

**THE EFFECT OF BRAINSTORMING TECHNIQUE TOWARD
MOTIVATION IN WRITING HORTATORY EXPOSITION
TEXT AT THE SECOND YEAR STUDENTS
OF SMAN 1 PANGKALAN LESUNG
OF PELALAWAN REGENCY**

Thesis

**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
(S.Pd.)**



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PEKANBARU
1434 H/2012 M**

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ABSTRACT

Semi Luxiana (2012): “The Effect of Brainstorming Technique toward Motivation in Writing Hortatory Exposition Text at the Second Year Students of SMAN 1 Pangkalan Lesung of Pelalawan Regency.”

This research is quasi experimental research. There are two variables in this research. They are X variable (Brainstorming technique) as independent variable and Y variable (Motivation in writing hortatory exposition text) as dependent variable. Based on the writer’s preliminary research at the second year students of SMAN 1 Pangkalan Lesung of Pelalawan Regency, shows that the students’ motivation in writing hortatory exposition text is low. Moreover, motivation is one of the important aspects in teaching and learning process that can determine the students’ success in achieving the learning goal. Therefore, the writer has tried to solve this problem by implementing brainstorming as technique. Brainstorming is one of the techniques in teaching and learning process that can be implemented to the students in learning writing.

The research has three formulations of the problems that how students’ motivation in writing hortatory exposition text taught by using conventional technique is, how is students’ motivation in writing hortatory exposition text taught by using brainstorming technique is, and whether or not there is a significant difference of students’ motivation in writing hortatory exposition text between students who are taught by using conventional technique and those who are taught by using brainstorming technique. The research was carried out at SMAN 1 Pangkalan Lesung of Pelalawan Regency. It was conducted from February until March 2012. The subject of the research was the second year students of SMAN 1 Pangkalan Lesung of Pelalawan Regency. The object of this research was the effect of brainstorming technique toward students’ motivation in writing hortatory exposition text. In collecting data of this research, the writer used questionnaire. The data were analyzed by using *T-test* formula. The students’ score was compared with T-table which considered with degree of freedom (df).

From the research findings, the score of $t_o = 8.28$ and the writer compared t_{table} at 5% and 1%, ($df = 60$); $2.00 < 8.28 > 2.65$. It can be concluded that H_o is rejected and H_a is accepted. It means that there is a significant difference of students’ motivation in writing hortatory exposition text between students who are taught by using conventional technique and those who are taught by using brainstorming technique. In other words, there is a significant effect of using brainstorming technique toward motivation in writing hortatory exposition text at the second year students of SMAN 1 Pangkalan Lesung of Pelalawan Regency.

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The title of this thesis is the effect of brainstorming technique toward motivation in writing hortatory exposition text at the second year students of SMAN 1 Pangkalan Lesung of Pelalawan Regency.

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Pekanbaru, June 2012

The writer

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Motivation in writing becomes a problem for some students. Many students have low motivation in writing. The low motivation in writing may have an impact on the quality of education. Meanwhile, the existence of writing is considered as an English subject that also must be taught and learned in Senior High School. It is a production skill that uses language symbols to express feelings and needs. Actually, there are so many factors that influence the students' success in writing. One of them is students' lack of motivation to write. The students' motivation in writing is characterized by movement, both emotional and cognitive, and the writing process that results is also characterized by movement.¹ It means that the students will be motivated to write if they show positive attitude toward writing tasks. Therefore, motivation is one of the important aspects in teaching and learning process that can determine the students' success in writing.

In order to support students' need toward writing, School Based Curriculum (KTSP) provides writing as one of the English standard competences that must be taught and learned in Senior High School.² SMAN

¹ Pietro Boscolo and Suzzane Hidi, *Writing and Motivation*. (Netherlands: Elsevier Ltd., 2007), pp. 30.

² Departemen Pendidikan Nasional, *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA dan MA*. (Jakarta: Balitbang, 2003), pp. 16.

1 Pangkalan Lesung is one of the schools that also uses School Based Curriculum (KTSP) as their guidance in teaching and learning process. In SMAN 1 Pangkalan Lesung, writing has been taught since the first year of English teaching period. Writing is taught twice in a week with time duration 45 minutes for one hour. In writing, the base competence of writing English refers to capability of students in expressing the meaning in monologue text or essay that uses written form accurately, fluently, and acceptably in the types of text such as *report, analytical exposition, hortatory exposition, narrative, and spoof*.³

Based on the writer's preliminary research at SMAN 1 Pangkalan Lesung, in teaching writing especially hortatory exposition text, teacher used classroom questioning technique. In this session, the teacher asked some questions to the students related to the material to evaluate students' preparation before writing hortatory exposition text. Then, the teacher asked students to write hortatory exposition text individually. Students, naturally, had no choice but to write as drill activities even if they had not technical ways of how to write. The result is that students hate to write, students are seldom aware that writing is a powerful tool for fixing, using, changing, and re-elaborating their ideas and knowledge as well as for collaborating with other people, schoolmates, etc. In such case, students lacked motivation to write, eventhought they write, they show negative attitudes. As a result, they still have low motivation to learn English especially writing. Based on the

³ Tim kurikulum SMAN 1 Pangkalan Lesung, *Syllabus of SMAN 1 Pangkalan Lesung 2010/2011*. (Pelalawan: SMAN 1 Pangkalan Lesung, 2010), Unpublished: pp. 18-24.

description above, ideally the students in SMAN 1 Pangkalan Lesung are motivated to write a text based on the genre. But, in fact the teacher found many students are not motivated in writing especially hortatory exposition text.

The problem faced by the students can be outlined in the following phenomena:

1. Some of the students do not enjoy the writing activities.
2. Some of the students do not do the writing assignment.
3. Some of the students do not have self confidence to expose their ideas on a relevant topic in writing hortatory exposition text.
4. Some of the students do not want to ask question even though they do not understand the material.
5. Some of the students come late to the class when English class is beginning.

Generally, the problems faced by the students are caused by some factors such as the facility in the school is not complete; the technique which is used by the teacher is not interesting and the students' motivation in learning English is low. Therefore, to improve the students' motivation in writing hortatory exposition text needs an appropriate technique which is used to give solution of their problems. There is actually a powerful technique that can motivate them to write hortatory exposition text, called brainstorming. Brainstorming is one of the prewriting techniques used to collect or generate

ideas and details in process of writing.⁴ According to Hall Houston, brainstorming is highly motivating. Students often enjoy discussing problems and thinking of solutions. This can help them become more autonomous learners.⁵ The writer considers that brainstorming can motivate students in writing especially hortatory exposition text. Besides, Brainstorming is one of the easiest ways to motivate students to think. It helps students think of good topics, and helps them elaborate upon those topics.⁶ Therefore, the students understand how to write a good hortatory exposition text by using brainstorming technique because there is a clear sketch based on the components of each genre text.

Based on the explanation and the problem experienced by the students above, the writer is interested in conducting a research entitled “The Effect of Brainstorming Technique toward Motivation in Writing Hortatory Exposition Text at the Second Year Students of SMAN 1 Pangkalan Lesung of Pelalawan Regency.”

B. The Definition of the Term

1. Brainstorming

Brainstorming is one of the prewriting techniques that is used to collect or generate ideas and details in process of writing.⁷

⁴ Jane B. Hughey et al., *Teaching ESL Composition Principles and Techniques*. (Rowley: Newbury House Publishers, Inc., 1983) pp. 70.

⁵ Hall Houston, *Enhancing English Learning*. 2009. [Electronic Version]. Retrieved on January 4th, 2012. http://rapidlibrary.com/files/enhancing-english-learning-through-brainstorming-pdf_ulcfntqxevi89on.html. pp. 5.

⁶ Catchy, *Brainstorming Training*. 1999. [Electronic Version]. Retrieved on January 4th, 2012. <http://www.homepage.mac.com/bray3/Brainstm.pdf>. pp. 1.

⁷ M. Syafii S., et al., *The Effective Paragraph Developments: The Process of Writing for Classroom Setting*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007), pp. 117.

Brainstorming technique meant in this research is a technique used by researcher to know its effect toward students' motivation in writing hortatory exposition text at the second year students of SMAN 1 Pangkalan Lesung of Pelalawan Regency.

2. Motivation

Motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction.⁸ Therefore, motivation is an important factor in teaching and learning processes that need to get big attention from the teachers because without motivation the students will be impossible to achieve their learning goal. In this research, motivation refers to an energy which can motivate and attract the students to achieve the learning goal that is to write hortatory exposition text at the second year students of SMAN 1 Pangkalan Lesung of Pelalawan Regency.

3. Writing

Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes.⁹ In this research, writing is operationally defined as an English subject taught by the researcher to the students which allow some processes above. It is an activity used to know the students'

⁸ Oemar Hamalik, *Proses Belajar Mengajar*. (Bandung: Bumi Aksara, 2001), pp. 158.

⁹ Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*. third edition (New York: Pearson Education, 2002), pp. 603.

motivation in writing hortatory exposition text after having and without having the pre-questionnaire.

4. Hortatory Exposition Text

Hortatory exposition is a text which has the purpose to persuade the reader or listener that something should or should not be the case.¹⁰ In this research, hortatory exposition text is a learning material used in teaching writing.

C. The Problem

1. The Identification of the Problem

Based on the explanation above, the writer identifies the problems as follows:

- a. Why are the students not motivated to write hortatory exposition text?
- b. What aspect can cause the students not motivated in writing hortatory exposition text?
- c. How to motivate the students in writing hortatory exposition text?
- d. How is their motivation in writing hortatory exposition text?
- e. Does the teacher find difficulties to explain her writing material?
- f. What are the factors that influence the students' motivation in writing hortatory exposition text?

¹⁰ Th. M. Sudarwati and Eudia Grace, *Look Ahead: an English Course for Senior High School Students Year XI*. (Jakarta: Erlangga, 2005), pp. 152.

- g. How is students' motivation in writing hortatory exposition text taught by using conventional technique?
- h. How is students' motivation in writing hortatory exposition text taught by using brainstorming technique?
- i. Is there any significant difference of students' motivation in writing hortatory exposition text between students who are taught by using conventional technique and those who are taught by using brainstorming technique?

2. The Limitation of the Problem

Based on the identification of the problem above, the problem of this research only focuses on the effect of brainstorming technique toward motivation in writing hortatory exposition text at the second year students of SMAN 1 Pangkalan Lesung of Pelalawan Regency.

3. The Formulation of the Problem

The problems of this research will be formulated in the following questions:

- a. How is students' motivation in writing hortatory exposition text taught by using conventional technique?
- b. How is students' motivation in writing hortatory exposition text taught by using brainstorming technique?
- c. Is there any significant difference of students' motivation in writing hortatory exposition text between students who are taught

by using conventional technique and those who are taught by using brainstorming technique?

D. The Objectives and the Significances of the Research

1. The Objectives of the Research

- a. To know students' motivation in writing hortatory exposition text taught by using conventional technique.
- b. To know students' motivation in writing hortatory exposition text taught by using brainstorming technique.
- c. To know whether or not there is significant difference of students' motivation in writing hortatory exposition text between students who are taught by using conventional technique and those who are taught by using brainstorming.

2. The Significances of the Research

Related to the objectives of the research above, the significance of the research is as follows:

- a. To give information to the teachers, and the institutions about the effect of brainstorming technique toward students' motivation in writing hortatory exposition text.
- b. To give some contributions to the students in order to improve their motivation in writing hortatory exposition text.
- c. To fulfill one of the requirements for undergraduate degree at Faculty of Education and Teacher Training of UIN SUSKA Riau.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Motivation

One of the most complicated problems in writing is about motivation. Motivation is a theoretical construct to explain the reason or reasons we engage in a particular behavior. It is the feeling of interest or enthusiasm that makes somebody want to do something.¹ It means that in the implementation of teaching and learning process of writing needs motivation as strength to trigger students to write. Therefore, the students will not have negative perception of writing as a difficult skill in mastering English. In other words, motivation plays important role in the process of teaching and learning of writing.

According to Brown, motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit.² John says that motivation is a process in giving the spirit, direction, and persistence behavior.³ According to Penny Ur, learner motivation makes teaching and learning immeasurably easier and more pleasant, as well as more

¹ Elizabeth F. Barkley, *Student Engagement Technique: A Handbook for College Faculty*. (San Fransisco: Jossey Bass, 2010), pp. 9.

² H. Douglas Brown, *Teaching by Principles*. (Englewood Cliffs: Prentice Hall Regents, 1994), pp. 34.

³ John W. Santrock, *Psikologi Pendidikan*. Second Edition. (Jakarta: Kencana, 2007), pp. 105.

productive.⁴ It means that the characteristics of motivated students can be seen if they allow the process of writing, have spirit, direction and persistence behavior when they write that makes them easier to reach their goal in learning writing. Besides, by concerning motivation both teacher and students will enjoy in teaching and learning process of writing.

In a relation to those theories mentioned above, Ausubel in Brown identifies that there are six needs under girding the concept of the motivation:⁵

- a. The need for exploration, for seeing “the other side of the motivation; for probing unknown.”
- b. The need for manipulation, for influencing, in Skinner term on the environment, and causing change.
- c. The need for activity, for movement and exercise both psychical and mental.
- d. The need for stimulation, the need to be stimulated by the environment, other people, or ideas, thoughts and feelings.
- e. The need for knowledge, the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to solve contradiction, to look for solution of the problems and stable knowledge.
- f. Finally, the need for ego enhancement, the need for self in order to be known and accepted and approved of by other people.

Based on the needs above, the writer can conclude that the needs above are the factors that can cause students to be motivated to gain their goal of learning. In much the same way, it is also important to concern about the matters of extrinsic and intrinsic motivation. There are two kinds of motivation propounded by some experts that can make someone want to do something.

1) Extrinsic motivation

⁴ Penny Ur, *A Course in Language Teaching*. (Cambridge: Cambridge University Press, 2003), pp. 274.

⁵ H. Douglas Brown, *Principle of Language Learning and Teaching*. (Englewood Cliffs: Prentice Hall Regents, 1994), pp. 184.

Extrinsic motivation is derived from the influence of some kinds of external incentive, as distinct from the wish to learn for its own sake or interest in task.⁶ From this definition, it is obvious that external motivation is derived from external incentive not from their own sakes. According to Penny Ur, there are some sources of extrinsic motivation that can build students' motivation, such as:⁷

- a) **Success and its reward.** Learners who have succeeded in the past tasks will be more willing to engage with the next one, more confident in their chances of succeeding, and more likely to persevere in their efforts.
- b) **Failure and its penalties.** It is inevitable that there will be occasional failures in any normal learning experience, and they are nothing to be ashamed of; good learners recognize this, take setbacks in their stride, and look for ways to exploit them in order to succeed next time.
- c) **Authoritative demand.** Learners are often motivated by teacher pressure: they may be willing to invest effort in tasks simply because you have told them to, recognizing your authority and right to make this demand, and trusting your judgment.
- d) **Tests.** The motivating power of tests appears clear. Learners who know they are going to be tested on specific material next week

⁶ *Ibid.*, pp. 277.

