

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presented nine topics dealing with research methods. It focused on the method that is used in conducting the research. Those were research design, population and sample, research instrument, validity and reliability testing, normality and homogeneity testing, data collecting methods, data analysis.

A. Research Design

This research intended to know the effectiveness of using four corners strategy towards students' writing ability in hortatory exposition text at MA Al-Muslimun Lamongan. The research design which is used in this study is an experimental research with quantitative approach, Ary *et al* (2010) states that quantitative research used objective measurement to gather numeric data that are used to answer question or test predetermined hypotheses. The experimental research used in this study is pre-experimental design because it has a little or no control of extraneous variable (Ary *et al*:2013). It means the design does not have random assignment of subject to group or other method control extraneous variable. Moreover, the researcher does not use a control group. In this design involves only one group pre-test and post-test as subject of study without control group or comparison group. So the researcher only takes one class to do pre-test, treatment and post-test. It means one class not only to measure after being treatment but also before the treatment. The pre-test and

post-test are given to take the score of the students achievement before and after being taught using *four corners strategy*, then the both of the score were computed by using t-test to find out if there is significant different in writing hortatory exposition text by using four corners strategy. The design of this research can be seen at the table bellow:

Table 3.1 The Design of One-Group Pre-Test Post-Test

Pre-test	Treatment	Post-test
Y1	X	Y2

Explanation :

Y1 = Pre-test (students' achievement on writing hortatory exposition text before treatment)

X = Treatment (writing hortatory exposition text through Four Corners strategy)

Y2 = Post-test (students' achievement on writing hortatory exposition text after treatment)

The procedures of experimental research that use one group pre-test post-test design in this study are described as follows :

1. Administering a pre-test (Y1) with a purpose of measuring students'ability of writing hortatory exposition text before applying treatment.
2. Applying experimental treatment teaching writing hortatory exposition text by using Four Corners Strategy (X)

3. Administering post-test (Y2) with purpose of measuring students' ability of writing hortatory exposition text after applying treatment.

Differences attribute to application of the experimental treatment then evaluated by comparing the pretest and posttest score. The researcher wanted to know the effectiveness of using four corners strategy towards students' writing ability in hortatory exposition text at second grade of MA Al-Muslimun Lamongan. The effectiveness was known after finding out the significant difference between the students' writing scores before and after being taught by using four corners strategy. The significant difference was found by comparing the pretest and posttest scores.

B. Population, Sample and Sampling

1. Population

According to Ary *et al* (2010) states that population is defined all members of any well-defined class of people, events, or object. The population in this research is all of the students from class second or eleventh grade of MIA at MA Al-Muslimun Lamongan in academic 2018/2019 from MIA 1 and MIA 2 which consist of 35 students.

2. Sample

Selected some sample is very important step in conducting a research study. Sample is a part of population that representative. Based on Ary *et, al.*, (2002) states that a sample is a proportion of population. This research takes one class as sample of research. They are students of XI MIA 2 class

which consist 15 stunts, they are 5 male and 10 female at MA Al-Muslimun Lamongan in academic year 2018/2019.

3. Sampling

Sampling is a process or a way the researcher to taking sample. Ary (2002) states “the purpose of sampling is to obtain information concerning the population”. The researcher used purposive sampling to take sample from population and it represent the entire population. Purposive sampling technique is a type of non-probability sampling where the researcher consciously select particular elements of subject for addition in a study so that could give sufficient information about student ability in learning English especially writing class.

C. Research Instrument

Instrument of the research is a tools which be used by the researcher in collecting data. It means any research needs instrument for gathering data. In this study, the instrument used to collect data is in the form of test. Test is suitable instrument to this research since the purpose of the research is to find out the effectiveness of using four corners strategy towards students' writing ability in hortatory exposition text. By using test, the researcher can assessed the students' writing ability in hortatory exposition text which can be used to determine whether four corners strategy effective or not in teaching writing.

