

The Sentence Guided Writing To Improve Senior High School Students' Writing Skill On Hortatory Exposition

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ABSTRAK

Kemampuan menulis dan mengorganisasikan kalimat-kalimat gagasan menjadi sebuah teks yang utuh kelas XI MIPA 5 di SMA Negeri 6 Semarang masih rendah. Penelitian ini bertujuan untuk meningkatkan kemampuan menulis *hortatory exposition* siswa dengan berbantuan *sentence guided* pada kelas XI MIPA 5 SMA Negeri 6 Semarang. Dalam penelitian ini dibatasi pada kemampuan menulis *hortatory exposition* siswa. Metode yang digunakan adalah penelitian tindakan kelas. Subjek penelitian berjumlah 36 siswa di kelas XI MIPA 5 SMA Negeri 6 Semarang. Urutan kegiatan ini mencakup: (1) perencanaan, (2) pelaksanaan, (3) pengamatan, (4) refleksi. Pengumpulan data menggunakan deskripsi presentase. Adapun kriteria keberhasilan penelitian yaitu minimum 75% siswa mencapai Kriteria Ketuntasan Minimal (KKM) yaitu 75. Hasil penelitian menunjukkan adanya peningkatan kemampuan menulis *hortatory exposition* siswa dalam mengikuti proses pembelajaran. Hal ini dapat dilihat dari presentase ketuntasan diatas kriteria pada siklus I sampai siklus II. Pada tahap pra siklus terdapat 6% tuntas dengan rata-rata kelas 63,72 kemudian pada siklus I presentase siswa tuntas meningkat menjadi 72% dengan rata-rata kelas 78,97 dan pada siklus II meningkat kembali menjadi 86% siswa tuntas dengan rata-rata kelas 85,72.

Kata kunci: *hortatory exposition*, kemampuan menulis, *sentence guided*

ABSTRACT

The ability to write and organize sentences of ideas into a complete text for class XI MIPA 5 at SMA Negeri 6 Semarang is still low. This study aims to improve students' writing hortatory exposition skills with the help of sentence guided in Eleventh Science 5 SMA Negeri 6 Semarang. In this study it was limited to the students' ability to write hortatory expositions. The method used is classroom action research. The research subjects were 36 students in Eleventh Science 5 SMA Negeri 6 Semarang. The sequence of these activities includes: (1) planning, (2) implementation, (3) observation, (4) reflection. Data collection uses a percentage description. The research success criteria is a minimum of 75% of students achieving the Minimum Completeness Criteria, which is 75. The results showed that there was an increase in students' writing hortatory exposition skills in participating in the learning process. This can be seen from the percentage of completeness above the criteria in cycle I to cycle II. In the pre-cycle stage there was 6% complete with a class average of 63.72 then in cycle I the percentage of students passing increased to 72% with a class average of 78.97 and in cycle II it increased again to 86% of students completed with an average class 85.72.

Keywords: *hortatory exposition*, *sentence guided*, *writing ability*

INTRODUCTION

Learning is a process for creating positive interactions between teachers and students, as well as between students in the classroom. The implementation of learning is mastery and proficiency, as well as

building students' attitudes and confidence. So it can be said that learning is a process to change an individual to become a better person.

The language learning process provides opportunities for students to be

actively involved in communication orally and textually. But in reality, students are still limited in mastery and selection of vocabulary, pronunciation, and sentence structure so that students are reluctant to communicate actively or passively.

The development of learning in English requires students to master four skills namely reading, writing, listening, and speaking. Writing activities are widely used as a way to practice linguistic elements or to express things that are personal to students (Ghazali, 2012: 295). Furthermore, Ghazali (2010: 295) states that the development of second language writing skills, the same as oral language skills, requires an understanding of how to combine linguistic components (knowledge of vocabulary, grammar, orthography, structure) in order to produce a text. Writing is the thought process that involves coming up with an idea, figuring out how to express it in good writing, and organizing the ideas into clear statements or paragraphs (Nunan, 1999).

Based on the author's experience, students find that expressing opinions verbally is a difficult thing for most students. Therefore, students can start with writing activities as a first step in expressing their thoughts to make it easier to give their opinions. So if students' writing skills can be improved, the skills in selecting and mastering vocabulary, and sentence structure can be improved.