⁷ Penny Ur, *op. cit.*, pp. 278-279.

will normally be more motivated to study it carefully than if they had simply been told to learn it.

- e) **Competition.** Learners will often be motivated to give of their best not for the sake of the learning itself but in order to beat their opponents in a competition.

By concerning some sources of extrinsic motivation above, the teacher can make sure that the students are aware of their own success. Therefore, the students will be motivated to write.

2) **Intrinsic motivation**

Intrinsic motivation is generalized to invest effort in the learning for its own sake-is largely rooted in the previous attitudes of the learners: whether they see the learning as worthwhile, whether they like the language and its cultural, political and ethnic associations.⁸ In addition, the way of increasing the students' intrinsic motivation is that by fostering those attitudes, by making it clear that you share them, and by giving further interesting and attractive information about the language its background.⁹ It means that intrinsic motivation refers to the self actualization. Besides, students seem to prefer the activities refers to their own sakes not about reward.

According to Elizabeth, there are three innate needs that promote intrinsic motivation, such as: autonomy (self-determination in deciding what to do and how to do it), competence (developing and exercising skills

⁸ *Ibid.*, pp. 280.

⁹ *Ibid.*, pp. 280.

for manipulating and controlling the environment), and relatedness (affiliation with others through social relationships).¹⁰ Students are likely to be intrinsically motivated in courses that promote these three characteristics. In conclusion, those values above are very important things to help the teacher focus on the student performance during the teaching and learning process.

According to Penny Ur, there are some characteristics of motivated learners. Some of these are:¹¹

- a. Positive task orientation. The learner is willing to tackle tasks and challenges, and has confidence in his or her success.
- b. Ego-involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own (positive) self-image.
- c. Need for achievement. The learner has a need to achieve, to overcome difficulties and succeed in what she or he sets out to do.
- d. High aspirations. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.
- e. Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.
- f. Perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress.

¹⁰ Elizabeth F. Barkley, *op. cit.*, pp. 11.

¹¹ Penny Ur, *op. cit.*, pp. 275.

- g. Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.

From the characteristics above, it can be concluded that motivated learners are shown by positive attitude towards learning process in achieving their learning success. Therefore, it is important part of the teacher's job to motivate learners. Teacher has to build good atmosphere in teaching and learning process by conducting learners centered study so that learners take responsibility for their motivation and positive performance. It means that, motivation is very important in language learning or in gaining the objective in learning. There are some functions of motivation, such as:¹²

- 1) Giving spirit and activating the students to have interested and prepared in learning
- 2) Centering the students' attention toward the assignments which relate to the goal of learning
- 3) Helping to fulfill the students' need toward the sort purposes and long purposes.

According to Kevin Barry and Len King that at the heart of motivation is motives, and motives are related to need.¹³ Woodwort in Wina Sanjaya defines a motive as a set predisposes the individual of certain activities and for

¹² Ahmad Rohani and Abu Ahmadi, *Pengelolaan Pengajaran*. (Jakarta: PT Rineka Cipta, 1991), pp. 11.

¹³ Kevin Barry and Len King, *Beginning teaching and beyond*. (Sydney: Social Science Press, 1998), pp. 496.

seeking certain goals and also Arden discusses motives as internal condition arouse sustain, direct and determine the intensity of learning effort, and also define the set satisfying or unsatisfying consequences of goal.¹⁴ Based on the definitions above, it is clear that motivation strongly relates to motive. The strong or weak people' motivation is determined by their strong or weak of motives they have.

One of the problems faced by teachers in teaching their students is that about how to motivate the students or build their motivation to learn effectively.¹⁵ There are some difficulties which are experienced by teachers in motivating their students, such as:¹⁶

- a) It is reality that teachers do not understand well about motive.
- b) Motive is related to individual. In fact, two persons or more do the same activities but they have different motives, even uncorrelated if it is viewed by grades.
- c) There is no tool, method, technique which can motivate students in the equal ways or equal result.

2. Teaching Writing

Writing is a skill that can be practiced and mastered.¹⁷ It means that writing is one of the language skills that must be practiced and mastered by the students. In fact, writing is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English, it is important

¹⁴ Wina Sanjaya, *op. cit.*, pp. 27.

¹⁵ Ahmad Rohani and Abu Ahmadi, *loc. cit.*, pp. 11.

¹⁶ *Ibid.*, pp. 11

¹⁷ Karen Blanchhard, et al., *Ready to Write More*. (New York: Longman, 2004), pp. 1.

to note that writing is a process, not a product.¹⁸ It means that the essence of writing is a process such as gathering, fixing, using, changing, and elaborating the ideas in the written form. Therefore, the students should involve in the process of writing in order to be able to accomplish the purpose of teaching and learning of writing.

It has been argued that learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is a first, second, or foreign language.¹⁹ Therefore, gaining the purpose of teaching and learning of writing is not an easy way. Furthermore, writing is an extremely complex cognitive activity in which the writer is required to demonstrate of a number of variables simultaneously.²⁰ It means that, there are many factors that influence the students' success in gaining the purpose of teaching and learning of writing. One of them is about developing ideas. According to Juliana Wijaya, helping students get and develop ideas is an integral aspect of teaching writing.²¹ Therefore, the teacher of English should consider that teaching writing is as a thinking process in which learners develop their own ideas freely and openly.²² In short, in the session of teaching writing the teacher of English gives opportunity to the

¹⁸ Alice Oshima and Ann Hogue, *Writing Academic English*. (New York: Longman, 1998), pp. 3.

¹⁹ David Nunan, *Designing Tasks for The Communicative Classroom*. (Cambridge: Cambridge University Press, 2007), pp. 35.

²⁰ *Ibid.*, pp. 36.

²¹ Juliana Wijaya, *Collaborative Work in the Prewriting Stage*. Vol. 2, Number 1, June 2000 pp. 40. [Electronic Version]. Retrived on January 5th, 2012. <http://puslit.petra.ac.id/journals/letters>.

²² H. Douglas Brown, *op. cit.*, pp. 42.

students to share their ideas as many as possible so that the purpose can be achieved well.

Here are some beliefs about the learning and teaching of writing:²³

- a) Writing is both a process and a product.
- b) We learn to write by writing.
- c) Spelling and handwriting are tools for writing.
- d) Writing is a powerful learning tool.
- e) The conditions which existed for learning oral language can be applied in classroom setting for learning written language; namely, immersion, demonstrations, expectation, responsibility, approximation, use, response.
- f) Readers learn about writing from reading and writers learn about reading from writing.
- g) Evaluation of written language is a constant part of the teaching cycle.
- h) Learners need constant demonstrations (models) of both process and product of that which they are to learn, and so on.

Based on the beliefs above it must be considered well by the teacher that it will imply to the ways in which writing is taught. Writing, then, is not just a speech written down. It is an object designed to be understood when its creator is no longer present, and in terms of other objects produced in the same circumstances. Learning how to write involves learning how to create such objects, and the effects that writing has on cognition depend on the particular

²³ Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), pp. 127.

process involved in creating them.²⁴ It means that both students and teacher have to consider that writing is both a process and a product.

The teacher of English should consider that teaching writing is as a thinking process in which learners develop their own ideas freely and openly.²⁵ Therefore, in the session of teaching writing the teacher of English gives opportunity to the students to share their ideas as many as possible.

There are three main stages in structuring writing course, these will be:

1) Controlled writing

A paragraph with blanks to be filled may be a legitimate early part of a writing program, and can be considered a *controlled* composition, as is one in which, for example, picture prompts, or memory of a model presented by the teacher, leads to the students reproducing more or less exactly the same final product as each other.²⁶ The controlled stage concerns itself with the production of accurate language in context.

2) Guided writing

According to Kalayo Hasibuan and M. Fauzan Anshari, guided writing involves the teacher working with small groups of students.²⁷ On the other hand a composition in which the teacher provides the situation and helps the class to prepare the written work, either through written or oral assistance, is a *guided* composition, because each piece of work is

²⁴ Mark Torrance, *Writing and Cognition*. (Amsterdam: Elsevier Ltd., 2007), pp. 3.

²⁵ H. Douglas Brown, *loc. cit.*, pp. 42.

²⁶ Geoffrey Broughton et. al., *Teaching English as a Foreign Language*. (New York: Routledge & Kegan Paul Ltd., 2003), pp. 118.

²⁷ Kalayo Hasibuan and Muhammad Fauzan Ansyari, *op. cit.*, pp. 125.

different in the language used, even if the content and organization are basically the same throughout the class.²⁸ The guided stage concerns with the organization of material which is given.²⁹ It is useful for a range of teaching purposes, which will vary, depending on the developmental stage and the needs of the students.³⁰ In guided writing students apply the understandings they have gained from modeled and shares writing sessions, with varying degrees support from the teacher.³¹ In conclusion, in guided writing the teacher of English gives opportunity to the students to share their ideas as many as possible. Besides, the teacher of English has to guide them in the process in order that they understand about the assessment given by the teacher.

3) Free writing

A *free* composition usually means a composition in which only the title is provided, and everything else is done by the student.³² Free stage concerns with the production by the student of both content and language.³³ In brief, both teacher and students need to focus on the same understandings and language in order that they will be successful in writing.

Based on the classification above, it seems sensible to distinguish between writing exercises in which the final product is linguistically determined by the

²⁸ Geoffrey Broughton et. al., *loc. cit.*, pp. 118.

²⁹ Kalayo Hasibuan and Muhammad Fauzan Ansyari, *op. cit.*, pp. 119.

³⁰ *Ibid.*, pp. 126.

³¹ *Ibid.*, pp. 125.

³² Geoffrey Broughton et. al., *loc. cit.*, pp. 118.

³³ *Ibid.*, pp. 119.

teacher or materials writer, and exercises in which the final content is determined.³⁴ In brief, both teacher and students need to focus on the same understandings and language in order that they will be successful in writing.

3. Motivation in Writing Hortatory Exposition Text

Writers are *moved* to write, and they attempt through their writing to *move* their audiences. The word *motivation* derives from the Latin *movere*, “to move,” an etymology that undergirds this focuses on movement in discussing motivation for writing.³⁵ In other words, movement means physical activity as well as mental and social activity defines the active process of writing.³⁶ Therefore, students can be said to be motivated in writing if they perform active process of writing that involve in three great extents such as physical, mental and social activities.

Motivation in writing is very important to be focused by the students and the teacher because motivation is one of the important aspects in determining the students’ success in writing. Meanwhile, students’ motivation to write is problematic for many different reasons. These can stem from the nature of writing itself, the characteristics, knowledge, and skill levels of the individual learner, and the context of the writing effort.³⁷ According to Elizabeth, students’ motivations are strongly influenced by what they think is important and what they believe they can accomplish.³⁸ Therefore, by motivating students to write the students will aware that writing is important for them.

³⁴ Geoffrey Broughton et. al., *loc. cit.*, pp. 118.

³⁵ Pietro Boscolo and Suzzane Hidi, *op. cit.*, pp. 17.

³⁶ *Ibid.*, pp. 17.

³⁷ Pietro Boscolo and Suzzane Hidi, *op. cit.*, pp. 259-260.

³⁸ Elizabeth F. Barkley, *loc. cit.*, pp. 11.

Besides, based on the social constructivist theory, there are three longitudinal and cross-cultural work about ways in which writing motivations are supported by:³⁹

- 1) Particular cultural contexts. Such contexts can include the classroom, the school, community, and/or the larger socio historical, sociopolitical context.
- 2) Shared ownership of knowing, deep motivations to write were supported when writers had opportunity for meaningful self-expression connected to their identities, to what they cared about, and to empowering experiences.
- 3) Writing motivations were also enhanced through learning specific strategies or tools that stimulated idea production and through opportunity for meaningful collaboration.

All of the ways above are very important to enhance the students to be motivated in writing. Based on the factors above, to achieve all of the factors above needs big attention not only from the teacher of English but also from students and institutions. It can be seen from fact that not all of the students' communities support the students in writing, the lack of facilities in rural school, and the cultural context in rural school is different from downtown situation.

Motivation to learn is an acquired competence developed through an individual's cumulative experience with learning situations. It also takes place

³⁹ Pietro Boscolo and Suzzane Hidi, *op. cit.*, pp. 257.

when in writing activities that it is a web of connected insights, skills, values, and dispositions that is developed over time.⁴⁰ Brophy defines motivation in the classroom as “the level of enthusiasm and the degree to which students invest attention and effort in learning”.⁴¹ It means that motivation in the classroom refers to the students’ interests toward learning situation. In the classroom, we want students to *want to learn*. It means that, by learning they have to master certain skills in which one of them is writing skill. In fact, not all of the students are motivated to write. The reasons for this are many and varied. Kristine and colleague classify four major barriers of students’ confidence toward writing that can obstruct the students’ motivation to write, they are:⁴²

- a. Because writing is a more permanent record of one’s language proficiency than is speaking, the demand for unrehearsed writing is more threatening to the learner.
- b. Learners often feel that they do not have the necessary knowledge and experience of language that writing demands.
- c. Based on the view, it is often reinforced in classroom texts, that writing must be correct, in a formal sense, irrespective of context.
- d. Based on the related view that such formal must be achieved first time round in a one-off writing attempt.

⁴⁰ Elizabeth F. Barkley, *op. cit.*, pp. 9.

⁴¹ *Ibid.*, pp. 9.

⁴² Kristine Brown and Susan Hood, *op. cit.*, pp. 3.

Regardless of a student's general disposition, motivation can be activated or suppressed in specific situations.⁴³ Even a student who is generally motivated to learn may be less enthusiastic in a course that she/he feels coerced to take because it is a required element of the general education pattern. Conversely, a student who seems generally unmotivated to learn may become quite enthusiastic about the learning in a specific course.⁴⁴ In short, the students are interested in learning if they are brought into the specific course.

Affect, motivation and the social context are seen as influencing the writing processes. Positive orientation to writing and beliefs that one can write are important in enabling children to produce texts. The reverse is of course also true. Children who believe that they cannot write will find it very difficult to produce texts.⁴⁵ Therefore, motivating students in writing is very important in supporting positive motivation of the students.

About ways of motivating students in writing above, it can build the factors in which motivated learners can be seen by the following characteristics:⁴⁶

- a. Participants' developed a sense of epistemological empowerment or intellectual agency, which was gained through participation in a culture of listening and a shared ownership of knowing.

⁴³ Elizabeth F. Barkley, *loc. cit.*, pp. 9.

⁴⁴ *Ibid.*, pp. 9.