The type of test used in this research was achievement test. Achievement test is used to measure an individuals' knowledge or skill in a given area or subject. They are mostly used in schools to measuring or the

effectiveness of instruction (Fraenkel & Wallen, 2005). The purpose of this kind of test is to establish how successful individual students, group of students, or the courses themselves have been in achieving the objectives. It means that the test has to represent the structure or skill that will be tested. It also has to be appropriate to the grade of the students that will be tested.

The researcher used to collect the data is called instrument. The instrument of this research was used writing test. Test was process of measuring students' knowledge and ability of the student, so the researcher should make a good test. A good test must fulfill and consider the standardized of test itself. Measuring a good test, there were some aspects to make a good test, there are: reliability and validity.

D. Validity and Reliability Testing

1. Validity

Validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment (Brown, 2003). Validity refers to the extent to which an instrument measured what it is supposed to measure (Fraenkel & Wallen, 2005). It means that the test could be valid when it measures what is supposed to measure. To ensure whether the test has a good validity, the researcher used construct validity, content validity, and face validity.

a) Content Validity

Gay (2012) stated that content validity is compare content of the test to the domain being measured. If a test actually samples the subject

matter about which conclusion are to be drawn, and if it requires the test taker to perform the behavior that is being measured, it can claim content-related evidence of validity, often popularly referred to as content validity, (Brown, 2003). Content validity refers to whether or not the content of the manifest variables (e.g. items of a test or question of a questionnaire) is right to measure the latent concept (self-esteem, achievement, attitude) that we are trying measured.

Content validity was the test that if has a good content is looked at from the content of test. It means that a test has valid if the content of test is a representative among lesson given. The researcher will combine both between the content of test and the material of test to know the test is valid or not. In this study, the content validity refers to the Curriculum of 2013 as the school has implemented when the researcher conducted this research. The test was designed based on main competence and basic competence in the Curriculum of 2013. The content validity can be seen in the table 3.2. In this case the content validity was the researcher used the curriculum, syllabus and the lesson plan, to measure the student achievement in writing especially writing hortatory exposition text because based on learn the curriculum, syllabus and lesson plan there is some goal that the student must be master in writing especially writing hortatory exposition text.

Table 3. 2 Content Validity

Kompetensi Inti	Kompetensi Dasar
KI4: Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan	4.9 Hortatory Exposition Text

Table 3. 3 Table of Content Validity of Test

Competence Indicators	Test Items	
	Pre-Test	Post-Test
Menyusun teks hortatory exposition tulis, terkait pandangan atau pendapat mengenai topik yang hangat dibicarakan umum dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Writing hortatory exposition text	Writing hortatory exposition text

From the table above, the test has a content validity because there is appropriateness between the test and the indicator. It is

appropriate with course objectives based on syllabus of the second grade of senior high school.

b) Construct Validity

Brown (2003) stated that construct validity is any theory, hypothesis, or model that attempts to explain observed phenomena in our universe of perceptions. Construct may or may not be directly or empirically measured their verification often requires inferential data. Gay (2012:161) stated that construct validity is amass convergent, divergent, and content-related evidence to determine that the presumed construct is what is being measured. Construct validity is a slightly more complex issues relating to the internal structure of an instrument and the concept it is measuring. Based on the theories above the researcher created the test based on the material that is suitable for the students at second grade of MA Al- Muslimun Lamongan. Furthermore, in the class the researcher asked the student used the suitable test for the student at second grade of MA Al- Muslimun Lamongan the test is about writing text. This test is to measure the student achievement in writing especially in hortatory exposition text. To measure the construct validity, the researcher made a blueprint.

c) Face Validity

An important face of consequential validity is the extent to which “students view the assessment as fair, relevant, and useful for improving learning, or what is popularly known as face validity”. Face validity refers to a test can looks measure what is supposed to measure. It means that the test should look clear or the instruction must be understandable for the students. The test in this research was design to measure students’ achievement in writing text. Thus, to achieve face validity, the researcher provided the instruction on the paper test. In this study, the face validity was done through validator by the experts. The purpose of the face validity which is used in this research was to check some aspects that are consideration in the test, they are:

- 1) To check that the instruction must be clear and understandable for the students.
- 2) The test was suitable with syllabus and their level.
- 3) Time allocation must be given clearly.