The teacher's role is to develop and improve students' understanding of English writing according to the learning method, it can be media, tools or approach. Thus, teachers are able to select suitable tools to help their students in the writing process, so that materials and techniques will be understandable for students and they can express their ideas into good writing. The reason the researcher chose this research, because the researcher saw that many students are not able to express their

feelings and their thoughts. Therefore, the authors take sentence guided to give help and make it easier for students in writing a text. This is expected to improve students' writing skills and motivate them. Students can write their thoughts and use common structures and language features to express them on paper.

Based on the explanation above, the researcher will conduct a study entitled "The Sentence Guided Writing To Improve Senior High School Students' Writing Skill On Hortatory Exposition".

Saleh Abbas (2006: 125), writing skill is the ability to express ideas, opinions, and feelings to other parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammatical and the use of spelling.

Ur (1988) stated that writing is an important thing to convey the message to the readers. Meyers (2005) explained that writing is communication to other people using non-verbal ways. In addition, Pretty and Jensen (1980) contended that writing is ability in accordance with what the writer can assume that the readers knows and expects. Writing is a process of expressing thought, feeling, and experience. It is an important way for communicating with other people, expressing oneself, and discovering the meaning of the message. Writing is a fundamental aspect in being successful in the learning process, particularly in the writing process in which the students revise throughout the process, moving back and forth among the stages (Harris, 2000; Urquhart and McIver, 2005).

Based on the definition above, writing is a form of communication between the writer and the reader to deliver the meaning. The writer may convey thoughts, feelings, and ideas through writing.

Brown (2001) stated that there are six categories for writing assessment,

namely: 1) content, 2) organization, 3) discourse, 4) syntax, 5) vocabulary, and 6) mechanics. According to Harris (1969), aspects of writing consist of grammar, form, mechanic, vocabulary, and style. Grammar is related to grammatical form and syntactic pattern. Form refers to the organization of the content. Mechanic is the use of the graphic convection of the language. Vocabulary is related to words. Style refers to the choice of structure and lexical items. In addition, Jacobs et al. (1981) in Haswell (2007) stated that the compositions in scoring writing consist of content, organization, vocabulary, language use, and mechanics.

In response to the theories mentioned above, the writer concludes that the indicators of writing are content, organization, grammar, mechanics, and vocabulary.

Teaching writing is a way of carrying out the learning process, and sharing information and knowledge focused on the writing process to develop students' ability to write which has important functions and uses in human life. In the teaching learning process, writing has important roles for students.

According to Husein and Pulungan (2017), a hortatory exposition text is a kind of text that has an intention to explain to the readers or listeners that something should or should not happen or be done. The aim of hortatory exposition text is to persuade the readers or listeners that something should or should not be the case. This means that the writer has to explain some arguments related to the topic to convince the readers or listeners.

Generic structure of hortatory exposition text can be explained below (Husein and Pulungan, 2017).

a. An introductory statement

This part contains the announcement of the concerned issue, the point of view of the author,

and a question or emotional statement to get the attention of the audience.

b. A series of arguments

This part contains paragraphs to convince the readers or listeners to believe in the author.

c. Recommendation

This part contains statements of what should or should not happen or be done based on the arguments.

A sentence is the largest unit of any language. In English, it begins with a capital letter and ends with a full-stop, or a question mark, or an exclamation mark. The sentence is generally defined as a word or a group of words that expresses a thorough idea by giving a statement/order, or asking a question, or exclaiming. According to the Cambridge Dictionary, a sentence is a group of words, usually containing a verb, that expresses a thought in the form of a statement, question, instruction, or exclamation and starts with a capital letter when written. Sentence guided is one of tools that can help the students in the writing process. It can guided students into good writing.