⁴⁵ Naomi Flynn and Rhona Santhorp, *The Learning and Teaching of Reading and writing*. (England: Whurr Publishers Limited, 2006), pp. 59.

⁴⁶ *Ibid.*, pp. 279.

- b. Participants' developed identities as writers and experienced writing as a means of meaningful self-expression.
- c. Participants were part of vibrant, supportive communities that involved sharing ideas, collaboration, and fun.
- d. The longitudinal of the projects provided enough time to have an impact on participants' relationship to writing.

In spite of that, there are some major contributions towards understanding students' lack of motivation to write comes from studies, mainly from a cognitive approach, that have shown the complexity of writing processes and the difficulties students, particularly novice ones, have to deal with.⁴⁷ It means that, students' lack of motivation not only can be caused by the complexity of writing process itself but also from the perception of the novice students toward writing process. One of the complexities of writing process is about developing ideas. Here, the writers have to be able to develop ideas in order that their writing can be understood by the reader. No matter of kind of writing produced, generating ideas is required very much, including writing hortatory exposition text.

Hortatory exposition is a text which has the purpose to persuade the reader or listener that something should or should not be the case.⁴⁸ To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In writing hortatory exposition text, the students are asked to express their ideas and sustain their own point of view

⁴⁷ Pietro Boscolo and Suzzane Hidi, *op. cit.*, pp. 2-3.

⁴⁸ Th. M. Sudarwati and Eudia Grace, *loc. cit.*, pp. 152.

while in writing a genre. Therefore, the students do not think that they write just for a routine and rigidly schedule task or assessment but as meaningful self expressions. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Hortatory expositions are popular among science, academic community and educated people. The generic structure or text organization of hortatory exposition text are, as follows:⁴⁹

- a) Thesis: Stating an issue of concern.
- b) Arguments: Giving reasons for concern, leading to recommendation.
- c) Recommendation: Stating what ought or ought not to happen.

The students' motivation in writing hortatory exposition text can be activated by considering their extrinsic and intrinsic motivation. For example, the extrinsic motivation is by giving reward and punishment, authoritative demand, test, competition. Besides, students will be intrinsically motivated if they have autonomy, competence, and relatedness. Another way is proposed by Pietro and Suzanne that is by looking at motives.⁵⁰ Motives relates to the goal orientation, needs, values, interests. Goal orientation means that the learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving them.⁵¹ In other words, it can be illustrated such as mastery vs. performance vs. avoidance goals. Then, needs come from the theory of need itself from Abraham Maslow that in the spirit of drive theory, elaborated further to describe a system of needs within

⁴⁹ *Ibid*, pp. 152.

⁵⁰ Pietro Boscolo and Suzzane Hidi, *op. cit.*, pp. 1-2.

⁵¹ Penny Ur, *loc. cit.*, pp. 275.

each human being that propel us upward to higher and higher attainment.⁵² The next item of motive is about value that is how the students are able to show their positive self image to their environment in the process of teaching and learning. The last point in motives is about interest. In these studies of interest in writing, topic attractiveness has been viewed as the basic motivational source of writing. Interest has tended to be viewed as rather static: students were thought to be interested or uninterested in a particular topic about which they wrote. Interest in writing on a specific topic is an example of situational interest, that is, triggered by a stimulating or involving topic. However, the type of task in which the topic is treated can also be an aspect of situational interest.⁵³ In this case, interest can be built by providing attractive topic and interesting topic.

Hidi, Berndorff, and Ainley hypothesized that interest would emerge in social activity viewed as meaningful by the students themselves, as they performed tasks in a fashion that they viewed themselves as competent.⁵⁴ From this perspective, interest is a student's orientation to writing, which is triggered, stimulated, and to some degree maintained, by attractive features of the activity which emerge in a specific situation, such as the possibility of using writing in an unusual and enjoyable way, a writing task of which students can perceive the usefulness, collaborative planning, and writing of an important document.⁵⁵ Interest is the result of the activity in a situation; a

⁵² H. Douglas Brown, *op. cit.*, pp. 35-36

⁵³ Pietro Boscolo and Suzanne Hidi, *op. cit.*, pp. 6.

⁵⁴ *Ibid.*, pp. 6.

⁵⁵ *Ibid.*, pp. 6.

student therefore finds writing interesting if the instructional situation allows him/her to discover and practice the attractive, unusual, and challenging aspects of the activity, which may not, and usually do not emerge from traditional writing tasks. In turn, by experiencing and enjoying new aspects of writing, a student feels more competent and able to face the difficulties of writing.

Besides, Hasibuan in Riduan mentions that motivation theory has three sub variables such as motive, expectancy, and incentive.⁵⁶ This more complete than the other because it includes all of the theories above. For example, by having motives the students can have specific purpose that will be achieved by them. Expectancy, also, relates to the opportunity given to the students because of the attitude to achieve the goal. The last is incentive, it includes intrinsic and extrinsic motivation as what mentioned above. However, all of the arguments above show us about the effective ways of motivating the students in writing. In this research, the researcher uses all of the theories above as the consideration in making indicators of students' motivation in writing hortatory exposition text.

4. The Context of Brainstorming Technique

There are some writing activities, such as choosing a writing topic, gathering information, pre writing, writing your first draft, sharing your first draft, revising your writing, and proofreading your final draft.⁵⁷ Furthermore,

⁵⁶ Riduwan, *Skala Pengukuran Variabel-variabel Penelitian*. (Bandung: Alfabeta, 2005), pp. 34.

⁵⁷ Janet Lane and Ellen Lange, *Writing Clearly an Editing Guide*. (Boston: Heinle & Heinle Publiher, 1993), pp. 23-24.

one way to motivate our students is to point out to them that writing is a process. In the process, a writer goes through the intertwining stages of prewriting, writing and revision.⁵⁸ Meanwhile, brainstorming is one of the prewriting techniques used to collect or generate ideas and details in a process of writing.⁵⁹ Prewriting describes the “brainstorming” that a student does before writing a story.⁶⁰ In this stage, you choose the general topic, then, the student lists ideas for a story under that topic. The student can use notes text to elaborate on an idea. After writing as much as possible in the diagram view, the student then switches to the outline view to prepare a detailed outline that can become a story.⁶¹ In short, brainstorming technique is implemented in pre activity and is used to generate ideas as many as possible.

Once students have interesting ideas and know how to develop them, they can write better. That is why getting ideas and developing them are very crucial issues that need to be addressed continuously.⁶² Fortunately by using brainstorming the students can storm the brain as to get ideas as many as possible without worrying a mistake. Therefore, Brainstorming is one of the easiest ways to motivate students to think. It helps students think of good topics, and helps them elaborate upon those topics. Brainstorms also show students how much they know about a topic and can give them direction for

⁵⁸ Juliana Wijaya, *loc. cit.* pp. 40.

⁵⁹ M. Syafii S., et al., *op. cit.*, pp. 62.

⁶⁰ Catchy, *Brainstorming Training*. 1999. [Electronic Version]. Retrieved on January 4th, 2012. <http://www.homepage.mac.com/bray3/Brainstm.pdf>. pp. 1

⁶¹ *Ibid.*, pp. 3.

⁶² Juliana Wijaya, *op. cit.*, pp. 43.

future research.⁶³ Besides, according to Hall Houston, there are some judicious uses of brainstorming work such as:⁶⁴

- a. First of all, brainstorming is highly motivating. Students often enjoy discussing problems and thinking of solutions. This can help them become more autonomous learners.
- b. Second, it's student-centered, so students will spend more time practicing and improving English than listening to a lecture.
- c. Third, working in groups can give students valuable practice in practical conversational skills such as taking turns, agreeing and disagreeing, and dealing with interruptions.
- d. Fourth, brainstorming activities can help students develop ideas for an assignment, such as an academic essay, a presentation, or a research project.
- e. Finally, brainstorming allows students to reach a deeper understanding of an issue through discussion.

One of the basic psychological needs of human is that the need for autonomy. By having basic psychological need they can relate to others in ways that reinforce their feelings of emotional security and belonging.⁶⁵ By using brainstorming the students desire to explore independently, undertake challenges, and solve problems provides the foundation for intrinsically

⁶³ Catchy., *op. cit.*, 3.

⁶⁴ Hall Houston, *loc. cit.*, 5.

⁶⁵ James P. Raffini, *150 Ways to Increase Intrinsic Motivation in the Classroom*. (Massachusetts: A Simon & Schuster Company, 1996), pp. 191.

motivated behavior.⁶⁶ Based on the explanation above, the researcher can conclude that brainstorming can be used to help all students develop and maintain a sense of autonomy.

Brainstorming lets students work together in the classroom in small groups to say as much as they can about a topic.⁶⁷ Whatever the writing assignment is based on a reading, picture, map, textbook topic, personal experience, or an examination essay question, it can be preceded by student talk, specifically by a brainstorming activity with students producing relevant vocabulary, making comments, asking questions, and making associations as freely as they can in a short time.⁶⁸ In teaching writing treated by brainstorming technique the teacher does not have to monitor grammar or pronunciation, except when the speaker can not be understood, though the teacher will obviously be the resource person whom students turn to as they search for the right word or the right structure to express their ideas.⁶⁹ However because of its free associational format, a facilitator or moderator should be chosen to help keep the flow of ideas “on tract”.⁷⁰ In addition, brainstorming fosters relatedness and competence by enabling all students to contribute to a common goal. It also can be used as icebreaking activity for cooperative learning groups.⁷¹ Based on the explanation above the writer can conclude that brainstorming can be applied in a group work in which all of students should have

⁶⁶ *Ibid.*, pp. 5.

⁶⁷ *Ibid.*, pp. 69.

⁶⁸ Ann Raimés, *Technique in Teaching Writing*. (England: Oxford University Press, 1983), pp. 69.

⁶⁹ *Ibid.*, pp. 69.

⁷⁰ Jane B. Hughey et al., *loc. cit.* pp. 70.

⁷¹ James P. Raffini, *op. cit.*, pp. 130.

responsibility to their group assessments. Besides, it is very good to build their creativities and efforts. When students see that their efforts have resulted in action and change, they will be motivated and keen to help again.

Specifically, here is the example of how to teach writing by using brainstorming technique:⁷²

- a) Instruction to observe and talk about the topic/ picture/ material generated by some questions or responses from a group of four students. After about five minutes of comments and questions that arise from the free associations the students make the group can make notes, and examine, summarize, and develop those notes to formulate a topic for a more focused discussion that will lead to a piece of writing.
- b) A brainstorming session can also address a specific question. The students write down as much as they can as quickly as they can. Then they compare their ideas and develop them into a list.
- c) Students can also be encouraged to use brainstorming technique to help them find a topic and a direction if one is not assigned. If they keep a journal or do ten-minute writing in class, their own interests will emerge. Or if students are given a rather vague assignment of, for example, writing about a childhood memory, it might help them to think first of as many childhood memories as possible, to discuss these with others, to write them all down, and then to narrow their focus

⁷² Ann Raimes, *loc. cit.*, pp. 69.

gradually so that the memory they decide to write about really is a vivid one that they feel others would be interested in.

Another way of teaching writing by using brainstorming is proposed by Karen and Christine that leads to the following steps:⁷³

- 1) Begin with a broad topic.
- 2) Write down as many associations as you can in ten minutes.
- 3) Add more items to your list by answering the questions *what, how, when, where, why, and who*.
- 4) Group the items on the list that go together.
- 5) Cross out items that do not belong.

In developing ideas by using brainstorming technique, students can use the following questions:⁷⁴

- a) What questions must (might) you answer about your topic?
- b) What information do you already have about your topic?
- c) What additional information will you need to complete your essay?

Brainstorming is a discussion form purposed to gather ideas, information, knowledge, and experiences from all of members of group. It is different from the usual discussion in which one's idea can be responded (supported, completed, decreased, or disagreed) by other person, in brainstorming one's idea is not to be responded. The purpose is that to make conclusion of ideas, information, experienced of all of members from same or different ideas.

⁷³ Karen Blanchhard, et al., *op. cit.*, pp. 11.

⁷⁴ Joy M. Reid, *The Process of Composition*. (New Jersey: Prentice Hall Regents, 1988), pp. 47.

Brainstorming is well-known activity for producing solutions.⁷⁵ Brainstorming activities can help more advanced students produce ideas for essays, projects, and professional presentations. It can also greatly helpful in developing solution for problem in professional setting.⁷⁶ As a result, students can use a brainstorming framework to get practice thinking about real problems they will encounter in their professional live.⁷⁷ Therefore, by using brainstorming students can think creatively that can help them think of solution toward the topic in their discussion to be solved together in their group.

Brainstorming is an ideal way to get people to come up with new ideas in groups. There are four rules of brainstorming:

- a. Banish criticism. Negative comments can have an inhibiting effect on an otherwise fruitful brainstorming session. Criticism can be offered at the end of a brainstorming session if necessary.
- b. The more ideas, the better. Participants in a brainstorming session should aim to produce as many ideas as possible.
- c. Odd, bizarre ideas are welcome. Participants should be encouraged to produce the most unique ideas they can. Sometimes the most ridiculous ideas can inspire extremely practical solutions.
- d. Participants can borrow and expand on others' ideas. This is known as piggybacking or hitchhiking. It can lead to some superb ideas.

⁷⁵ Hall Houston, *op. cit.*, pp. 3.

⁷⁶ *Ibid.*, pp. 3.

⁷⁷ *Ibid.*, pp. 3-4.

Christine Brown also classifies some suggestions for teacher as the instructor of brainstorming activities in which the purpose is that to make the students enable to share their ideas, such as:⁷⁸

- a) Write them down very quickly. They do not have to be in English.
- b) Don't worry about how useful they will be.
- c) Don't worry about neatness and correctness.

In addition Jane B. Hughey et. al., also gives some suggestions in teaching writing by using brainstorming technique, they are:⁷⁹

- 1) Make clear the non-critical nature of the discussion.
- 2) Keep the discussion "on tract" with a facilitator or moderator.
- 3) Establish the subject to be discussed.
- 4) Encourage the participation of all class members.
- 5) Encourage participants to take notes as ideas are suggested.

According to Brown, the purpose of brainstorming is to initiate some sort of thinking process.⁸⁰ Furthermore, Douglas Brown states that brainstorming technique gets students' "creative juices" flowing without necessarily focusing on specific problems or decisions or value.⁸¹ In much the same way, brainstorming can help students relax and also see that each of them has something to contribute to a subject.⁸² Jane B. Hughey et al., say that since brainstorming is a sharing of idea, it helps students to develop an awareness of

⁷⁸ Kristine Brown and Susan Hood, *Writing Matters: Writing Skills and Strategies*. (New York: Cambridge University Press, 1993), pp. 7.

⁷⁹ Jane B. Hughey et al., *op. cit.* pp. 71.