2. Reliability Testing

Litosseliti, (2010:55) stated that reliability refers to our measure repeatedly delivering the same (or near same) result. A reliable test was consistent and dependable. If the researcher gave the same test to the students or matched students on two different occasions, the test should yield similar result. The issue of reliability of a test may best

be addressed by considering a number of factors that may contribute to the unreliability test (Brown, 2003). Reliability refers to our measure repeatedly delivering the same (or near same) results. Ideally, if we use the same measured with the same people under the same conditions, our measure should give us the same result (Litosseliti *et al.*, 2010). It can be said that a reliable test was consistent and dependable. To know the reliability of instruments used in this research, the researcher had tried them out before conducting them into the pretest and posttest. SPSS 16.0 for windows program is used to compute the reliability of instruments.

Table 3.4 Cronbach's Alpha Interpretation Based on Triton

Cronbach's Alpha	Interpretation
0,00-0,20	Less reliable
0,21-0,40	Rather reliable
0,41-0,60	Quite reliable
0,61-0,80	Reliable
0,81-1,00	Very reliable

Here the result of try out test:

Table 3.5 Reliability Testing

Case Processing Summary		
	N	%
Cases		
Valid	19	95.0
Excluded ^a	1	5.0
Total	20	100.0

Case Processing Summary		
	N	%
Cases	Valid	19 95.0
	Excluded ^a	1 5.0
	Total	20 100.0

a. Listwise deletion based on all variables in the procedure.

Reliability statistics

Cronbach's Alpha	N of Items
.768	6

According to table 4.10 *reliability Statistics*, the result of *Cronbach's Alpha* was 0.768 it was higher than 0.05 so, all of the item of test is reliable.

E. Normality and Homogeneity Testing

1. Normality Testing

Normality testing is used to measure whether the distribution of test is in normal distribution or not. Based on Priyatno (2012 in Arumsari 2014) said that the normality of data is important because the data can be considered to represent the population when it is in normal distribution. In this research to measure the normality testing, the researcher using SPSS 16.0 that is non-parametric statistic One-Sample Kolmogorov-Smirnov test because the research without determine spesific qualifications about the population parameter which be a sample. The value of significance (α) = 0.05. testing of data normality is conducted rules as follow:

- a. If the significance value > 0.050 , then the data has normal distribution
- b. If the significance value < 0.050 , then the data does not have normal distribution

The result can be seen below:

Table 3.6 Normality Testing

One-Sample Kolmogorov-Smirnov Test

		pre_test	post_test
N		15	15
Normal Parameters ^a	Mean	38.67	84.47
	Std. Deviation	6.399	6.578
Most Extreme Differences	Absolute	.249	.138
	Positive	.161	.126
	Negative	-.249	-.138
Kolmogorov-Smirnov Z		.965	.536
Asymp. Sig. (2-tailed)		.309	.936
a. Test distribution is Normal.			

According to the result of normality testing, it showed that the test given 15 visual students of XI MIA 2. It also showed that the value of Asymp. Sig (2-tailed) in pretest was 0.309 and posttest was 0.936 it was higher than 0.05, so it can be conclude that resulted as H_0 (null hypothesis) was rejected and H_a (alternative hypothesis) was accepted and also can be interpreted that has normal distribution.

2. Homogeneity Testing

Homogeneity testing is intended to know whether the variance of data is in homogeneous or not. In this case, the researcher wanted to find

out the variance score of the sample. In this case to measure the homogeneity testing the researcher analyzed the sample by using SPSS 16.00 (ANOVA)

Homogeneity testing is conducted to know whether the data has a homogeneous variance or not. To know the homogeneity, the researcher used Homogeneity of Variances Test by using SPSS.16. The value of significance (α) = 0.050. Basic decisions making in homogeneity testing are as follows:

- a. If the significance value > 0.050 , then the data distribution is homogeneous
- b. If the significance value < 0.050 , then the data distribution is not homogeneous

Table 3.7 The result of homogeneity Testing

Test of Homogeneity of Variances			
Hasil			
Levene Statistic	Levene Statistic	Levene Statistic	Levene Statistic
2.248	2.248	2.248	2.248

According to table 3.7 above the result of homogeneity testing, the significance was 0.170 and it was higher than 0.05, so it can be concluded that the data distribution was homogeneity.