There are some previous studies related to this research. The first previous related study was entitled "An Analysis of the Tenth Grade Student's Writing Ability in Recount Text of SMA Muhammadiyah 1 Metro Odd Semester Academic Year 2011/2012" conducted by Imam Surya Nugraha & Marzuki Noor (2012). There were similarities and differences between Nugraha & Noor's study and this study. The similarities were 1) those two studies were about the students' difficulties in writing and 2) and about the students' scores in writing. Meanwhile, there were two differences between this study and Nugraha & Noor's study. First, Nugraha & Noor's study was conducted to the tenth-grade students of SMA Muhammadiyah 1 Metro, while this study was conducted to the

students of XI MIPA 5 SMA N 6 Semarang in the academic year 2022/2023. Second, Nugraha & Noor’s study focused on writing ability in Recount Text, while this study focused on writing skill in Hortatory Exposition Text.

The second previous related study was a study conducted by Suyadi (2017) entitled “An Analysis of Students’ Writing Skills in Recount Text at the Eighth Grade Students of SMP Negeri 2 Kota Jambi”. There were similarities and differences between Suyadi’s study and this study. The similarities were 1) those two studies investigated the students’ difficulties in writing and 2) about the students’ scores in writing. Meanwhile, there were two differences between this study and Suyadi’s study. First, Suyadi’s study was conducted to the eighth-grade students of SMP Negeri 2 Kota Jambi. In contrast, this study was conducted to the students of Eleventh Science 5 SMA N 6 Semarang in the academic year 2022/2023. Second, Suyadi’s study focused on writing skill in Recount Text, while this study focused on writing skill in Hortatory Exposition Text.

The third previous related study was a study conducted by Amanda Pradhani Yanwar (2020) entitled “An Analysis of the Students’ Writing Skill in Hortatory Exposition Text at the First Semester of Public Administration Study Program of the Faculty of Social and Political Science”. There were similarities and differences between Amanda’s study and this study. The similarities were 1) those two studies investigated the students’ difficulties in writing and 2) about the students’ scores in writing 3) focused on writing skill in Hortatory Exposition Text. Meanwhile, there were two differences between this study and Amanda’s study. First, Amanda’s study was conducted to the first semester students of Public Administration Study Program of the Faculty of Social and Political Science Universitas B. In contrast,

this study was conducted to the students of Eleventh Science 5 SMA N 6 Semarang in the academic year 2022/2023. Second, Amanda’s study focused on how the students’ writing skill, while this study focussed on the improvement of students’ skill in writing using sentence guided.

The last previous related study was a study conducted by Muhibbudin (2016) entitled “The Application of Picture Series to Improve Writing Skills”. There were similarities and differences between Muhibbudin’s study and this study. The similarities were 1) those two studies investigated the students’ difficulties in writing and 2) about the students’ scores in writing. Meanwhile, there were three differences between this study and Muhibbudin’s study. First, Muhibbudin’s study was conducted to second grade students of MTsN Kuta Baro, Aceh Besar. In contrast, this study was conducted to the students of Eleventh Science 5 SMA N 6 Semarang in the academic year 2022/2023. Second, Muhibbudin’s study focused on improving the students’ writing skill using picture series, while this study focussed on the improvement of students’ skill in writing using sentence guided. And the last, Muhabbidin’s study focused on writing skill in Recount Text, while this study focused on writing skill in Hortatory Exposition Text.

METHOD

The type of research used in this research is Classroom Action Research (CAR) or research conducted by teachers to solve problems and improve learning in the classroom. this is in line with the opinions of Oja and S. Mulyan (in Suyanto, 1997: 17) states that there are four forms of classroom action research, namely: (1) the teacher as a researcher, (2) collaborative action research, (3) integrated simultaneous, and (4) experimental social administration. The research that researcher took was Collaborative Action Research. This

research makes students as researcher by collaborating with English teachers both in finding, compiling, and giving the solutions to the problems found. In Classroom Action Research (CAR), which was carried out collaboratively with an English teacher, namely Mrs. Mulyani, S.Pd. are aimed at developing innovative strategies by giving interesting tools that can help students to improve their ability in learning English, especially improving student's writing skill by using sentence guided. The ability of students in class Eleventh Science 5 SMA N 6 Semarang of the academic year 2022–2023 to compose hortatory exposition texts would be increased by providing sentence-guided instruction. The participants in this study were Eleventh Science 5 SMA N 6 Semarang students in the academic year 2022/2023. There were 36 participants in total, with 14 male participants and 22 female participants. The researcher observed a challenge in the classroom—namely, that the pupils weren't writing texts. The researcher employs classroom action research to get around this issue since they identify problems in the class and use sentence-guided learning as a technique to remedy them.