⁸⁰ Douglas Brown, *op. cit.*, pp. 181.

⁸¹ *Ibid.*, pp. 181.

⁸² Jane B. Hughey et al., *loc. cit.*, pp. 70.

their points of view in uncritical setting, as well as an awareness of their own personal points of view.⁸³ Based on the explanation above, the researcher can conclude that brainstorming technique can encourage all students to have an equal in the process. In other words, brainstorming can increase the students' awareness to share their ideas in uncritical setting.

Based on the explanation above, the writer can conclude that motivation plays an important role in the teaching and learning process of writing. It means that, the students' success in achieving the learning goal of writing is based on their motivation. Besides, the students' lack of motivation in writing not only can be caused by the complexity of writing process itself but also from the perception of the novice students toward writing process. For example, novice students tend to be aware of their weaknesses only through the teacher's feedback on their written task. They do not perceive the difficulty in writing as a problem to be solved, whereas they tend to perceive that the difficulty in writing task as a dangerous task that should be avoided by them. Therefore, these conditions have to be changed by motivating the students to write in order that the students have the same opportunity to be success in writing task. By using brainstorming technique the students are able to share their ideas as many as possible in groups that can be used to solve the students' problem toward students' motivation in writing.

⁸³ *Ibid.*, pp. 70.

B. The Relevant Research

According to Syafi'i, relevant research is required to observe some previous researches conducted by other researcher in which they are relevant to our research itself.⁸⁴ Besides, we have to analyze what the point that is focused on, inform the design, finding and concluding of the previous research, this of:

1. A Research from Khairuddin⁸⁵ entitled "The Effectiveness of Using Jigsaw Technique in Increasing Students' Motivation in Studying English at The Second Year Students of Islamic Junior High School AL-MUTTAQIN Pekanbaru." This research is aimed to find out the effectiveness of using jigsaw technique in increasing students' motivation in studying English at the second year students of Islamic Junior School AL-MUTTAQIN Pekanbaru. From his research, he found that by orientating to the table that significance is $0.88 > 0.05$ means that the null hypothesis is rejected. If significant is bigger than 0.05 it can be concluded that the hypothesis that there is significant difference on students' motivation in studying English between by using jigsaw technique and those used the conventional technique is accepted. The results showed that jigsaw significantly has high significant effectiveness in increasing the students' motivation in studying English rather than conventional technique.

⁸⁴ M. Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Lembaga Bimbingan Belajar Syaf Intensive/ LBSI, Pekanbaru: 2007). pp. 122.

⁸⁵ Krairuddin. *The Effectiveness of Using Jigsaw Technique in Increasing Students' Motivation in Studying English at the Second Year Students of Islamic Junior High School AL-MUTTAQIN Pekanbaru*. Skripsi. Pekanbaru: Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau, 1429/2009.

2. A research from Riski Kinanti⁸⁶ entitled “The Correlation between Brainstorming Technique of Picture Series and The Students’ Ability in Writing Narrative Essay by The Fourth Semester of English Department of Sultan Syarif Kasim Riau.” From her research, she found that the second hypothesis is accepted because the table of “r” product moment at the 5% grade of significance is 0.288. While in the level of significance 1% is 0.372. Furthermore, she analyzed the significance of 1% is 0.66 higher than the table of “r” product moment in 5% or 1%. Thus, it can be read that $0,375 < 0.66 > 0.288$. It means that there is positive significance correlation between Brainstorming Technique of Picture Series and The Students’ Ability in Writing Narrative Essay by Fourth Semester Students of English education of Sultan Syarif Kasim Riau.

C. Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is an experimental research in which focuses on gaining the effect of brainstorming technique toward motivation in writing hortatory exposition text at the second year students of SMAN 1 Pangkalan Lesung of Pelalawan Regency. Therefore, in analyzing the problem in this research, there are two variables used. The first is brainstorming technique in teaching and learning process. The second is the motivation in writing hortatory exposition text. Brainstorming technique is an independent

⁸⁶ Riski Kinanti. *The Correlation between Brainstorming Technique of Picture Series and The Students’ Ability in Writing Narrative Essay by The Fourth Semester of English Department of Sultan Syarif Kasim Riau*. Skripsi. Pekanbaru: Fakultas Tarbiyah dan Keguruan UIN Suska Riau, 1428/2008.

variable and motivation in writing hortatory exposition text is a dependent variable. To operate the investigation on the variable, the researcher worked based on the following indicators:

A. The following treatment as a collection of procedures in the implementation of brainstorming technique that can be seen as follows:

1. Teacher asks students to choose one of the general topics of hortatory exposition text to be discussed by them. In this session, teacher asks students to write information as many as possible on their lists related to the topic to solve the problem that they want to write.
2. Students choose one of the general topics of hortatory exposition text and write the ideas as many as possible on their list relevant to the problem in the topic.
3. Teacher asks students to write down the association of one idea to other ideas as many possible as they can in ten minutes. This purpose is to classify whether the ideas are relevant to other ideas or not.
4. Students associate one idea to another idea and write the key words on their lists in ten minutes. This purpose is to classify whether the ideas are relevant to other ideas or not.
5. Teacher asks students to add more ideas to their lists by answering the questions *what, how, when, where, why, and who* based on their topic.
6. Students share their ideas by answering the questions *what, how, when, where, why, and who* based on their topic.
7. Teacher asks students to group the ideas on the lists that go together.

8. Students generate ideas on the list that have similar categories.
 9. Teacher asks students to cross out ideas that do not belong.
 10. Students review their ideas and look for the best one to be developed.
- B. The procedures of classroom questioning technique that is used by teacher in teaching writing in control class can be seen as follows:
1. Teacher asks some questions to the students related to hortatory exposition text and the topics that will be written by the students.
 2. Teacher deciphers the meaning of the questions if the students do not understand the questions.
 3. Teacher generates covert or overt responses to formulate student's response.
 4. Revising the response based on teacher probing or other feedback.
- C. The indicators of motivated students in writing a hortatory exposition text are as follows:
1. Motives
 - a. Goal Orientations: Students make the target of their writing grade.
 - b. Need: Students follow every step or specific activities in writing a hortatory exposition text.
 - c. Value: Students have responsibilities to do their group task.
 - d. Interest: Students are interested to write in group in writing a hortatory exposition text than individually.

2. Expectancy

- a. Students experience writing activities as a means of meaningful self-expression.
- b. Students use the opportunity to share their ideas in writing activities related to the hortatory exposition text.
- c. Students consider that writing English is very important for other English skills.
- d. Students ask their friends or their teacher to correct their writing in order to improve their writing in the future.

3. Incentives

a. Extrinsic Motivations

- 1) Parents support their students to improve their writing by providing them some English books.
- 2) Students attend the English class because they want to master English.

b. Intrinsic Motivations

- 1) Students do by themselves all of the writing assignments given by teacher.
- 2) Students memorize English vocabulary in order to be able to write a hortatory exposition text.

D. Assumption and Hypothesis

1. The Assumption

In this research, the researcher assumes that (1) the students' motivation is various, (2) the students' motivation can be influenced by many factors, and (3) technique in teaching can influence students' motivation in writing a text.

2. The Hypothesis

H₀: There is no significant difference of students' motivation in writing hortatory exposition text between students who are taught by using conventional technique and those who are taught by using brainstorming.

H_a: There is a significant difference of students' motivation in writing hortatory exposition text between students who are taught by using conventional technique and those who are taught by using brainstorming.

CHAPTER III

RESEARCH METHOD

A. Research Design

The type of this research is Quasi-experimental research. According to Gay and Peter, experimental research is the only type of the research that can test hypotheses to establish cause-and-effect relationship.¹ Then, Quasi-experimental design is experimental situations in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment.² In this research, the writer uses nonequivalent control group design that is a quasi-experimental design involving at least two groups, both of which are pretested; one group receives the experimental treatment, and both groups are post tested.³ It is intended to find out the effect of brainstorming technique toward students' motivation in writing hortatory exposition text. In this research, the writer used two groups as samples that one is called experimental group administered by using brainstorming technique and another is the control group administered by using conventional technique. However, the materials given and purpose of the research to each group are the same.

Before conducting treatment to experimental class, all students of both classes were tested to answer questionnaire called pre test. Then, the experimental class

¹ L.R. Gay and Peter Airaisian, *Educational Research Competencies for Analysis and Application*. Six Ed. (New Jersey: Prentice-Hall, Inc., 2000), pp. 36.

² John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Pearson Education Ltd., 2008), pp. 645.

³ L.R. Gay and Peter Airaisian, *op. cit.*, pp.313.

was taught by using brainstorming technique for eight times and the control class was taught by using conventional technique. However, the materials given and purpose of the research to each group were the same. After eight times treatments, both of the classes were tested to answer questionnaire called post tested. At the end of the research the write examined motivation in writing hortatory exposition text of students who were taught by using brainstorming technique and those who were taught by using conventional technique. Brainstorming technique and conventional technique results were compared in order to determine the effect of the treatment.

According to Creswell, the type of this research can be designed as follows:⁴

Table III.1
The Research design

Group	Pre - test	Treatment	Post – Test
A	Test 1	X	Test 2
B	Test 1		Test 2

A = Experimental Group

B = Control Group

T1 = Pre-Test to experimental group and control group

X = Receive the treatment using brainstorming technique

T2 = Post-Test to experimental and control group

⁴ John W. Creswell, *op. cit.*, pp. 229.

B. Location and Time of the Research

The research was conducted at the second year students of SMAN 1 Pangkalan Lesung of Pelalawan Regency. The research was done two months, started on February until March 2012.

C. Subject and Object of the Research

Subject of the research was the second year students of SMAN 1 Pangkalan Lesung of Pelalawan Regency. The object of this research is the effect of brainstorming technique toward students' motivation in writing hortatory exposition text.

D. Population and Sample of the Research

The population of this research was the second year students of SMAN 1 Pangkalan Lesung of Pelalawan Regency in 2011-2012 academic years. The number of the second year students of SMAN 1 Pangkalan Lesung of Pelalawan Regency was 83 students.

Table III.2

The Sample of the Second Year Students of SMAN 1 Pangkalan Lesung of Pelalawan Regency 2011-2012

No	Class	Population		Total
		Male	Female	
1	XI IPS 1	17	12	29
2	XI IPS 2	16	14	30

The population of this research was the second year students of SMAN 1 Pangkalan Lesung. The sample of the research was two classes; class XI IPS 1 (29

persons) and class XI IPS 2 (30 persons). Suharsimi Arikunto states that the amount of the subject is less than 100, it is better to take all the population.⁵ Therefore, in this research the writer used total sampling. Based on the design of the research, the researcher took only two classes as the sample of this research. Here, the writer took XI IPS 1 as experiment group and XI IPS 2 as control group.

E. The Treatment Procedures

1. Planning

This research was conducted in SMAN 1 Pangkalan Lesung. The participants of this research were the students of XI IPS 1 as an experimental class and XI IPS 2 as a control class. The research had done from February until March 2012. The purposes of this research were to know the students' motivation in writing hortatory exposition text taught by using conventional technique, to know the students' motivation in writing hortatory exposition text taught by using brainstorming technique and to know whether or not there is significant difference of students' motivation in writing hortatory exposition text between students who are taught by using conventional technique and those who are taught by using brainstorming. During this research, the writer taught for both classes. The material that was given during this research was only hortatory exposition text. In experimental class, the writing activities were done by the students in group discussion. Meanwhile, in control class the writing activities were done by the students individually. The writer prepared some interesting topics that had to be written by the students in form of

⁵ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*. Edisi Revisi VI. (Jakarta: Rineka Cipta, 2006), pp. 134.

hortatory exposition text. The topics used were chosen by using lottery, they were:

Table III.3
Blue print of Treatment in Experimental Class

No.	Meetings	Topics
1	Meeting 1	Where should be after high school?
2	Meeting 2	The impacts of internet for students.
3	Meeting 3	Students may not bring mobile phone to school.
4	Meeting 4	Students should use English in school.
5	Meeting 5	Cars should be banned in the city.
6	Meeting 6	The impacts of natural disaster.
7	Meeting 7	The impacts of smoking.
8	Meeting 8	The impacts of drugs.

2. Implementation

It consisted of 10 meetings which focused on the topic of hortatory exposition text. The first meeting was used to conduct pre questionnaire in the form of extensive writing motivation for both classes. The second to ninth meetings were used to conduct the treatment for experiment group only. In doing the treatment, the writer used brainstorming technique in teaching writing. There were some brainstorming activities that had been done in experimental class. It can be seen as follows:

TABLE III.4

**The Teacher's and the Students' Activities by Using Brainstorming
Technique in Experimental Class**

No.	Teacher's Activities	Students' Activities
1	Teacher asks students to choose one of the general topics of hortatory exposition text to be discussed by them. In this session, teacher asks students to write information as many as possible on their lists related to the topic to solve the problem that they want to write.	Students choose one of the general topics of hortatory exposition text and write the ideas as many as possible on their list relevant to the problem in the topic.
2	Teacher asks students to write down the association of one idea to other ideas as many as they can in ten minutes. This purpose is to classify whether the ideas are relevant to other ideas or not.	Students associate one idea to another idea and write the key words on their lists in ten minutes. This purpose is to classify whether the ideas are relevant to other ideas or not.
3	Teacher asks students to add more ideas to their lists by answering the questions <i>what, how, when, where, why, and who</i> based on their topic.	Students share their ideas by answering the questions <i>what, how, when, where, why, and who</i> based on their topic.
4	Teacher asks students to group the ideas on the lists that go together.	Students generate ideas on the list that have similar categories.
5	Teacher asks students to cross out ideas that do not belong.	Students review their ideas and look for the best one to be developed.

After doing brainstorming technique in the classroom activities, the students wrote a hortatory exposition text in group related to their topic discussion. Then, the students collected their writing assessment to the teacher to be evaluated. Meanwhile, for control class the writer used conventional technique in teaching writing.

2. Evaluation

In this stage, the teacher gave posttest for both classes in the form of extensive writing motivation. Brainstorming technique and conventional technique results were compared in order to determine the effect of the treatment.

F. Techniques of Collecting Data

In this research, the technique of collecting data was questionnaire. Questionnaire was used to collect the data of Y variable. The data were provided from the researcher's questions. In this research, the writer gave some questions. Those were given to the students to be answered. The questions were related to students' statement about their motivation in writing hortatory exposition text.

G. Technique of Data Analysis

In order to find out whether or not there is a significant effect of using brainstorming technique toward students' motivation in writing hortatory exposition text the data statistically were analyzed. In analyzing the data of students' motivation in writing hortatory exposition text by using brainstorming technique, the writer gave the criteria as follow:⁶

0%-20% : Very Low

21%-40% : Low

41%-60% : Enough

61%-80% : Strong

81%-100%: Very Strong

In finding the percentage, the writer used the following formula as follow:⁷

$$P = \frac{F}{N} \times 100\%$$

P= Percentage

F= Frequency

⁶ Riduwan, *op. cit.*, pp. 15.