F. Data Collecting Methods

In this step method of collecting data is to obtain the data in the research. Meanwhile, the data of this study was collected by administering test. To collecting data the researcher using writing test, pre-test, and post-test. The function of pre-test was to know the students' score before being taught using four corners strategy. Meanwhile the post-test was to know the students' score after being taught using four corners strategy. The technique of collecting data was clarified bellow:

1. Pre-test

This is the first meeting; in this step the researcher give pre-test to the students. It is conducted to know the students score in writing, and also to know how far the student ability in the hortatory exposition text. In this research the researcher chose writing especially in hortatory exposition text. The researcher chose the hortatory exposition text because the students can share their idea or arguments in the form. Usualy many students that afraid to share their idea in english class because they are shy to say used English language. The researcher conducted pre-test to know how far students' ability in writing hortatory exposition text before they get the treatment. The form of the pre-test was in the form of imperative sentence to make text or paragraph. The researcher wanted to know the students' score in writing especially in hortatory exposition text. It was done on February 17th 2019. The test is imperative sentence to make paragraph or text. The

time allocation 60 minutes to test. The students' competence before given treatment got mean of students' score was 38,67.

2. Treatment

Treatment here mean that the researcher used four corners strategy in teaching learning process. The process of this strategy described as follow: First, the researcher explained what is hortatory exposition text, by explaining each part of hortatory exposition, providing a clear example of hortatory exposition text, and discussing. Next, the researcher explain about four corners strategy, by explaining each step of four corners, and gave the procedures teach hortatory exposition text using four corners strategy.

Table 3. 8 Steps the Treatment of Four Cornners Strategy.

First treatment on February, 18th 2019

DESKRIPSI KEGIATAN		ALOKASI WAKTU
KEGIATAN GURU	KEGIATAN SISWA	
❖ Pendahuluan <ul style="list-style-type: none"> - Mengucap salam dan berdo'a - Perkenalan dan memeriksa kehadiran siswa sebagai sikap disiplin - Mengingatkan kembali materi pembelajaran pada pertemuan sebelumnya - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai - Menyampaikan cakupan 	<ul style="list-style-type: none"> - Menjawab salam dan berdo'a - Memperhatikan dan menanggapi guru - Memperhatikan yang disampaikan guru - Memperhatikan apa yang disampaikan guru dengan sungguh-sungguh 	10 menit

<p>materi dan penjelasan uraian kegiatan sesuai silabus</p> <ul style="list-style-type: none"> - Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung 	<ul style="list-style-type: none"> - Memperhatikan dan mendengarkan apa yang disampaikan guru - Mendengarkan dan memahami apa yang disampaikan oleh guru 	
<ul style="list-style-type: none"> - Kegiatan Inti - Bertanya kepada siswa pengertian dan kegunaan dari <i>Hortatory Exposition Text</i> - Menjelaskan materi tentang <i>Hortatory Exposition Text</i> - Guru membimbing siswa untuk mengamati contoh <i>Hortatory Exposition Text</i> yang telah disajikan dan mengidentifikasi teks bersama-sama. - Guru membimbing siswa untuk mengidentifikasi contoh hortatory exposition text yang telah disajikan. - Memberikan kesempatan kepada siswa untuk bertanya tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari hortatory exposition text. - Menjawab pertanyaan dari siswa terkait teks. 	<ul style="list-style-type: none"> - Siswa mengamati contoh hortatory exposition text. - Siswa mengidentifikasi <i>Hortatory Exposition Text</i> yang telah disajikan - Dengan arahan guru, siswa bertanya tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari hortatory exposition text - Siswa memperoleh pengetahuan tambahan tentang fungsi sosial, ungkapan, struktur teks, dan unsur kebahasaan. - Bertanya terkait strategi yang akan digunakan apabila merasa kurang faham. 	60 menit