This research was conducted in two cycles. The first and second cycles of this research, which each consist of a number of closely related activities, were carried out. The second cycle of realization is realized and corrects from the prior cycle. The approach taken in this study is based on the four-stage design presented by Kemmis and McTaggart, which includes planning, action, observation, and reflection. At this point, the researcher used the genre-based approach to carry out the teaching and learning process based on the lesson plan. The genre-based approach, which includes BKoF, MoT, JCoT, and ICoT, is used during the teaching phase. First, the researcher allows the students to share their thoughts based on the photographs they have been

given (BKoF stage), then gives them the opportunity to put their thoughts into an argument sentence. The researcher will then give the class a hortatory exposition text. Second, the researcher explains to students the meaning, goal, general structure, and linguistic qualities during the modeling of the text (MoT). The instructor will then give illustrations of hortatory exposition texts. Third, the researcher will divide the class into various groups of four students each for the joint creation of text (JCoT) activity, giving the groups opportunity to debate the subject matter. Finally, in the exercises at the autonomous construction level, students individually write a hortatory exposition, consult with the teacher, receive comments from the teacher, revise the draft/write a new draft, edit, proofread, and publish.

RESULT

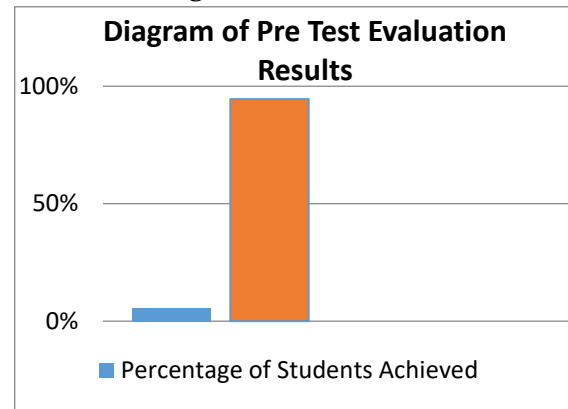
The researcher held a pre-cycle to measure students' basic abilities in writing arguments. These arguments can help them to write a hortatory exposition text later. At this stage, the researcher gives a link google form and invites students to give their arguments based on the pictures. This test was carried out on Friday, March 31 2023. All the students took part in this section which was held during the teaching learning process in 45 minutes.

Table 1. The Result of Pre-test

No.	Name	Pre test	Category
1	ANA	59	Not Achieved
2	ARW	61	Not Achieved
3	ARF	66	Not Achieved
4	ACF	67	Not Achieved
5	AAMD	71	Not Achieved
6	AAZP	67	Not Achieved
7	AF	72	Not Achieved
8	CVL	50	Not Achieved

9	CNC	71	Not Achieved
10	DCF	59	Not Achieved
11	FZM	74	Not Achieved
12	FMB	72	Not Achieved
13	GWA	62	Not Achieved
14	HRNH	46	Not Achieved
15	KZAN	59	Not Achieved
16	LP	72	Not Achieved
17	LAF	66	Not Achieved
18	MR	67	Not Achieved
19	MRFS	79	Achieved
20	NU	75	Not Achieved
21	NZ	35	Not Achieved
22	NRA	62	Not Achieved
23	NTW	72	Not Achieved
24	NSP	69	Not Achieved
25	NH	77	Achieved
26	RIA	50	Not Achieved
27	RAAA	70	Not Achieved
28	RANS	71	Not Achieved
29	SBAR	61	Not Achieved
30	SS	63	Not Achieved
31	SPW	45	Not Achieved
32	SA	65	Not Achieved
33	SCA	69	Not Achieved
34	TAP	74	Not Achieved
35	WNA	54	Not Achieved
36	YP	42	Not Achieved
Number of Students		36	
Total Score		2294	
Highest Score		79	
Lowest Score		35	
Class Average		63,72	
Number of Students Achieved		2	
Number of Students Not Achieved		34	
Percentage of Students Achieved		6%	
Percentage of Students Not Achieved		94%	

Chart 1. Diagram of Pre-Test Evaluation



According to the result of pre-test, it was found that average score was 63,72. The researcher found that from 36 students, there were 2 students who achieved the minimum completeness criteria, while 34 students were still below the minimum completeness criteria. From this result, the researcher indicate that the percentage of the class is 6%. Therefore, the reseracher try to apply sentence guided to improve student's writing skill.