⁷ Anas Sudijono, *Pengantar Statistik Pendidikan*. (Jakarta: PT Raja Grafindo Persada, 2008), pp. 43.

N = Total frequency/ students

In giving score for each student in questionnaire the writer referred to the following formula:⁸

$$\text{Student score} = \frac{\text{The Total Score}}{\text{The Highest Score}} \times 100$$

In order to analyze the data, the writer used T-Test formula as follows:⁹

$$t_{\text{obt}} = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

t_{obt} : the value of t-obtained

M_x : mean score of experimental class

M_y : mean score of control class

SD_x : standard deviation of experimental class

SD_y : standard deviation of control class

N : number of students

⁸ Panitia Pelaksana PPL, *Buku Pedoman Program Pengalaman Lapangan*. (Pekanbaru: Fakultas Tarbiyah dan Keguruan UIN Suska Riau, 2011), pp. 16.

⁹ Hartono, *Statistik Untuk Penelitian*. (Jogjakarta: Pustaka Pelajar, 2008), pp. 178.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. Data Presentation

The research was to find the effect of brainstorming technique toward motivation in writing hortatory exposition text at the second year students of SMAN 1 Pangkalan Lesung of Pelalawan Regency. Questionnaire was used to obtain the required data. It was used to gather the information about students' motivation in writing hortatory exposition text.

1. The Students' Writing Motivation

The tables below show some questionnaires of the students' motivation in writing hortatory exposition text.

TABLE IV.1
The Students Make the Target of Their Writing Grade

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	11	39.93%	3	10.34%	3	10.00%	8	26.67%
2	Often	14	48.28%	18	62.07%	15	50.00%	20	66.67%
3	Sometimes	3	10.34%	6	20.69%	6	20.00%	1	3.33%
4	Seldom	1	3.45%	1	3.45%	1	3.33%	1	3.33%
5	Never	0	0.00%	1	3.45%	5	16.67%	0	0.00%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class decreased from 39.93% to 10.34% or decreased 29.59% and in control class increased from 10.00% to 26.67% or increased 16.67%. Furthermore, for often alternative the students' motivation in

experimental class increased from 48.28% to 62.07% or increased 13.99% and in control class increased from 50.00% to 66.67% or increased 16.67%. For sometimes alternative, the percentage of experimental class increased from 10.34% to 20.69% or increased 10.35% and in control class decreased from 20.00% to 3.33% or decreased 16.67%. In experimental class and control class 3.45% of the respondents are seldom also at the end. The last, for never alternative the percentage of experimental class increased from 0.00% to 3.45% or increased 3.45% and in control class decreased from 16.67% to 0.00% or decreased 16.67%.

TABLE IV.2
The Students Do the Writing Exercises of Hortatory Exposition Text
in order to Get Good Grade from Their Teacher

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	9	31.03%	19	65.52%	7	23.33%	18	60.00%
2	Often	10	34.48%	4	13.79%	9	30.00%	9	30.00%
3	Sometimes	8	27.59%	6	20.69%	0	0.00%	3	0.00%
4	Seldom	2	6.90%	0	0.00%	5	16.67%	0	0.00%
5	Never	0	0.00%	0	0.00%	9	30.00%	0	0.00%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class increased from 31.03% to 65.52% or increased 34.49% and in control class increased from 23.33% to 60.00% or increased 36.67%. Furthermore, for often alternative the students' motivation in experimental class decreased from 34.48% to 13.79% or decreased 20.69% and in control class constant from 30.00% to 30.00%. For sometimes alternative, the percentage of experimental class decreased from 27.59% to 20.69% or decreased 6.90% and in control class decreased from 0.00% to 3.33% or decreased 3.33%.

6.90% and in control class was sometimes also at the end. For seldom alternative the percentage of experimental class decreased from 6.90% to 0.00% or decreased 6.90% and in control class decreased from 16.67% to 0.00% or decreased 16.67%. The last, for never alternative the percentage of experimental class was 0.00% also at the end and in control class decreased from 30.00% to 0.00% or decreased 30.00%.

TABLE IV.3
The Students Follow Every Step or Specific Activities in Writing a Hortatory Exposition Text.

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	9	31.03%	14	48.28%	9	30.00%	13	43.33%
2	Often	5	17.24%	14	48.28%	7	23.33%	11	36.67%
3	Sometimes	10	34.48%	1	3.45%	3	10.00%	5	16.67%
4	Seldom	3	10.34%	0	0.00%	3	10.00%	1	3.33%
5	Never	2	6.90%	0	0.00%	8	26.67%	0	0.00%
Total		29	100%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class increased from 31.03% to 48.28% or increased 17.25% and in control class increased from 30.00% to 43.33% or increased 13.33%. Furthermore, for often alternative the students' motivation in experimental class increased from 17.24% to 48.28% or increased 31.03% and in control class increased from 23.33% to 36.67% or increased 13.34%. For sometimes alternative, the percentage of experimental class decreased from 34.48% to 3.45% or decreased 31.03% and in control class increased from 10.00% to 16.67% or increased 6.67%. For seldom alternative the percentage of

experimental class decreased from 10.34% to 0.00% or decreased 10.34% and in control class decreased from 10.00% to 3.33% or decreased 6.67%. The last, for never alternative the percentage of experimental class decreased from 6.90% to 0.00% or decreased 6.90% and in control class decreased from 26.67% to 0.00% or decreased 26.67%.

TABLE IV.4
The Students Write the Important Things from their Teacher's
Explanation about Hortatory Exposition Text

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	7	24.14%	11	37.93%	3	10.00%	7	23.33%
2	Often	11	37.93%	15	51.72%	8	26.67%	11	36.67%
3	Sometimes	4	13.79%	3	10.34%	6	20.00%	8	26.67%
4	Seldom	5	17.24%	0	0.00%	6	20.00%	2	6.67%
5	Never	2	6.90%	0	0.00%	7	23.33%	1	3.33%
Total		29	100%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class increased from 24.14% to 37.93% or increased 13.79% and in control class increased from 10.00% to 23.33% or increased 13.33%. Furthermore, for often alternative the students' motivation in experimental class increased from 37.93% to 51.72% or increased 13.79% and in control class increased from 26.67% to 36.67% or increased 10.00%. For sometimes alternative, the percentage of experimental class decreased from 13.79% to 10.34% or decreased 3.45% and in control class decreased from 20.00% to 26.67% or decreased 6.67%. For seldom alternative the percentage of

experimental class decreased from 17.24% to 0.00% or decreased 17.24% and in control class decreased from 20.00% to 6.67% or decreased 13.33%. The last, for never alternative the percentage of experimental class decreased from 6.90% to 0.00% or decreased 6.90% and in control class decreased from 23.33% to 3.33% or decreased 20.00%.

TABLE IV.5
The Students Responsible to Do Their Writing Exercise given by Their Teacher

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	5	17.24%	17	58,62%	5	16,67%	10	33.33%
2	Often	9	31.03%	11	37,93%	15	50,00%	13	43.33%
3	Sometimes	8	27.59%	1	3,45%	3	10,00%	3	10.00%
4	Seldom	4	13.79%	0	0,00%	3	10,00%	2	6.67%
5	Never	3	10.34%	0	0,00%	4	13,33%	2	6.67%
Total		29	100,00%	29	100,00%	30	100,00%	30	100,00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class increased from 17.24% to 58.62% or increased 41.38% and in control class increased from 16.67% to 33.33% or increased 16.66%. Furthermore, for often alternative the students' motivation in experimental class increased from 31.03% to 37.93% or increased 6.90% and in control class decreased from 50.00% to 43.33% or decreased 6.67%. For sometimes alternative, the percentage of experimental class decreased from 27.59% to 3.45% or decreased 24.14% and in control class constant from 10.00% to 10.00%. For seldom alternative the percentage of experimental class decreased from 13.79% to 0.00% or decreased 13.79% and in control class decreased from 10.00% to 6.67% or decreased 3.33%. The last, for never alternative the

percentage of experimental class decreased from 10.34% to 0.00% or decreased 10.34% and in control class decreased from 13.33% to 6.67% or decreased 10.00%.

TABLE IV.6
The Students do not cheat to Their Friends when Writing Hortatory Exposition Text

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	6	20.69%	14	48.28%	7	23.33%	8	26.67%
2	Often	10	34.48%	8	27.59%	4	13.33%	4	13.33%
3	Sometimes	6	20.69%	6	20.69%	9	30.00%	8	26.67%
4	Seldom	2	6.90%	0	0.00%	3	10.00%	2	6.67%
5	Never	5	17.24%	1	3.45%	7	23.33%	8	26.67%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class increased from 20.69% to 48.28% or increased 27.59% and in control class increased from 23.33% to 26.67% or increased 3.34%. Furthermore, for often alternative the students' motivation in experimental class decreased from 34.48% to 27.59% or decreased 6.89% and in control class same at the end from 13.33% to 13.33%. For sometimes alternative, the percentage of experimental class same at the end from 20.69% to 20.69% and in control class decrease from 30.00% to 26.67% or decreased 3.33%. For seldom alternative the percentage of experimental class decreased from 6.90% to 0.00% or decreased 6.90% and in control class decreased from 10.00% to 6.67% or decreased 3.33%. The last, for never alternative the percentage of experimental

class decreased from 17.24% to 3.45% or decreased 13.79% and in control class increased from 23.33% to 26.56% or increased 3.23.

TABLE IV.7
The Students Prefer Discuss with Their Friends in Writing Hortatory
Exposition Text to Do It by Themselves

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	8	27.59%	20	68.97%	7	23.33%	10	33.33%
2	Often	8	27.59%	7	24.14%	9	30.00%	9	30.00%
3	Sometimes	12	41.38%	1	3.45%	6	20.00%	6	20.00%
4	Seldom	1	3.45%	0	0.00%	4	13.33%	5	16.67%
5	Never	0	0.00%	1	3.45%	4	13.33%	0	0.00%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class increased from 27.59% to 68.97% or increased 41.38% and in control class increased from 23.33% to 33.33% or increased 10.00%. Furthermore, for often alternative the students' motivation in experimental class decreased from 27.59% to 24.14% or decreased 3.45% and in control class was same at the end from 30.00% to 30.00%. For sometimes alternative, the percentage of experimental class decreased from 41.38% to 3.45% or decreased 37.93% and in control class constant from 20.00% to 20.00%. For seldom alternative the percentage of experimental class decreased from 3.45% to 0.00% or decreased 3.45% and in control class increased from 13.33% to 16.67% or increased 3.34%. The last, for never alternative the percentage of experimental class increased from 0.00% to 3.45% or increased 3.45% and in control class decreased from 13.33% to 10.00% or decreased 3.33%.

TABLE IV.8
The Students Participate in Group Discussion in the Classroom

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	2	6.90%	13	44.83%	0	0.00%	1	3.33%
2	Often	7	24.14%	9	31.03%	1	3.33%	1	3.33%
3	Sometimes	11	37.93%	6	20.69%	5	16.67%	4	13.33%
4	Seldom	8	27.59%	0	0.00%	12	40.00%	5	16.67%
5	Never	1	3.45%	1	3.45%	12	40.00%	19	63.33%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class increased from 6.90% to 44.83% or increased 37.93% and in control class increased from 0.00% to 3.33% or increased 3.33%. Furthermore, for often alternative the students' motivation in experimental class decreased from 24.14% to 31.03% or decreased 6.89% and in control class was same until at the end from 3.33% to 3.33%. For sometimes alternative, the percentage of experimental class decreased from 37.93% to 20.69% or decreased 14.24% and in control class decreased from 16.67% to 13.33% or decreased 3.34%. For seldom alternative the percentage of experimental class decreased from 27.59% to 0.00% or decreased 27.59% and in control class decreased from 40.00% to 16.67% or decreased 23.33%. The last, for never alternative the percentage of experimental class was the same until at the end from 3.45% to 3.45% and in control class increased from 40.00% to 63.33% or increased 23.33%.

TABLE IV.9
The Students Write Hortatory Exposition Text to Express Themselves

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	1	3.45%	4	13.79%	4	13.33%	1	3.33%
2	Often	6	20.69%	13	44.83%	10	33.33%	2	6.67%
3	Sometimes	6	20.69%	8	27.59%	8	26.67%	5	16.67%
4	Seldom	10	34.48%	3	10.34%	2	6.67%	5	16.67%
5	Never	6	20.69%	1	3.45%	6	20.00%	17	56.67%
Total		29	100%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class increased from 3.45% to 13.79% or increased 10.34% and in control class decreased from 13.33% to 3.33% or decreased 10.00%. Then, for often alternative the students' motivation in experimental class increased from 20.69% to 44.83% or increased 24.14% and in control class decreased from 33.33% to 6.67% or decreased 26.66%. For sometimes alternative, the percentage of experimental class increased from from 20.69% to 27.59% or increased 6.9% and in control class decreased from 26.67% to 16.67% or decreased 10.00%. For seldom alternative the percentage of experimental class decreased from 34.48% to 10.34% or decreased 24.14% and in control class increased from 6.67% to 16.67% or increased 10.00%. The last, for never alternative the percentage of experimental class decreased from 20.69% to 3.45% or decreased 17.24% and in control class increased from 20.00% to 56.67% or increased 36.67%.

TABLE IV.10
The Students Write Based on What They are Thinking about

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	1	3.45%	7	24.14%	1	3.33%	4	13.33%
2	Often	3	10.34%	15	51.72%	7	23.33%	1	3.33%
3	Sometimes	6	20.69%	5	17.24%	3	10.00%	9	30.00%
4	Seldom	9	31.03%	2	6.90%	7	23.33%	7	23.33%
5	Never	10	34.48%	0	0.00%	12	40.00%	9	30.00%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class increased from 3.45% to 24.14% or increased 20.69% and in control class increased from 3.33% to 13.33% or increased 10.00%. Then, for often alternative the students' motivation in experimental class decreased from 10.34% to 51.72% or decreased 41.38% and in control class decreased from 23.33% to 3.33% or decreased 20.00%. For sometimes alternative, the percentage of experimental class decreased from 20.69% to 17.24% or decreased 3.45% and in control class increased from 10.00% to 30.00% or increased 20.00%. For seldom alternative the percentage of experimental class decreased from 31.03% to 6.90% or decreased 24.13% and in control class was constant from 23.33% to 23.33%. The last, for never alternative the percentage of experimental class decreased from 34.48% to 0.00% or decreased 34.48% and in control class decreased from 40.00% to 30.00% or decreased 10.00%.