<ul style="list-style-type: none"> - Guru menjelaskan kepada siswa terkait strategi <i>Four Corners Strategy</i>. - Guru memberi kesempatan siswa untuk bertanya tentang strategy yang akan digunakan - Guru membagi siswa menjadi 4 kelompok dengan masing-masing anggota 3-4 anak dengan cara memilih corners yang telah ada tema masing masing sesuai keinginan siswa. - Guru menjelaskan kepada siswa tentang tema untuk hortatory exposition text - Setiap kelompok mempunyai tema yang berbeda sesuai dengan undian - Guru memberi waktu 30 menit kepada siswa untuk mengerjakan soal sesuai instruksi. - Setelah selesai mengerjakan siswa menyampaikan hasilnya didepan kelas perwakilan tiap kelompok. - Guru memberikan instruksi kepada siswa 	<ul style="list-style-type: none"> - siswa memperhatikan dengan baik. - Siswa bertanya tentang strategy yang akan digunakan. - Siswa membentuk kelompok sesuai intruksi guru. Dan mencari corners yang diinginkan sesuai tema yang diinginkan. - Memperhatikan dengan baik - Siswa mengambil undian untuk menentukan tema. - Memperhatikan instruksi yang diberikan oleh guru. - Siswa mengerjakan soal sesuai instruksi guru. - Siswa mempresentasikan hasil kerjanya didepan kelas. - Siswa memperhatikan dengan baik 	
--	--	--

untuk belajar sungguh-sungguh dirumah guna mempersiapkan diri untuk mengikuti test		
❖ Penutup <ul style="list-style-type: none"> - Guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya - Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya (pelaksanaan post-test serta hal-hal yang perlu disiapkan) - Memberikan instruksi untuk berdo'a bersama (do'a setelah belajar) kemudian salam 	<ul style="list-style-type: none"> - Siswa secara individu melakukan refleksi (penilaian diri) tentang apa saja yang sudah dan belum dipahami - Mendengarkan dan memperhatikan dengan seksama - Membaca doa setelah belajar kemudian menjawab salam dari guru 	10 menit

The second treatment on February, 21st 2019

DESKRIPSI KEGIATAN		ALOKASI WAKTU
KEGIATAN GURU	KEGIATAN SISWA	
❖ Pendahuluan <ul style="list-style-type: none"> - Mengucap salam dan berdo'a - Perkenalan dan memeriksa kehadiran siswa sebagai sikap disiplin - Mengingatkan kembali materi pembelajaran pada pertemuan sebelumnya - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai - Menyampaikan cakupan 	<ul style="list-style-type: none"> - Menjawab salam dan berdo'a - Memperhatikan dan menanggapi guru - Memperhatikan yang disampaikan guru - Memperhatikan apa yang disampaikan guru dengan sungguh-sungguh - Memperhatikan dan 	10 menit

<p>materi dan penjelasan uraian kegiatan sesuai silabus</p> <ul style="list-style-type: none"> - Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung 	<p>mendengarkan apa yang disampaikan guru</p> <ul style="list-style-type: none"> - Mendengarkan dan memahami apa yang disampaikan oleh guru 	
<ul style="list-style-type: none"> - Kegiatan Inti - Bertanya kepada siswa pengertian dan kegunaan dari <i>Hortatory Exposition Text</i> - Menjelaskan materi tentang <i>Hortatory Exposition Text</i> - Guru membimbing siswa untuk mengamati contoh <i>Hortatory Exposition Text</i> yang telah disajikan dan mengidentifikasi teks bersama-sama. - Guru mebimbing siswa untuk mengidentifikasi contoh hortatory exposition text yang telah disajikan. - Memberikan kesempatan kepada siswa untuk bertanya tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari hortatory exposition text. - Menjawab pertanyaan dari siswa terkait teks. 	<ul style="list-style-type: none"> - Siswa mengamati contoh Hortatory exposition text. - Siswa mengidentifikasi <i>Hortatory Exposition Text</i> yang telah disajikan - Dengan arahan guru, siswa bertanya tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari hortatory exposition text - Siswa memperoleh pengetahuan tambahan tentang fungsi sosial, ungkapan, struktur teks, dan unsur kebahasaan. - Bertanya terkait strategi yang akan digunakan apabila merasa kurang faham. 	60 menit