Table 2. Observation Checklist of Pre-Cycle

No.	Activities	Yes	No
1.	The students are ready to follow teaching and learning process	✓	
2.	The students respond the reseracher question well		✓
3.	The students write the explanation from the reseracher		✓
4.	The students are active during the activities in teaching and learning process	✓	
5.	The students participate with friend during the teaching learning process		✓
6.	The students asking the difficult words when they write		✓
7.	The students are		✓

- interested in creating their writing
8. The students are brave enough to do test ✓
 9. The students start to write their tasks ✓
 10. The students are discipline in class during teaching and learning process ✓

Based on the result of the observation Pre-Cycle above, it shows that the student interest in English teaching and learning is low. This can be seen by student's respond to the researcher's question. Students are too lazy to write down the material, so that studnets tend to be passive when researcher explain the material. The students are afraid to do the tasks, but they still want to try the test anyway. Students were also messy and less discipline during teaching and learning process.

In the cycle one, the researcher made some preparations. Researcher made teaching modules according to the genre based approach and wrote a hortatory exposition text as a learning product. The material taught about hortatory exposition about actual issues which are close to the student's reality. Researchers also prepared several instruments needed in this study such as observation sheets to observe student responses in the teaching and learning process.

This action section was carried out on Wednesday 05 April 2023. The implementation of the action was carried out based on the Teaching Module and hortatory exposition material, especially giving and writing own arguments. The acting stage is carried out in two meetings.

The first meeting was held on Wednesday 05 April 2023 for 90 minutes. The researcher started the lesson by greeting, inviting students to pray, then checking the attendance list of students.

Genre based approach gave some stages in this learning process. Genre based approach started with BKoF, MoT, JCoT, and ICoT. The researcher began the learning process by giving some questions about current issues happening in our life. Then, students identify the current issues based on the pictures provided by the researcher. Next, the researcher checks some errors by the students. After that, the researcher introduces exposition text to the students, explaining to the students the definition, kind of text, generic structure, and gives examples of hortatory exposition text. The third stage, the researcher and students discuss together by giving arguments orally. The fourth stage, the researcher gave a link google form to students to show their thoughts by giving their arguments based on pictures. The researcher then offers comments. When learning is complete, researchers and students reflect, present the readings for the following meeting, and pray.

The next meet took place on May 03, 2023. The researcher welcomed the class and checked attendance before beginning. The researcher gave the students several questions about the hortatory exposition material in order to re-calling their understanding and motivation of material. The researcher also provided students with the chance to ask questions. Next, the researcher gave the test. In this test, the researcher requested that students expand on their prior ideas and adapt them to the general format of hortatory structure. The researcher is only allowed a 45-minute window of time for students to finish this test.

The reseracher observed and the data on the students activity in this teaching and learning process were obtained from observations during teaching and learning in every cycles. Preparation, activity, participation, communication, interest,

discipline, reactivity, and enthusiasm are all aspects of student activity.

Table 3. Observation Checklist of Cycle One

No.	Activities	Yes	No
1.	The students are ready to follow teaching and learning process	√	
2.	The students respond the reseracher question well	√	
3.	The students write the explanation from the reseracher		√
4.	The students are active during the activities in teaching and learning process		√
5.	The students participate with friend during the teaching learning process		√
6.	The students asking the difficult words when they write	√	
7.	The students are interested in creating their writing	√	
8.	The students are brave enough to do test		√
9.	The students start to write their tasks	√	
10.	The students are discipline in class during teaching and learning process		√