TABLE IV.11
The Students Use the Opportunity to Reveal Their Ideas in Writing Hortatory Exposition Text

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	1	3.45%	12	41.38%	0	0.00%	0	0.00%
2	Often	5	17.24%	13	44.83%	9	30.00%	5	16.67%
3	Sometimes	10	34.48%	3	10.34%	7	23.33%	9	30.00%
4	Seldom	5	17.24%	1	3.45%	3	10.00%	8	26.67%
5	Never	8	27.59%	0	0.00%	11	36.67%	8	26.67%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class increased from 3.45% to 41.38% or increased 37.93% and in control class constant in 0.00%. Then, for often alternative the students' motivation in experimental class increased from 17.24% to 44.83% or increased 27.59% and in control class decreased from 30.00% to 16.67% or decreased 13.33%. For sometimes alternative, the percentage of experimental class decreased from 34.48% to 10.34% or decreased 24.14% and in control class increased from 23.33% to 30.00% or increased 6.67%. For seldom alternative the percentage of experimental class decreased from 17.27% to 3.45% or decreased 13.82% and in control class increased from 10.00% to 26.67% or increased 16.67%. The last, for never alternative the percentage of experimental class decreased from 27.59% to 0.00% or decreased 27.59% and in control class decreased from 36.67% to 26.67% or decreased 10.00%.

TABLE IV.12
The Students Hope Commendation from Their Parents or Friends if They
are able to Reveal Their Ideas in writing Hortatory Exposition Text

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	0	0.00%	0	0.00%	3	10.00%	3	10.00%
2	Often	4	13.79%	9	31.03%	7	23.33%	5	16.67%
3	Sometimes	11	37.93%	7	24.14%	9	30.00%	9	30.00%
4	Seldom	9	31.03%	10	34.48%	7	23.33%	11	36.67%
5	Never	5	17.24%	3	10.34%	4	13.33%	2	6.67%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class and control class were the same until the end from 0.00% to 0.00. Then, for often alternative the students' motivation in experimental class increased from 13.79% to 31.03% or increased 17.24% and in control class decreased from 23.33% to 16.67% or decreased 6.66%. For sometimes alternative, the percentage of experimental class decreased from 37.93% to 24.14% or decreased 13.79% and in control class constant in 30.00%. For seldom alternative the percentage of experimental class increased from 31.03% to 34.48% or increased 3.45% and in control class increased from 23.33% to 30.00% or increased 6.67%. The last, for never alternative the percentage of experimental class decreased from 17.24% to 10.34% or decreased 6.90% and in control class decreased from 13.33% to 6.67% or decreased 6.66%.

TABLE IV.13
The Students Consider that the Ability in Writing is Very Important for
others English Skill

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	4	13.79%	1	3.45%	4	13.33%	9	30.00%
2	Often	8	27.59%	6	20.69%	6	20.00%	5	16.67%
3	Sometimes	5	17.24%	10	34.48%	0	0.00%	6	20.00%
4	Seldom	3	10.34%	7	24.14%	13	43.33%	7	23.33%
5	Never	9	31.03%	5	17.24%	7	23.33%	3	10.00%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class decreased from 13.79% to 3.45% or decreased 10.34% and in control class increased from 13.33% to 30.00% or increased 16.67%. Then, for often alternative the students' motivation in experimental class decreased from 27.59% to 20.69% or decreased 6.90% and in control class decreased from 20.00% to 16.67% or decreased 3.33%. For sometimes alternative, the percentage of experimental class increased from 17.24% to 34.48% or increased 17.24% and in control class increased from 0.00% to 20.00% or increased 20.00%. For seldom alternative the percentage of experimental class increased from 10.34% to 24.14% or increased 13.80% and in control class decreased from 43.33% to 23.33% or decreased 20.00%. The last, for never alternative the percentage of experimental class decreased from 31.03% to 17.24% or decreased 13.79% and in control class decreased 23.33% to 10.00% or decreased 13.33%.

TABLE IV.14
The Students Do the Writing Exercise in order to be able to Write based on
the Correct Grammar

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	1	3.45%	11	37.93%	9	30.00%	11	36.67%
2	Often	7	24.14%	15	51.72%	15	50.00%	5	16.67%
3	Sometimes	9	31.03%	2	6.90%	1	3.33%	8	26.67%
4	Seldom	8	27.59%	1	3.45%	5	16.67%	4	13.33%
5	Never	4	13.79%	0	0.00%	0	0.00%	2	6.67%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class increased from 3.45% to 37.93% or increased 34.48% and in control class decreased from 30.00% to 36.67% or decreased 6.67%. Then, for often alternative the students' motivation in experimental class increased from 24.14% to 51.72% or increased 27.58% and in control class decreased from 50.00% to 16.67% or decreased 33.33%. For sometimes alternative, the percentage of experimental class decreased from 31.03% to 6.90% or decreased 24.13% and in control class increased from 3.33% to 26.67% or increased 23.34%. For seldom alternative the percentage of experimental class decreased from 27.59% to 3.45% or decreased 24.14% and in control class decreased from 16.67% to 13.33% or decreased 3.34%. The last, for never alternative the percentage of experimental class decreased from 13.79% to 0.00% or decreased 13.79% and in control class increased 0.00% to 6.67% or increased 6.67%.

TABLE IV.15
The Students ask Their Friends or Teacher to Correct Their Writing in
order that They are able to Improve Their Writing

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	1	3.45%	18	62.07%	2	6.67%	13	43.33%
2	Often	8	27.59%	7	24.14%	8	26.67%	2	6.67%
3	Sometimes	7	24.14%	4	13.79%	3	10.00%	8	26.67%
4	Seldom	9	31.03%	0	0.00%	7	23.33%	2	6.67%
5	Never	4	13.79%	0	0.00%	10	33.33%	5	16.67%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class increased from 3.45% to 62.07% or increased 58.62% and in control class increased from 6.67% to 43.33% or increased 36.66%. Then, for often alternative the students' motivation in experimental class decreased from 27.59% to 24.14% or decreased 3.45% and in control class decreased from 26.67% to 6.67% or decreased 20.00%. For sometimes alternative, the percentage of experimental class decreased from 24.14% to 13.79% or decreased 10.35% and in control class increased from 10.00% to 26.67% or increased 16.67%. For seldom alternative the percentage of experimental class decreased from 31.03% to 0.00% or decreased 31.03% and in control class decreased from 23.33% to 6.67% or decreased 16.66%. The last, for never alternative the percentage of experimental class decreased from 13.79% to 0.00% or decreased 13.79% and in control class decreased 33.33% to 16.67% or decreased 16.66%.

TABLE IV.16
The Students Accept the Suggestion from Their Friends and Teacher toward
Their Writing

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	0	0.00%	9	31.03%	0	0.00%	3	10.00%
2	Often	2	6.90%	17	58.62%	6	20.00%	12	40.00%
3	Sometimes	12	41.38%	3	10.34%	5	16.67%	9	30.00%
4	Seldom	7	24.14%	0	0.00%	9	30.00%	3	10.00%
5	Never	8	27.59%	0	0.00%	10	33.33%	3	10.00%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class increased from 0.00% to 31.03% or increased 31.03% and in control class increased from 0.00% to 10.00% or increased 10.00%. Then, for often alternative the students' motivation in experimental class increased from 6.90% to 58.62% or increased 51.72% and in control class increased from 20.00% to 40.00% or increased 20.00%. For sometimes alternative, the percentage of experimental class decreased from 41.38% to 10.34% or decreased 31.04% and in control class increased from 16.67% to 30.00% or increased 13.33%. For seldom alternative the percentage of experimental class decreased from 24.14% to 0.00% or decreased 24.14% and in control class decreased from 30.00% to 10.00% or decreased 20.00%. The last, for never alternative the percentage of experimental class decreased from 27.59% to 0.00% or decreased 27.59% and in control class decreased 33.33% to 10.00% or decreased 23.33%.

TABLE IV.17
The Parents Support the Students in Learning English by Providing Variety of Book of English

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	1	3.45%	10	34.48%	5	16.67%	10	33.33%
2	Often	3	10.34%	15	51.72%	8	26.67%	11	36.67%
3	Sometimes	10	34.48%	4	13.79%	9	30.00%	4	13.33%
4	Seldom	5	17.24%	0	0.00%	4	13.33%	2	6.67%
5	Never	10	34.48%	0	0.00%	4	13.33%	3	10.00%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class increased from 3.45% to 34.48% or increased 31.03% and in control class increased from 16.67% to 33.33% or increased 16.66%. Then, for often alternative the students' motivation in experimental class increased from 10.34% to 51.72% or increased 41.38% and in control class increased from 26.67% to 36.67% or increased 10.00%. For sometimes alternative, the percentage of experimental class decreased from 34.48% to 13.79% or decreased 20.69% and in control class increased from 30.00% to 13.33% or increased 16.67%. For seldom alternative the percentage of experimental class decreased from 17.24% to 0.00% or decreased 17.24% and in control class decreased from 13.33% to 6.67% or decreased 6.66%. The last, for never alternative the percentage of experimental class decreased from 34.48% to 0.00% or decreased 34.48% and in control class decreased from 13.33% to 10.00% or decreased 3.33%.

TABLE IV.18
The Students Inform Their Parents if They Get Good Grade in Writing

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	5	17.24%	3	10.34%	2	6.67%	2	6.67%
2	Often	9	31.03%	13	44.83%	6	20.00%	11	36.67%
3	Sometimes	5	17.24%	11	37.93%	10	33.33%	10	33.33%
4	Seldom	5	17.24%	2	6.90%	2	6.67%	4	13.33%
5	Never	5	17.24%	0	0.00%	10	33.33%	3	10.00%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experiment class decreased from 17.24% to 10.34% or decreased 6.90% and in control class constant from in 6.67%. Then, for often alternative the students' motivation in experimental class increased from 31.03% to 44.83% or increased 13.80% and in control class increased from 20.00% to 36.67% or increased 16.67%. For sometimes alternative, the percentage of experimental class increased from 17.24% to 37.93% or increased 20.69% and in control class constant in 33.33%. For seldom alternative the percentage of experimental class decreased from 17.24% to 6.90% or decreased 10.34% and in control class increased from 6.67% to 13.33% or increased 6.66%. The last, for never alternative the percentage of experimental class decreased from 17.24% to 0.00% or decreased 17.24% and in control class decreased from 33.33% to 10.00% or decreased 23.33%.

TABLE IV.19
The Students Attend the English Class because They Want to Master English

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	4	13.79%	4	13.79%	3	10.00%	4	13.33%
2	Often	6	20.69%	7	24.14%	8	26.67%	12	40.00%
3	Sometimes	5	17.24%	16	55.17%	13	43.33%	5	16.67%
4	Seldom	7	24.14%	2	6.90%	6	20.00%	6	20.00%
5	Never	7	24.14%	0	0.00%	0	0.00%	3	10.00%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experiment class constant from 13.79% to 13.79% and in control class increased from in 10.00% to 13.33% or increased 3.33%. Then, for often alternative the students' motivation in experimental class increased from 20.69% to 24.14% or increased 3.45% and in control class increased from 26.67% to 40.00% or increased 13.33%. For sometimes alternative, the percentage of experimental class increased from 17.24% to 55.17% or increased 37.93% and in control class decreased from 43.33% to 16.67% or decreased 26.66%. For seldom alternative the percentage of experimental class decreased from 24.14% to 6.90% or decreased 17.24% and in control class was the same until at the end from 20.00% to 20.00%. The last, for never alternative the percentage of experimental class decreased from 24.14% to 0.00% or decreased 24.14% and in control class increased from 0.00% to 10.00% or increased 10.00%.

TABLE IV.20
The Students Attend the English Class because they are afraid of Teacher or Parents

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	2	6.90%	4	13.79%	2	6.67%	4	13.33%
2	Often	6	20.69%	12	41.38%	6	20.00%	7	23.33%
3	Sometimes	8	17.24%	8	27.59%	7	23.33%	12	40.00%
4	Seldom	6	20.69%	3	10.34%	7	23.33%	3	10.00%
5	Never	7	24.14%	2	6.90%	8	26.67%	4	13.33%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class increased from 6.90% to 13.79% or increased 6.89% and in control class increased from in 6.67% to 13.33% or increased 6.66%. Then, for often alternative the students' motivation in experimental class increased from 20.69% to 41.38% or increased 20.69% and in control class increased from 20.00% to 23.33% or increased 3.33%. For sometimes alternative, the percentage of experimental class increased from 17.24% to 27.59% or increased 10.35% and in control class increased from 23.33% to 40.00% or increased 16.67%. For seldom alternative the percentage of experimental class decreased from 20.69% to 10.34% or decreased 10.35% and in control class decreased from 23.33% to 10.00% or decreased 13.33%. The last, for never alternative the percentage of experimental class decreased from 24.14% to 6.90% or decreased 17.24% and in control class decreased from 26.67% to 13.33% or decreased 13.34%.

TABLE IV.21
The Students Prepare Their Learning Equipments before Writing Hortatory
Exposition Text

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	6	20.69%	8	27.59%	6	20.00%	3	10.00%
2	Often	6	20.69%	12	41.38%	0	0.00%	11	36.67%
3	Sometimes	3	10.34%	9	31.03%	9	30.00%	7	23.33%
4	Seldom	3	10.34%	0	0.00%	3	10.00%	5	16.67%
5	Never	11	37.93%	0	0.00%	12	40.00%	3	10.00%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class increased from 20.69% to 27.59% or increased 6.90% and in control class decreased from in 20.00% to 10.00% or decreased 10.00%. Then, for often alternative the students' motivation in experimental class increased from 20.69% to 41.38% or increased 20.69% and in control class increased from 0.00% to 40.00% or increased 40.00%. For sometimes alternative, the percentage of experimental class increased from 10.34% to 31.03% or increased 20.69% and in control class decreased from 30.00% to 23.33% or decreased 6.67%. For seldom alternative the students' motivation in experimental class decreased from 10.34% to 0.00% or decreased 10.34% and in control class increased from 10.005 to 16.67% or increased 6.67%. The last, for never alternative the percentage of experiment class decreased from 37.93% to 0.00% or decreased 37.93% and in control class decreased from 40.00% to 10.00% or decreased 30.00%.