<ul style="list-style-type: none"> - Guru menjelaskan kepada siswa terkait strategi <i>Four Corners Strategy</i>. - Guru memberi kesempatan siswa untuk bertanya tentang strategy yang akan digunakan - Guru membagi siswa menjadi 4 kelompok dengan masing-masing anggota 3-4 anak dengan cara memilih corners yang telah ada tema masing masing sesuai keinginan siswa. - Guru menjelaskan kepada siswa tentang tema untuk hortatory exposition text - Setiap kelompok mempunyai tema yang berbeda sesuai dengan undian - Guru memberi waktu 30 menit kepada siswa untuk mengerjakan soal sesuai instruksi. - Setelah selesai mengerjakan siswa menyampaikan hasilnya didepan kelas perwakilan tiap kelompok. - Guru memberikan instruksi kepada siswa untuk belajar sungguh-sungguh dirumah guna 	<ul style="list-style-type: none"> - siswa memperhatikan dengan baik. - Siswa bertanya tentang strategy yang akan digunakan. - Siswa membentuk kelompok sesuai intruksi guru. Dan mencari corners yang diinginkan sesuai tema yang diinginkan. - Memperhatikan dengan baik - Siswa mengambil undian untuk menentukan tema. - Memperhatikan instruksi yang diberikan oleh guru. - Siswa mengerjakan soal sesuai instruksi guru. - Siswa mempresentasikan hasil kerjanya didepan kelas. - Siswa memperhatikan dengan baik 	
---	--	--

mempersiapkan diri untuk mengikuti test		
❖ Penutup	<ul style="list-style-type: none"> - Guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya - Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya (pelaksanaan post-test serta hal-hal yang perlu disiapkan) - Memberikan instruksi untuk berdo'a bersama (doa' setelah belajar) kemudian salam 	<ul style="list-style-type: none"> - Siswa secara individu melakukan refleksi (penilaian diri) tentang apa saja yang sudah dan belum dipahami - Mendengarkan dan memperhatikan dengan seksama - Membaca doa setelah belajar kemudian menjawab salam dari guru

The third treatment on February, 23rd 2019

DESKRIPSI KEGIATAN		ALOKASI WAKTU
KEGIATAN GURU	KEGIATAN SISWA	
❖ Pendahuluan	<ul style="list-style-type: none"> - Mengucap salam dan berdo'a - Perkenalan dan memeriksa kehadiran siswa sebagai sikap disiplin - Mengingatkan kembali materi pembelajaran pada pertemuan sebelumnya - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai - Menyampaikan cakupan materi dan penjelasan 	<ul style="list-style-type: none"> - Menjawab salam dan berdo'a - Memperhatikan dan menanggapi guru - Memperhatikan yang disampaikan guru - Memperhatikan apa yang disampaikan guru dengan sungguh-sungguh - Memperhatikan dan

<p>uraian kegiatan sesuai silabus</p> <ul style="list-style-type: none"> - Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung 	<p>mendengarkan apa yang disampaikan guru</p> <ul style="list-style-type: none"> - Mendengarkan dan memahami apa yang disampaikan oleh guru 	
<p>Kegiatan Inti</p> <ul style="list-style-type: none"> - Bertanya kepada siswa pengertian dan kegunaan dari <i>Hortatory Exposition Text</i> - Menjelaskan materi tentang <i>Hortatory Exposition Text</i> - Guru membimbing siswa untuk mengamati contoh <i>Hortatory Exposition Text</i> yang telah disajikan dan mengidentifikasi teks bersama-sama. - Guru mebimbing siswa untuk mengidentifikasi contoh hortatory exposition text yang telah disajikan. - Memberikan kesempatan kepada siswa untuk bertanya tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari hortatory exposition text. - Menjawab pertanyaan dari siswa terkait teks. - Guru menjelaskan 	<ul style="list-style-type: none"> - Siswa mengamati contoh Hortatory exposition text. - Siswa mengidentifikasi <i>Hortatory Exposition Text</i> yang telah disajikan - Dengan arahan guru, siswa bertanya tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari hortatory exposition text - Siswa memperoleh pengetahuan tambahan tentang fungsi sosial, ungkapan, struktur teks, dan unsur kebahasaan. - Bertanya terkait strategi yang akan digunakan apabila merasa kurang faham. 	60 menit