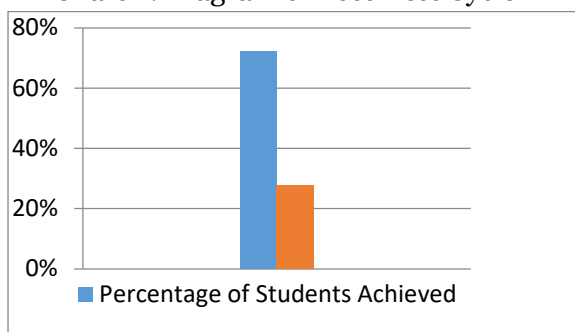
From the checklist observation above, we can conclude that the students gradully began to accept material provided by the researcher. They began curious and want to know about material and difficult words. It can also draw the conclusion that the student's interest in English teaching learning increase gradually. But, some students still being passive to write down the material and asking the researcher's questions. The results of the post-test in cycle one can be seen as follows:

Table 4. The Result of Post-Test Cycle 1

No.	Na me	Post test	Category
1	ANA	60	Not Achieved
2	ARW	77	Achieved
3	ARF	82	Achieved
4	ACF	82	Achieved
5	AAMD	85	Achieved
6	AAZP	80	Achieved
7	AF	83	Achieved
8	CVL	79	Achieved
9	CNC	87	Achieved
10	DCF	83	Achieved
11	FZM	85	Achieved
12	FMB	80	Achieved
13	GWA	82	Achieved
14	HRNH	90	Achieved
15	KZAN	80	Achieved
16	LP	85	Achieved
17	LAF	70	Not Achieved
18	MR	88	Achieved
19	MRFS	85	Achieved
20	NU	79	Achieved
21	NZ	71	Not Achieved
22	NRA	85	Achieved
23	NTW	72	Not Achieved
24	NSP	70	Not Achieved
25	NH	87	Achieved
26	RIA	74	Not Achieved
27	RAAA	83	Achieved
28	RANS	70	Not Achieved
29	SBAR	87	Achieved
30	SS	82	Achieved
31	SPW	60	Not Achieved
32	SA	60	Not Achieved
33	SCA	90	Achieved
34	TAP	80	Achieved
35	WNA	82	Achieved
36	YP	68	Not Achieved
Number of Students			36
Total Score			2843
Highest Score			90

Lowest Score	60
Class Average	78,97
Number of Students Achieved	26
Number of Students Not Achieved	10
Percentage of Students Achieved	72%
Percentage of Students Not Achieved	28%

Chart 2. Diagram of Post-Test Cycle 1



Based on the result above, it can be seen that 36 students who studied English, there were 26 students who passed the minimum completeness criteria. It can be concluded that students show good progress and improvement when learning English. Therefore, the average score of students in writing test is 78.97. Furthermore, the students percentage of writing in the first cycle test is 72%. Then, the researcher draw a conclusion that the use of sentence guided can improve the student's writing skill.

According to the result of observation and post-test in cycle 1 with the use of sentence guided, the researcher found some students giving progression and improvement. In the observation's result there were 6 statements were increased, while in the first cycle of post-test there were 26 students from 36 students who passed the minimum criteria. But, 10

students still bellow in the minimum criteria. From this, we can conclude that using sentence guided can improve student's writing skill, especially writing hortatory exposition text. Even though, there were some student's cannot passed the minimum criteria, but if we draw comparison between pre-test and post-test i, it shows progression and improvement of student's writing skill. The researchers should continue to work on the problem in Cycle II as the reflection phase mentioned above shows that the outcomes of the observations and the final test in Cycle I did not fulfill the goals of the minimum integrity standards.

The cycle two of planning stage, the researchers revise the teaching modules, thus preparing materials and tools for the teaching and learning process. The textual material is still the same, namely hortatory exposition. The researchers gave a different teaching learning process by giving some games which have correlation to the next activity. In order to track how students are responding to the teaching and learning process, researchers developed observation sheets.