TABLE IV.22
The Students Learn about the Material before the Teaching and Learning is Begun

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	5	17.24%	5	17.24%	3	10.00%	1	3.33%
2	Often	5	17.24%	14	48.28%	7	23.33%	9	30.00%
3	Sometimes	6	20.69%	10	34.48%	15	50.00%	12	40.00%
4	Seldom	6	20.69%	0	0.00%	3	10.00%	5	16.67%
5	Never	7	24.14%	0	0.00%	2	6.67%	3	10.00%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class was same until the end from 17.24% to 17.24% and in control class decreased from in 10.00% to 3.33% or decreased 6.67%. Then, for often alternative the students' motivation in experimental class increased from 17.24% to 48.28% or increased 31.04% and in control class increased from 23.33% to 30.00% or increased 6.67%. For sometimes alternative, the percentage of experimental class increased from 20.69% to 34.48% or increased 13.79% and in control class decreased from 50.00% to 40.00% or decreased 10.00%. For seldom alternative, the percentage of experimental class decreased from 20.69% to 0.00% or decreased 20.69% and in control class increased from 10.00% to 16.67% or increased 6.67%. The last, for never alternative the percentage of experimental class decreased from 24.14% to 0.00% or decreased 24.14% and in control class increased from 6.67% to 10.00% or increased 3.33%.

TABLE IV.23
The Students Do by Themselves all of the Writing Assignments Given by Teacher.

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	3	10.34%	6	20.69%	5	16.67%	1	3.33%
2	Often	9	31.03%	12	41.38%	5	16.67%	10	33.33%
3	Sometimes	7	24.14%	11	37.93%	11	36.67%	9	30.00%
4	Seldom	3	10.34%	0	0.00%	3	10.00%	2	6.67%
5	Never	7	24.14%	0	0.00%	6	20.00%	8	26.67%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class increased from 10.34% to 20.69% or increased 10.35% and in control class decreased from 16.67% to 3.33% or decreased 13.34%. Then, for often alternative the students' motivation in experimental class increased from 31.03% to 41.38% or increased 10.35% and in control class increased from 16.67% to 33.33% or increased 16.66%. For sometimes alternative, the percentage of experimental class increased from 24.14% to 37.93% or increased 13.79% and in control class constant in 36.67%. For seldom alternative, the percentage of experimental class decreased from 10.34% to 0.00% or decreased 10.34% and in control class decreased from 10.00% to 6.67% or increased 3.33%. The last, for never alternative the percentage of experimental class decreased from 24.14% to 0.00% or decreased 24.14% and in control class increased from 20.00% to 26.67% or increased 6.67%.

TABLE IV.24
The Students Open Dictionary if They Find Unfamiliar Words in Writing Hortatory Exposition Text

NO	Alternative	Experimental Class				Control Class			
		Pre		Post		Pre		Post	
		F	P	F	P	F	P	F	P
1	Always	6	20.69%	10	34.48%	5	16.67%	2	6.67%
2	Often	10	34.48%	12	41.38%	4	13.33%	5	16.67%
3	Sometimes	5	17.24%	6	20.69%	4	13.33%	9	30.00%
4	Seldom	4	13.79%	1	3.45%	5	16.67%	5	16.67%
5	Never	4	13.79%	0	0.00%	12	40.00%	8	26.67%
Total		29	100.00%	29	100.00%	30	100.00%	30	100.00%

The table above shows various responses among the respondents in experimental and control class. It can be seen that for always alternative the students' motivation in experimental class increased from 20.69% to 34.48% or increased 13.79% and in control class decreased from in 16.67% to 6.67% or decreased 10.00%. Then, for often alternative the students' motivation in experimental class increased from 34.48% to 41.38% or increased 6.90% and in control class increased from 13.33% to 16.67% or increased 3.34%. For sometimes alternative, the percentage of experimental class increased from 17.24% to 20.69% or increased 3.45 and in control class increased from 13.33% to 30.00% or increased 23.33%. For seldom alternative, the percentage of experimental class decreased from 13.79% to 3.45% or decreased 10.34% and in control class was same until at the end from 16.67% to 16.67%. The last, for never alternative the percentage of experimental class decreased from 13.79% to 0.00% or decreased 13.79% and in control class increased from 40.00% to 26.67% or increased 13.33%.

B. Data Analysis

1. Students' motivation in writing hortatory exposition text

From the formulation of the problem, there were three answers about formulation of the problem that must be found by the writer. The writer asked "How is students' motivation in writing hortatory exposition text who are taught by using conventional technique and how is students' motivation in writing hortatory exposition text who are taught by using brainstorming technique?." To find out the finding, it is necessary to analyze and measure the data gained from pre and post questionnaire given before treatment and post questionnaire given after treatment. In answering the formulation of the problems above, it is necessary to refers to the following tables.

TABLE IV. 25
The Students' Motivation in Writing Hortatory Exposition Text before Using
Brainstorming Technique on Experimental Class

Items	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	11	37.93%	14	48.28%	3	10.34%	1	3.45%	0	0.00%
2	9	31.03%	10	34.48%	8	27.59%	2	6.90%	0	0.00%
3	9	31.03%	5	17.24%	10	34.48%	3	10.34%	2	6.90%
4	7	24.14%	11	37.93%	4	13.79%	5	17.24%	2	6.90%
5	5	17.24%	9	31.03%	8	27.59%	4	13.79%	3	10.34%
6	6	20.69%	10	34.48%	6	20.69%	2	6.90%	5	17.24%
7	8	27.59%	8	27.59%	12	41.38%	1	3.45%	0	0.00%
8	2	6.0%	7	24.14%	11	37.93%	8	27.59%	1	3.45%
9	1	3.5%	6	20.69%	6	20.69%	10	34.48%	6	20.69%
10	1	3.45%	3	10.34%	6	20.69%	9	31.03%	10	34.48%
11	1	3.45%	5	17.24%	10	34.48%	5	17.24%	8	27.59%
12	0	0.00%	4	13.79%	11	37.93%	9	31.03%	5	17.24%
13	4	13.79%	8	27.59%	5	17.24%	3	10.34%	9	31.03%
14	1	3.45%	7	24.14%	9	31.03%	8	27.59%	4	13.79%
15	1	3.45%	8	27.59%	7	24.14%	9	31.03%	4	13.79%
16	0	0.00%	2	6.90%	12	41.38%	7	24.14%	8	27.59%
17	1	3.45%	3	10.34%	10	34.48%	5	17.24%	10	34.48%
18	5	17.24%	9	31.03%	5	17.24%	5	17.24%	5	17.24%
19	4	13.79%	6	20.69%	5	17.24%	7	24.14%	7	24.14%
20	2	6.0%	6	20.69%	8	27.59%	6	20.69%	7	24.14%
21	6	20.69%	6	20.69%	3	10.34%	3	10.34%	11	37.93%
22	5	17.24%	5	17.24%	6	20.69%	6	20.69%	7	24.14%
23	3	10.34%	9	31.03%	7	24.14%	3	10.34%	7	24.14%
24	6	20.69%	10	34.48%	5	17.24%	4	13.79%	4	13.79%
Total	98	18.25%	171	31.61%	177	23.42%	125	10.06%	125	16.67%

From the table above, the obtained data then were computed by the following calculation to obtain the score as well as its percentage:

$$98+171+177+125+125= 696$$

$$98 \times 5= 475$$

$$171 \times 4= 684$$

$$177 \times 3= 531$$

$$125 \times 2= 250$$

$$125 \times 1= \underline{250}$$

$$2190$$

$$P = \frac{2190}{696 \times 5} \times 100\%$$

$$P = \frac{2190}{3480} \times 100\%$$

$$P = 59.76\%$$

From the calculation above, it can be said that the students' motivation in writing hortatory exposition text in pre questionnaire for experimental class is 59.76%.

TABLE IV.26

Summary of Post Questionnaire of Experimental Class

Items	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	3	10.34%	18	62.07%	6	20.69%	1	3.45%	1	3.45%
2	19	65.52%	4	13.79%	6	20.69%	0	0.00%	0	0.00%
3	14	48.28%	14	48.28%	1	3.45%	0	0.00%	0	0.00%
4	11	37.93%	15	51.72%	3	10.34%	0	0.00%	0	0.00%
5	17	58.62%	11	37.93%	1	3.45%	0	0.00%	0	0.00%
6	14	48.28%	8	27.59%	6	20.69%	0	0.00%	1	3.45%
7	20	68.97%	7	24.14%	1	3.45%	0	0.00%	1	3.45%
8	13	44.83%	9	31.03%	6	20.69%	0	0.00%	1	3.45%
9	4	13.79%	13	44.83%	8	27.59%	3	10.34%	1	3.45%
10	7	24.14%	15	51.72%	5	17.24%	2	6.90%	0	0.00%
11	12	41.38%	13	44.83%	3	10.34%	1	3.45%	0	0.00%
12	0	0.00%	9	31.03%	7	24.14%	10	34.48%	3	10.34%
13	1	3.45%	6	20.69%	10	34.48%	7	24.14%	5	17.24%
14	11	37.93%	15	51.72%	2	6.90%	1	3.45%	0	0.00%
15	18	62.07%	7	24.14%	4	13.79%	0	0.00%	0	0.00%
16	9	31.03%	17	58.62%	3	10.34%	0	0.00%	0	0.00%
17	10	34.48%	15	51.72%	4	13.79%	0	0.00%	0	0.00%
18	3	10.34%	13	44.83%	11	37.93%	2	6.90%	0	0.00%
19	4	13.79%	7	24.14%	16	55.17%	2	6.90%	0	0.00%
20	4	13.79%	12	41.38%	8	27.59%	3	10.34%	2	6.90%
21	8	27.59%	12	41.38%	9	31.03%	0	0.00%	0	0.00%
22	5	17.24%	14	48.28%	10	34.48%	0	0.00%	0	0.00%
23	6	20.69%	12	41.38%	11	37.93%	0	0.00%	0	0.00%
24	10	34.48%	12	41.38%	6	20.69%	1	3.45%	0	0.00%
Total	234	32.04%	280	39.94%	137	21.12%	34	4.74%	14	2.16%

From the table above, the obtained data then were computed by the following calculation to obtain the score as well as its percentage:

$$234+280+137+34+14= 696$$

$$234 \times 5 = 1170$$

$$280 \times 4 = 1120$$

$$137 \times 3 = 411$$

$$34 \times 2 = 62$$

$$14 \times 1 = \frac{14}{2777}$$

$$P = \frac{2777}{696 \times 5} \times 100\%$$

$$P = \frac{2777}{3480} \times 100\%$$

$$P = 79.80\%$$

From the calculation above, it can be said that the students' motivation in writing hortatory exposition text in post questionnaire for experimental class is 78.98%. It means that the students' motivation in writing hortatory exposition text in experimental class increases from 59.76% to 79.80%. In other words, the students' motivation in writing hortatory exposition text in experimental class increases 20.04 %.

TABLE IV.27
Summary of Pre Questionnaire of Control Class

Items	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	3	10.00%	15	50.00%	6	20.00%	1	3.33%	5	16.67%
2	7	23.33%	9	30.00%	0	0.00%	5	16.67%	9	30.00%
3	9	30.00%	7	23.33%	3	10.00%	3	10.00%	8	26.67%
4	3	10.00%	8	26.67%	6	20.00%	6	20.00%	7	23.33%
5	5	16.67%	15	50.00%	3	10.00%	3	10.00%	4	13.33%
6	7	23.33%	4	13.33%	9	30.00%	3	10.00%	7	23.33%
7	7	23.33%	9	30.00%	6	20.00%	4	13.33%	4	13.33%
8	0	0.00%	1	3.33%	5	16.67%	12	40.00%	12	40.00%
9	4	13.33%	10	33.33%	8	26.67%	2	6.67%	6	20.00%
10	1	3.33%	7	23.33%	3	10.00%	7	23.33%	12	40.00%
11	0	0.00%	9	30.00%	7	23.33%	3	10.00%	11	36.67%
12	3	10.00%	7	23.33%	9	30.00%	7	23.33%	4	13.33%
13	4	13.33%	6	20.00%	0	0.00%	13	43.33%	7	23.33%
14	9	30.00%	15	50.00%	1	3.33%	5	16.67%	0	0.00%
15	2	6.67%	8	26.67%	3	10.00%	7	23.33%	10	33.33%
16	0	0.00%	6	20.00%	5	16.67%	9	30.00%	10	33.33%
17	5	16.67%	8	26.67%	9	30.00%	4	13.33%	4	13.33%
18	2	6.67%	6	20.00%	10	33.33%	2	6.67%	10	33.33%
19	3	10.00%	8	26.67%	13	43.33%	6	20.00%	0	0.00%
20	2	6.67%	6	20.00%	7	23.33%	7	23.33%	8	26.67%
21	6	20.00%	0	0.00%	9	30.00%	3	10.00%	12	40.00%
22	3	10.00%	7	23.33%	15	50.00%	3	10.00%	2	6.67%
23	5	16.67%	5	16.67%	11	36.67%	3	10.00%	6	20.00%
24	5	16.67%	4	13.33%	4	13.33%	5	16.67%	12	40.00%
Total	95	13.19%	180	25.00%	152	21.11%	123	17.08%	170	23.61%

From the table above, the obtained data then were computed by the following calculation to obtain the score as well as its percentage:

$$95+180+152+123+170= 720$$

$$95 \times 5 = 475$$

$$180 \times 4 = 720$$

$$152 \times 3 = 456$$

$$123 \times 2 = 246$$

$$170 \times 1 = \frac{170}{2075}$$

$$P = \frac{2075}{720 \times 5} \times 100\%$$

$$P = \frac{2075}{3600} \times 100\%$$

$$P = 57.64\%$$

From the calculation above, it can be said that the students' motivation in writing hortatory exposition text in pre questionnaire for control class is 57.64%.

