' SCORE IN WRITING HORTATORY TEXT**

| NO | Students' Name Initial | Indicators | | | | | Total Score |
|----|------------------------|------------|------------|-----------|---------|------|-------------|
| | | Grammar | Vocabulary | Mechanics | Fluency | Form | |
| 1 | A | 10 | 10 | 15 | 10 | 10 | 55 |
| 2 | AH | 10 | 10 | 10 | 15 | 10 | 55 |
| 3 | AK | 10 | 15 | 15 | 15 | 15 | 70 |
| 4 | AMR | 10 | 10 | 10 | 15 | 10 | 55 |
| 5 | AMS | 10 | 10 | 15 | 15 | 15 | 65 |
| 6 | AN | 5 | 10 | 15 | 10 | 15 | 55 |
| 7 | APS | 15 | 10 | 15 | 15 | 15 | 70 |
| 8 | AR | 10 | 10 | 15 | 15 | 10 | 60 |
| 9 | AY | 15 | 15 | 10 | 15 | 15 | 70 |
| 10 | DK | 15 | 10 | 10 | 15 | 15 | 65 |

| | | | | | | | |
|--------------------|-----|----|----|----|----|----|--------------|
| 11 | DP | 15 | 10 | 15 | 15 | 15 | 70 |
| 12 | DS | 10 | 10 | 15 | 10 | 15 | 60 |
| 13 | DSH | 10 | 10 | 15 | 10 | 15 | 60 |
| 14 | DSH | 10 | 10 | 15 | 10 | 10 | 60 |
| 15 | E | 10 | 15 | 10 | 15 | 10 | 60 |
| 16 | EDR | 10 | 10 | 15 | 15 | 10 | 60 |
| 17 | EH | 15 | 10 | 15 | 15 | 15 | 70 |
| 18 | EKP | 10 | 15 | 15 | 10 | 15 | 65 |
| 19 | EM | 10 | 10 | 15 | 15 | 15 | 65 |
| 20 | FF | 10 | 10 | 15 | 15 | 15 | 65 |
| 21 | FH | 10 | 10 | 15 | 10 | 10 | 55 |
| 22 | FWH | 5 | 10 | 10 | 10 | 5 | 40 |
| 23 | HS | 10 | 5 | 10 | 10 | 10 | 45 |
| 24 | NH | 10 | 15 | 10 | 15 | 10 | 60 |
| 25 | SA | 10 | 10 | 15 | 10 | 15 | 60 |
| Total Score | | | | | | | 1,510 |

APPENDIX 3

DESCRIPTION DATA USING MATH FORMULA

1. The score of students in writing hortatory text from lowest score to highest score.

| | | | | |
|----|----|----|----|---|
| 40 | 45 | 55 | 55 | 5 |
| | | | | 5 |
| 55 | 55 | 55 | 60 | 6 |
| | | | | 0 |
| 60 | 60 | 60 | 60 | 6 |
| | | | | 0 |
| 65 | 65 | 65 | 65 | 6 |
| | | | | 5 |
| 70 | 70 | 70 | 70 | 7 |
| | | | | 0 |

a. The lowest score is **40**

b. The highest score is **70**

2. **Range = $R = X_h - X_l$**

R = highest score – lowest score

$$R = 70 - 40$$

$$R = 30$$

3. **Total of class (BK) = $1 + 3.3 \log (n)$**

$$= 1 + 3.3 \log (25)$$

$$= 1 + 3.3 (1.414)$$

$$= 1 + 4.669$$

$$= 5.669$$

$$= 6$$

$$4. \text{ Interval class } = i = \frac{R}{BK}$$

$$= i = \frac{30}{6}$$

$$= i = 5$$

5. Mean Score

| Interval Class | Frequency (f_i) | x_i | $f_i \cdot x_i$ |
|-------------------|------------------------|-------|-----------------|
| 40 - 44 | 1 | 42 | 42 |
| 45 - 49 | 1 | 47 | 47 |
| 50 - 54 | 0 | 0 | 0 |
| 55 - 59 | 6 | 57 | 342 |
| 60 - 64 | 7 | 62 | 434 |
| 65 - 69 | 5 | 67 | 335 |
| 70 - 74 | 5 | 72 | 360 |

| | | | |
|--|----|--|-----|
| | | | 0 |
| | 25 | | 1,5 |
| | | | 60 |

$$\begin{aligned} \text{Mean} &= \frac{f \cdot x_i}{x_i} \\ &= \frac{1.560}{25} \\ &= 62.4 \end{aligned}$$