The acting stage was carried out on May 05 and May 10, 2023 and had two meetings to finish it. The first meeting was held on 05 May 2023. The researcher started the lesson by greeting, inviting students to pray, then checking the attendance list of students. Genre based approach gave some stages in this learning process. Genre based approach started with BCoF, MoT, JCoT, and ICoT. The researcher began the learning process by giving some questions about current issues happening in our life. The researcher reviewed the material taught at the last meeting about hortatory exposition. Then, the researcher reviewed the student's arguments in the previous meeting. The researcher explained more about the material and gave others examples to make

them understand well. Then, the researcher asked the students to make a big group consisting of nine students and play a game, whisper challenges which combined with tongue twisters. At that time, researcher gave the sentence guided mixed with tongue twisters. Then, researcher asked the student to make a hortatory exposition text. Together with the students, the researcher draws conclusions from the material. The researcher then give feedback. Students and researchers reflect, pray, and draw conclusions as the lesson comes to a close.

The second meeting was held on May 10, 2023. In this meeting the researchers prepared the students to take part in class by greeting and checking student attendance. As apperception and motivation, the researcher asked several questions to the students about the previous material. Then the researcher re-explain the previous material which is about hortatory exposition. Furthermore, the researcher gave the opportunity for students to ask questions. Then the researcher gave the test. In this test, the researcher asked students to write down a hortatory text based on the sentence guided they got from previous meet. The time given by the researcher is limited to 50 minutes.

In this cycle, the researcher observed student who response to the using of sentence guided to writing process in teaching and learning was better than in the previous cycle. This can be seen from the observations the researchers made when applying a sentence guided of writing hortatory exposition text in the second cycle, using the following table:

Table 5. Observation Checklist of Cycle II

No.	Activities	Yes	No
1.	The students are ready to follow teaching and learning process	✓	
2.	The students respond the reseracher question well	✓	

3.	The students write the explanation from the reseracher	✓
4.	The students are active during the activities in teaching and learning process	✓
5.	The students participate with friend during the teaching learning process	✓
6.	The students asking the difficult words when they write	✓
7.	The students are interested in creating their writing	✓
8.	The students are brave enough to do test	✓
9.	The students start to write their tasks	✓
10.	The students are discipline in class during teaching and learning process	✓

Based on the observation sheet above, the student's participation in English teaching learning were increased. Almost all of the student's show their interest in teaching learning process. It can be done by researcher's performance and learning style have to be more attractive and adapt with student's need and characters. Most students are not afraid to ask, so that it can create an active teaching and learning. The post-test score results for the second cycle are as follows:

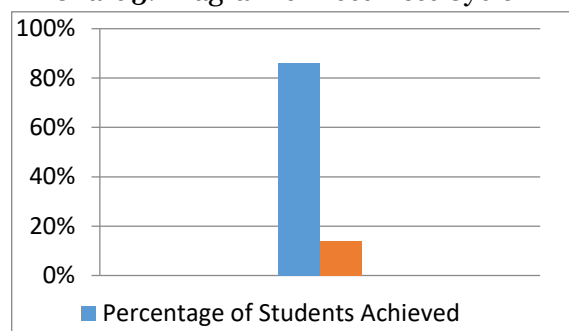
Table 6. The Result of Post-test Cycle II

No	Name	Post-test	Category
1	ANA	65	Not Achieved
2	ARW	85	Achieved
3	ARF	92	Achieved
4	ACF	81	Achieved
5	AAMD	89	Achieved
6	AAZP	85	Achieved

7	AF	93	Achieved
8	CVL	88	Achieved
9	CNC	90	Achieved
10	DCF	96	Achieved
11	FZM	81	Achieved
12	FMB	87	Achieved
13	GWA	86	Achieved
14	HRNH	96	Achieved
15	KZAN	87	Achieved
16	LP	84	Achieved
17	LAF	72	Not Achieved
18	MR	88	Achieved
19	MRFS	93	Achieved
20	NU	90	Achieved
21	NZ	93	Achieved
22	NRA	90	Achieved
23	NTW	85	Achieved
24	NSP	70	Not Achieved
25	NH	92	Achieved
26	RIA	84	Achieved
27	RAAA	93	Achieved
28	RANS	87	Achieved
29	SBAR	94	Achieved
30	SS	84	Achieved
31	SPW	66	Not Achieved
32	SA	85	Achieved
33	SCA	95	Achieved
34	TAP	85	Achieved
35	WNA	85	Achieved
36	YP	70	Not Achieved
Number of Students		36	
Total Score		3086	
Highest Score		96	
Lowest Score		65	
Class Average		85,72	
Number of Students Achieved		31	
Number of Students Not Achieved		5	
Percentage of Students Achieved		86%	
Percentage of Students Not		14%	