TABLE IV. 28

Summary of Post Questionnaire of Control Class

Items	Always		Often		Sometimes		Seldom		Never	
	F	P	F	P	F	P	F	P	F	P
1	8	26.67%	20	66.67%	1	3.33%	1	3.33%	0	0.00%
2	18	60.00%	9	30.00%	3	10.00%	0	0.00%	0	0.00%
3	13	43.33%	11	36.67%	5	16.67%	1	3.33%	0	0.00%
4	7	23.33%	11	36.67%	8	26.67%	2	6.67%	1	3.33%
5	10	33.33%	13	43.33%	3	10.00%	2	6.67%	2	6.67%
6	8	26.67%	4	13.33%	8	26.67%	2	6.67%	8	26.67%
7	10	33.33%	9	30.00%	6	20.00%	5	16.67%	0	0.00%
8	1	3.33%	1	3.33%	4	13.33%	5	16.67%	19	63.33%
9	1	3.33%	2	6.67%	5	16.67%	5	16.67%	17	56.67%
10	4	13.33%	1	3.33%	9	30.00%	7	23.33%	9	30.00%
11	0	0.00%	5	16.67%	9	30.00%	8	26.67%	8	26.67%
12	2	6.67%	5	16.67%	9	30.00%	11	36.67%	2	6.67%
13	8	26.67%	5	16.67%	6	20.00%	7	23.33%	3	10.00%
14	11	36.67%	5	16.67%	8	26.67%	4	13.33%	2	6.67%
15	13	43.33%	2	6.67%	8	26.67%	2	6.67%	5	16.67%
16	3	10.00%	12	40.00%	9	30.00%	3	10.00%	3	10.00%
17	10	33.33%	11	36.67%	4	13.33%	2	6.67%	3	10.00%
18	2	6.67%	11	36.67%	10	33.33%	4	13.33%	3	10.00%
19	4	13.33%	12	40.00%	5	16.67%	6	20.00%	3	10.00%
20	4	13.33%	6	20.00%	12	40.00%	3	10.00%	4	13.33%
21	3	10.00%	11	36.67%	7	23.33%	5	16.67%	3	10.00%
22	1	3.33%	9	30.00%	12	40.00%	5	16.67%	3	10.00%
23	1	3.33%	10	33.33%	9	30.00%	2	6.67%	8	26.67%
24	2	6.67%	5	16.67%	9	30.00%	5	16.67%	8	26.67%
Total	150	20.28%	190	27.08%	165	22.92%	100	13.19%	115	16.53%

From the table above, the obtained data then were computed by the following calculation to obtain the score as well as its percentage:

$$150+190+165+100+115= 720$$

$$150 \times 5 = 750$$

$$190 \times 4 = 760$$

$$165 \times 3 = 495$$

$$100 \times 2 = 200$$

$$115 \times 1 = \frac{115}{2319}$$

$$P = \frac{2319}{720 \times 5} \times 100\%$$

$$P = \frac{2319}{3600} \times 100\%$$

$$P = 64.42.$$

From the calculation above, it can be said that the students' motivation in writing hortatory exposition text in post questionnaire for control class was 64.42%. Furthermore, it shows that the students' motivation in writing hortatory exposition text of control class did not increase significantly. In other words, the students' motivation in writing hortatory exposition text of control class increased from (57.64%) to (64.42%). Therefore, it can be said that the students' motivation in writing hortatory exposition text in control class increased 6.78%.

Based on the explanation above, the students' motivation in writing hortatory exposition text in experiment class increased 20.04% and in control class increases 6.78%. Therefore, the increase of the students' motivation in writing hortatory exposition text in experiment class is higher than in control class.

To find out the third formulation of the problem of significant difference of students' motivation in writing hortatory exposition text between students who are taught by using conventional technique and brainstorming technique. It is necessary to refer to the table below:

TABLE IV. 36
Students' Motivation in Writing hortatory Exposition Text in Experimental and Control Class

No.	Students	Experimental		No	Students	Control	
		Pre	Post			Pre	Post
1	Student 1	68.33	71.67	1	Student 1	60.00	65.83
2	Student 2	59.17	74.17	2	Student 2	60.00	67.50
3	Student 3	63.33	85.00	3	Student 3	59.17	60.83
4	Student 4	59.17	91.67	4	Student 4	62.50	65.83
5	Student 5	62.50	75.83	5	Student 5	55.83	65.83
6	Student 6	55.83	78.33	6	Student 6	52.50	61.67
7	Student 7	58.33	84.17	7	Student 7	59.17	61.67
8	Student 8	59.17	80.00	8	Student 8	55.83	61.67
9	Student 9	58.33	72.50	9	Student 9	57.50	65.83
10	Student 10	64.17	79.17	10	Student 10	55.00	74.17
11	Student 11	56.67	80.83	11	Student 11	60.83	63.33
12	Student 12	62.50	74.17	12	Student 12	56.67	67.50
13	Student 13	56.67	74.17	13	Student 13	57.50	58.33
14	Student 14	59.17	80.00	14	Student 14	57.50	60.83
15	Student 15	59.17	78.33	15	Student 15	54.17	64.17
16	Student 16	65.58	80.00	16	Student 16	60.00	63.33
17	Student 17	58.33	75.00	17	Student 17	60.83	64.17
18	Student 18	54.17	88.33	18	Student 18	56.67	57.50
19	Student 19	56.67	80.83	19	Student 19	55.00	63.33
20	Student 20	58.33	78.33	20	Student 20	56.67	67.50
21	Student 21	60.83	79.17	21	Student 21	63.33	67.50
22	Student 22	56.67	85.83	22	Student 22	57.50	74.17
23	Student 23	64.17	88.33	23	Student 23	55.83	74.17
24	Student 24	54.17	85.00	24	Student 24	57.50	61.67
25	Student 25	58.33	72.50	25	Student 25	60.83	64.17
26	Student 26	59.17	89.17	26	Student 26	58.33	62.50
27	Student 27	59.17	69.17	27	Student 27	52.50	65.83
28	Student 28	60.83	82.50	28	Student 28	58.33	63.33
29	Student 29	64.17	80.00	29	Student 29	55.83	61.67
				30	Student 30	55.83	56.67
	Total	1733.10	2314.17		Total	1729.17	1932.50
	Mean	59.76	79.80		Mean	57.64	64.42

To clarify the increment of motivation in both classes at the end of the treatment in experimental group, it is necessary to refer to the following table:

Table IV. 37
Students' Motivation in Writing Hortatory Exposition Text in Experimental and control class

No.	Students	Experimental		Gain	No.	Students	Control		Gain
		Pre	Post				Pre	Post	
1	Students 1	68.33	71.67	3.34	1	Students 1	60.00	65.83	5.83
2	Students 2	59.17	74.17	15.00	2	Students 2	60.00	67.50	7.50
3	Students 3	63.33	85.00	21.67	3	Students 3	59.17	60.83	1.66
4	Students 4	59.17	91.67	32.50	4	Students 4	62.50	65.83	3.33
5	Students 5	62.50	75.83	13.33	5	Students 5	55.83	65.83	10.00
6	Students 6	55.83	78.33	22.50	6	Students 6	52.50	61.67	9.17
7	Students 7	58.33	84.17	25.84	7	Students 7	59.17	61.67	2.50
8	Students 8	59.17	80.00	20.83	8	Students 8	55.83	61.67	5.84
9	Students 9	58.33	72.50	14.17	9	Students 9	57.50	65.83	8.33
10	Students 10	64.17	79.17	15.00	10	Students 10	55.00	74.17	19.17
11	Students 11	56.67	80.83	24.16	11	Students 11	60.83	63.33	2.50
12	Students 12	62.50	74.17	11.67	12	Students 12	56.67	67.50	10.83
13	Students 13	56.67	74.17	17.50	13	Students 13	57.50	58.33	0.83
14	Students 14	59.17	80.00	20.83	14	Students 14	57.50	60.83	3.33
15	Students 15	59.17	78.33	19.16	15	Students 15	54.17	64.17	10.00
16	Students 16	65.58	80.00	14.42	16	Students 16	60.00	63.33	3.33
17	Students 17	58.33	75.00	16.67	17	Students 17	60.83	64.17	3.34
18	Students 18	54.17	88.33	34.16	18	Students 18	56.67	57.50	0.83
19	Students 19	56.67	80.83	24.16	19	Students 19	55.00	63.33	8.33
20	Students 20	58.33	78.33	20.00	20	Students 20	56.67	67.50	10.83
21	Students 21	60.83	79.17	18.34	21	Students 21	63.33	67.50	4.17
22	Students 22	56.67	85.83	29.16	22	Students 22	57.50	74.17	16.67
23	Students 23	64.17	88.33	24.16	23	Students 23	55.83	74.17	18.34
24	Students 24	54.17	85.00	30.83	24	Students 24	57.50	61.67	4.17
25	Students 25	58.33	72.50	14.17	25	Students 25	60.83	64.17	3.34
26	Students 26	59.17	89.17	30.00	26	Students 26	58.33	62.50	4.17
27	Students 27	59.17	69.17	10.00	27	Students 27	52.50	65.83	13.33
28	Students 28	60.83	82.50	21.67	28	Students 28	58.33	63.33	5.00
29	Students 29	64.17	80.00	15.83	29	Students 29	55.83	61.67	5.84
					30	Students 30	55.83	56.67	0.84
	Total	1733.10	2314.17	581.07		Total	1729.17	1932.50	203.33
	Mean	59.76	79.80	20.04		Mean	57.64	64.42	6.78

From the calculation above, it is clear that the students' motivation in writing hortatory exposition text on experimental class is higher than students' motivation in writing hortatory exposition in control class. It is shown by the calculation $20.04 > (\text{bigger than}) 6.78$.

To answer the effect of brainstorming technique toward motivation in writing hortatory exposition text, we need to compare the obtained mean of each group, as follows:

$$t_{0} = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

The following table is the table mean and standard deviation of range score of experimental class and control class:

TABLE IV. 38
Table Mean and Standard Deviation of Gain Score
of Experiment and Control Class

No	Score		X	Y	X ²	Y ²
	X	Y	(X-MX)	(Y-MY)		
1	3.34	5.83	-16.70	-0.95	278.89	0.90
2	15.00	7.50	-5.04	0.72	25.40	0.52
3	21.67	1.66	1.63	-5.11	2.67	26.16
4	32.50	3.33	12.46	-3.45	155.25	11.89
5	13.33	10.00	-6.70	3.22	44.94	10.36
6	22.50	9.17	2.47	2.39	6.08	5.72
7	25.84	2.50	5.80	-4.27	33.64	18.27
8	20.83	5.84	0.79	-0.94	0.63	0.89
9	14.17	8.33	-5.87	1.55	34.42	2.41
10	15.00	19.17	-5.04	12.39	25.40	153.57
11	24.16	2.50	4.13	-4.28	17.03	18.33
12	11.67	10.83	-8.37	4.06	70.06	16.45
13	17.50	0.83	-2.54	-5.95	6.45	35.38
14	20.83	3.33	0.79	-3.45	0.63	11.89
15	19.16	10.00	-0.87	3.23	0.76	10.40
16	14.42	3.33	-5.62	-3.45	31.55	11.89
17	16.67	3.34	-3.37	-3.44	11.34	11.84
18	34.16	0.83	14.13	-5.94	199.56	35.34
19	24.16	8.33	4.13	1.55	17.03	2.41
20	20.00	10.83	-0.03	4.06	0.00	16.45
21	18.34	4.17	-1.70	-2.61	2.89	6.82
22	29.16	16.67	9.13	9.89	83.29	97.86
23	24.16	18.34	4.13	11.56	17.03	133.61
24	30.83	4.17	10.79	-2.61	116.49	6.80
25	14.17	3.34	-5.87	-3.44	34.42	11.84
26	30.00	4.17	9.96	-2.61	99.20	6.82
27	10.00	13.33	-10.04	6.55	100.80	42.93
28	21.67	5.00	1.63	-1.78	2.67	3.17
29	15.83	5,84	-4,21	-0,94	17,70	0,89
30		0,84		-5,94		35,30
TOTAL	581.07	203,33			1436,22	747,07
MEAN	20.04	6,78			49,52	24,90

While the result of the standard deviation of motivation in writing hortatory exposition text each class is as follows:

- a. Standard deviation for the score of experimental class:

$$SD_x = \sqrt{\sum \frac{x^2}{N}} = \sqrt{\frac{1436.22}{29}} = \sqrt{49.52} = 7.0$$

- b. Standard deviation for the score of control class:

$$SD_y = \sqrt{\sum \frac{y^2}{N}} = \sqrt{\frac{747.07}{30}} = \sqrt{24.90} = 5.0$$

$$SD_x = 7.0$$

$$SD_y = 5.0$$

$$M_x = 20.04$$

$$M_y = 6.78$$

$$t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$$t_0 = \frac{20.04 - 6.78}{\sqrt{\left(\frac{7.0}{\sqrt{29-1}}\right)^2 + \left(\frac{5.0}{\sqrt{30-1}}\right)^2}}$$

$$t_0 = \frac{13.26}{\sqrt{\left(\frac{7.0}{\sqrt{28}}\right)^2 + \left(\frac{5.0}{\sqrt{29}}\right)^2}} = \frac{13.26}{\sqrt{\left(\frac{7.0}{5.29}\right)^2 + \left(\frac{5.0}{5.38}\right)^2}}$$

$$t_0 = \frac{13.26}{\sqrt{(1.32)^2 + (0.92)^2}} = \frac{13.26}{\sqrt{(1.74) + (0.84)}}$$

$$t_0 = \frac{13.26}{\sqrt{2.58}} = \frac{13.26}{1.60}$$

$$t_0 = 8.28$$

Based on the calculation above, it is clear that obtained t_0 is 8.28. To know whether there is significant difference or not in using brainstorming technique

toward students' motivation in writing hortatory exposition text we need to obtain the degree of freedom by the following way:

$$\begin{aligned} DF &= (N_1+N_2)-2 \\ &= (29+30)-2 \\ &= 59-2 \\ &= 57 \end{aligned}$$

After getting the degree of freedom above, it can be said that the degree of freedom is 57. Because the degree of freedom 57 is not available, the writer took 60 as nearest score to 57. The t-table as 5% level of significance= 2.00 and at 1% level significance= 2.65. So, the writer can conclude that t_0 is higher than t-table both in 5% and 1% level of significance. It can be concluded $2.00 < 8.28 > 2.65$. Therefore, the first hypothesis (H_a) that postulates significant difference of students' motivation in writing hortatory exposition text between students who are taught by using conventional technique and those who are taught brainstorming technique is accepted automatically and the second hypothesis (H_0) is rejected. In conclusion, we also can say that there is a significant effect of using brainstorming technique toward motivation in writing hortatory exposition text at the second year students of SMAN 1 Pangkalan Lesung of Pelalawan Regency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the previous data, the writer makes the conclusion of this research as follows:

1. Using brainstorming technique is more effective toward the students' motivation in writing hortatory exposition text than using conventional technique at control class. It means that the significant effect of students' motivation in writing hortatory exposition text at experimental class is higher than at control class. Therefore, using brainstorming technique is better than conventional technique used in control class toward the students' motivation in writing hortatory exposition text.
2. Based on the analysis of T-test formula, it can be concluded that H_0 is rejected and H_a is accepted. It means that there is a significant difference of brainstorming technique toward motivation in writing hortatory exposition text at the second year students of SMAN 1 Pangkalan Lesung of Pelalawan Regency.

B. Suggestion

After conducting a research at SMAN 1 Pangkalan Lesung of Pelalawan Regency, the writer would like to propose some suggestions to make teaching and learning process at this school better than before. This suggestion is as follows:

1. Suggestions for Teacher

- a. The researcher expects English teachers to choose the suitable techniques in teaching their students in order to make the students feel interested and not bored to study English.
- b. Writer recommends to the English teachers to use brainstorming technique in teaching and learning process.
- c. The teacher should build a favorable atmosphere at times of teaching-learning process conducted because the conducive condition in teaching would become one asset to carry the success of material to be taught.

2. Suggestion for Students

Writer also hopes the students of SMAN 1 Pangkalan Lesung of Pelalawan Regency to use various technique in doing their writing exercise or task, especially; brainstorming technique because by using brainstorming technique the students can be motivated to share their ideas as many as possible in the process of writing.

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