6. Median

| Interval Class | Frequency (F) | <i>f</i> |
|-------------------|------------------|----------|
| 40 - 44 | 1 | 1 |
| 45 - 49 | 1 | 2 |
| 50 - 54 | 0 | 2 |
| 55 - 59 | 6 | 8 |
| 60 - 64 | 7 | 15 |
| 65 - 69 | 5 | 20 |
| 70 - 74 | 5 | 25 |
| | 25 | |

$$\begin{aligned}
 \text{Median} &= b + p \left(\frac{\frac{1}{2}n - F}{f} \right) \\
 &= 59,5 + 5 \left(\frac{\frac{25}{2} - 8}{7} \right) \\
 &= 59,5 + 5 \left(\frac{12,5 - 8}{7} \right) \\
 &= 59,5 + 5 \left(\frac{4,5}{7} \right) \\
 &= 59,5 + 5 (0,64) \\
 &= 59,5 + 3,2 \\
 &= \mathbf{62,7}
 \end{aligned}$$

7. Modus

| Interval Class | Frequency (F) |
|-------------------|------------------|
| 40 - 44 | 1 |
| 45 - 49 | 1 |
| 50 - 54 | 0 |
| 55 - 59 | 6 |
| 60 - 64 | 7 |
| 65 - 69 | 5 |
| 70 - 74 | 5 |
| | 25 |

$$\begin{aligned}\mathbf{Modus} &= b + p \left(\frac{b_1}{b_1 + b_2} \right) \\ &= 59.5 + 5 \left(\frac{1}{1+2} \right) \\ &= 59,5 + 5 \left(\frac{1}{3} \right) \\ &= 59.5 + 5 (0.33) \\ &= 59.5 + 1.65 \\ &= \mathbf{61.15}\end{aligned}$$

APPENDIX 4

DOCUMENTATION RESEACH



The reseacher explained Hortatory Text



Students did the test

: /In.14/E.6a/PP.00.9/ 09 /2018

Padangsidempuan, 7 September 2018

: Biasa

:-

: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;

1. Rayendriani Fahmei Lubis, M.Ag (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum (Pembimbing II)

Di-

Padangsidempuan

Assalamu'Alaikum Wr. Wb

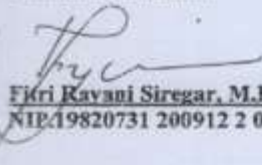
Dengan Hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi program studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

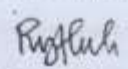
Nama : **Dharma Surya Arifah**
 Nim : 14 203 00021
 Fak/ Jurusan : Tarbiyah dan Ilmu Keguruan / TBI-2
 Judul Skripsi : **Students' Ability in Writing Hortatory Text at Grade X MA Swasta Darussalam Kampung Banjar Kabupaten Padang Lawas Utara**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.

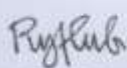
Penasehat Akademik


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Nomor : B- 362 /An.14/E.1/TL.00/03/2021
 Hal : Izin Penelitian
 Penyelesaian Skripsi.

20 Maret 2021

Yth. Kepala MA Swasta Darussalam Kampung Banjar
 Kabupaten Padang Lawas Utara

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Dharma Surya Arifah
 NIM : 1420300021
 Program Studi : Tadris/Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Ability in Writing Hortatory Text at Grade X MA Swasta Darussalam Kampung Banjar Kabupaten Padang Lawas Utara".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
 Wakil Dekan Bidang Akademik



Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
 NIP. 19800413 200604 1 002



**MADRASAH ALIYAH SWASTA, TSANAWIYAH SWASTA
DAN MADRASAH DINIYAH AWALIYAH ISLAM**
Jl. KH. Dewantara Lk. VII Kel. Per. Gunungtua Kec. Padang Bolak Kab. Pesisir Hp. 081386470303-081381670387

SURAT BALASAN IZIN PENELITIAN
NO. 03/298/MA-DKB/IV/2021

yang bertanda tangan dibawah ini:

Nama : BHRUL 'ULUM HARAHAP, S.Fil.I, M.Pd
Tempat/Tgl. Lahir : Gunungtua, 01 Desember 1979
Jabatan : Kepala MAS Darussalam Kampung Banjir
Alamat : Jl. KH. Dewantara Link. VII Kel.Pasar Gunungtua Kec. Padang Bolak
Kab. Padang Lawas Utara.

Menerangkan bahwa:

Nama : Dharma Surya Arifah
NIM : 1420300021
Program Studi : Tadris/ Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan Riset Penelitian Skripsi di Madrasah Aliyah Swasta Darussalam Kampung Banjir dengan judul "Students' Ability in Writing Hortatory Text at Grade X MAS Darussalam Kampung Banjir. Segala data maupun informasi yang diberikan benar-benar valid dan tidak ada rekayasa.

Demikian Surat penelitian ini di buat untuk dapat dipergunakan sebagaimana perfunya.

Gunungtua, 04 April 2021
Kepala Madrasah Aliyah
Darussalam Kampung Banjir

BAHRUL 'ULUM HARAHAP, S.FIL.I, M.Pd