Achieved

Chart 3. Diagram of Post-Test Cycle II



According to the table and diagram above, the best score of cycle II was 96 and its lowest was 65. 31 students scored more than the minimum criteria, while 5 students achieved the minimum criteria. The second cycle's mean is 85.72. Additionally, 86% of the students who took the test in cycle II wrote something. It can be conclude that the Classroom Action Research was successful, and the researcher decided to stop the cycle based on the test findings and observations.

After the test findings are made accessible, this phase is carried out. According to this line of thinking, the researcher was overwhelmed because it appeared to have improved based on observations and test results. The students show interest in increasing English writing abilities utilizing a sentence-guided approach while responding effectively to all assertions, as seen by observations. By using sentence-guided and activities that were relevant to the teaching-learning process, the students' writing abilities greatly increased during the testing period. The students enjoy participating in their studies in the lighthearted classroom environment. The use of sentence-guided and integrated with games can make learning English more engaging for students. Students' writing abilities can therefore be improved.

DISCUSSION

The sentence guided application study was conducted from March 31 to May 10, 2023. Two meetings were required to complete each cycle. In this strategy, the researcher uses a sentence-guided approach to help students' efforts to write hortatory exposition text while engaging in a learning-related activity. The researcher then used a genre-based technique to create hortatory exposition text material regarding real-world issues. The genre-based approach, which includes BKoF, MoT, JCoT, and ICoT, is used during the teaching phase.

Building Text Knowledge (BkoF) is the first step. In this phase, the researcher invites the students to enter a new topic by asking about actual issues which close to their real life. Then, the researcher introduced the hortatory exposition text to the students, explained to the students about the definition, purpose, generic structure and language features. Second, Modeling of the Text (MoT). In this phase, the researcher gave examples of hortatory exposition text and asked students to identify the generic structure. Third, Join Construction of the Text (JCoT). At this stage, the researcher will divide students into 4 groups consisting of 8-9 students, and the researcher invites students to play games, then discuss together with their groups about the topic and sentences given. At the Independent Construction of the Text (ICoT), the researcher gave task to students to practice their knowledge and ability through writing activity a hortatory exposition text.

Using a Sentence Guided Approach, Students' Writing in Hortatory Exposition seems to be improves. According to the findings, class XI MIPA 5 students at SMA Negeri 6 Semarang have significantly improved their ability to write hortatory exposition texts utilizing sentence-guided instruction. Only two students meet the criterion, according to the pre-cycle. The grade percentage is 6% and the overall

average is 63.72. Cycle one revealed that 26 students had attained the required level of completion after utilizing the Sentence Guided. In the cycle I, the class percentage was 72%, and the average test result was 78.97. In order to determine whether student's writing abilities have improved, it is required to go on to the following cycle. While just 5 students in cycle II did not fulfill the minimal completion requirements, there were 31 students who did. In the second cycle, the class percentage was 86%, while the average score was 85.72. As a good criterion, the researcher concludes. The researcher compares the results of the students' writing abilities in each section using tables in this cycle.

Based on the result above, the researcher conclude that the student's ability in writing skill of hortatory exposition using sentence guided is completed the criterion. Therefore, the cycle of the action would be stopped.

CONCLUSION

Based on the study's findings, the researchers came to the conclusion that the students were more engaged in the teaching and learning process in cycles one and two, particularly writing hortatory exposition texts. Using the sentence guided approach, the students participate more actively in the teaching and learning process than they did previously. The majority of students had met the minimum completeness criteria. This indicates that students meet the minimum completeness criteria and an improvement in second cycle scores. According to the pre-cycle, cycle one, and cycle two findings, the Sentence Guided Approach was created to help students in class XI MIPA 5 SMA Negeri 6 Semarang in write better hortatory exposition texts. The Sentence Guided Approach can help teachers and students be more active and interesting in teaching learning process.

After applying the Sentence Guided Approach, students will have better understanding in the teaching and learning process.

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