<p>kepada siswa terkait strategi <i>Four Corners Strategy</i>.</p> <ul style="list-style-type: none"> - Guru memberi kesempatan siswa untuk bertanya tentang strategy yang akan digunakan - Guru membagi siswa menjadi 4 kelompok dengan masing-masing anggota 3-4 anak dengan cara memilih corners yang telah ada tema masing masing sesuai keinginan siswa. - Guru menjelaskan kepada siswa tentang tema untuk hortatory exposition text - Setiap kelompok mempunyai tema yang berbeda sesuai dengan undian - Guru memberi waktu 30 menit kepada siswa untuk mengerjakan soal sesuai instruksi. - Setelah selesai mengerjakan siswa menyampaikan hasilnya didepan kelas perwakilan tiap kelompok. - Guru memberikan instruksi kepada siswa untuk belajar sungguh-sungguh dirumah guna mempersiapkan diri 	<ul style="list-style-type: none"> - siswa memperhatikan dengan baik. - Siswa bertanya tentang strategy yang akan digunakan. - Siswa membentuk kelompok sesuai intruksi guru. Dan mencari corners yang diinginkan sesuai tema yang diinginkan. - Memperhatikan dengan baik - Siswa mengambil undian untuk menentukan tema. - Memperhatikan instruksi yang diberikan oleh guru. - Siswa mengerjakan soal sesuai instruksi guru. - Siswa mempresentasikan hasil kerjanya didepan kelas. - Siswa memperhatikan dengan baik 	
---	--	--

untuk mengikuti test		
❖ Penutup	<ul style="list-style-type: none"> - Guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya - Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya (pelaksanaan post-test serta hal-hal yang perlu disiapkan) - Memberikan instruksi untuk berdo'a bersama (doa' setelah belajar) kemudian salam 	10 menit

3. Post-test

After all of treatment process has been given to the students, the researcher give post-test. Post-test was done after giving treatment to measures how significant of the influence of giving those assignments, the procedures of giving post-test were equal pre-test procedure that is test which hortatory exposition text is used. The researcher wanted to know the students' score in writing especially in hortatory exposition text. Post-test was given in the last meeting of teaching learning process. It was used to measure the students' ability after given treatment. It was done on February, 24th 2019. The test The test is imperative sentence to make paragraph or text. The time allocation 60 minutes to test. After the researcher knew the score of the test, the researcher compared the pre-test and post-test score.

G. Data Analysis

According to Ary (2010:32) stated that analyzing the data is the data collected in research must be analyzed. Quantitative data are usually in the form of numbers that the researcher analyze using various statistical procedures. Even verbal data, such as compositions written by high school students, would be converted through the scoring process to a numerical form. The analysis of the numerical data in quantitative research provides evidence that supports or fails to support the hypothesis of the study. In this research, the researcher uses a quantitative data analysis technique by using statistical method. This method is used to find the significant difference on the students' score before and after being taught by using Four Corners Strategy. To know the effectiveness of Four Corners Strategy in teaching writing especially in hortatory exposition text, the data was collected from students' score in pre-test and post-test. Then the data which is gained from those two tests are analyzed by using *t*-test for dependent sample, this test is also known as the correlated or non-independent or *Paired-Sample-t test*. The measure to be analyzed by the dependent *t* test is the mean difference between the paired scores. Pre-and posttest scores of the same individuals are an example of paired score (Ary,2010:176). *Paired-Sample-T test* is used when the samples are pair or correlate where each individual results in two data. In other word the scores for pre-test and post-test are correlated because those scores are

resulted by same individuals. To know the significant differences researcher used SPSS 16.0 version.