

## USING RIPPLE TECHNIQUE TO IMPROVE THE HORTATORY TEXT WRITING SKILL OF THE ELEVENTH GRADERS OF SMA NEGERI 1 MAGELANG IN THE SCHOOL YEAR 2017/2018

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### Abstract

Writing is one of the four skills in English which should be mastered by students of senior high school. However, students in XI IPA 6 of SMA Negeri 1 Magelang find difficulties in writing hortatory text. Therefore, the writer conducted a study to overcome the problem by applying Ripple Technique. There are two main objectives in this study. The first is to know whether the use of Ripple Technique can increase the students' hortatory text learning motivation in the school year 2017/ 2018. The second is to know how great the improvement of the students hortatory text writing skill in the school year 2017/ 2018 after being taught by using Ripple Technique. The writer conducted a classroom action research. The writer collected the data using non test (observation, questionnaire, and documentation) and test. Based on the result, there was an improvement of students' learning motivation in writing hortatory text. The writer's observation and questionnaire showed that most of the students had behavioral change. Besides, the improvement also showed from the test results. The writer concluded that Ripple Technique could increase the hortatory text students' learning motivation. It also improved the hortatory text writing skill of the eleventh graders of SMA Negeri 1 Magelang in the school year 2017/2018.

**Keyword – Ripple Technique, Writing Skill, Hortatory Text**

### Introduction

Nowadays, Indonesian government implements the 2013 Curriculum which states that students of eleventh graders of senior high school should be able to write a writing product such as narrative text and exposition text. Based on the writer's observation in SMA N 1 Magelang, students of the eleventh graders still face some problems in writing skill. The writer concludes that there are some factors which are found in the students' problems toward writing. From the observation, the writer finds that students have low motivation to write in English. They mostly think that writing is so complicated. Students also lack of creating ideas in writing. Besides, not all teachers implement various kinds of teaching strategy to their students. They usually use the traditional method in giving explanation and doing assignment whereas students' really need a new method, strategy, or technique which is creative and interesting. Based on the explanation above, the writer is interested to have a study in writing skill by implementing Ripple technique. The writer chooses this technique because it helps students for finding ideas and developing their paragraph. The objectives of the study are described as follows: To know whether the use of Ripple technique can increase the hortatory text writing learning motivation of the eleventh graders of SMA N 1 Magelang in the school year 2017/2018 and to know how great is the improvement of hortatory text writing skill of the eleventh graders of SMA N 1 Magelang in the school year 2017/2018 who are taught by using Ripple technique.

Motivation is some kind of internal drive which pushes someone to do things in order to achieve something (Harmer 2001:51). Sean McPheat (2010:12) broadly defines motivation



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as person motive to action. Motive is the key of someone's behaviour toward something. It comes from the inside or even the environment. Furthermore, writing is one of complex skills in English. Weigle (2002:19) stated that writing is an act that takes place within context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. On the other hand, writing is a productive skill and, as such, the way we treat it in class has some similarities with the teaching and learning of speaking (Pollard 2008:25).

According to Paradiyono (2009:126) explains that hortatory exposition is text that gives information which is ideas/opinion about phenomenon and have paper based analysis phenomenon. Siahaan & Shinoda (2008:101), explained that hortatory exposition text is a text functioning to persuade readers that they should do something for the benefit of others. In other hand Gerot and Wignell (1994:215) define hortatory text as a text to persuade the reader or listener that something should or shouldn't to be the case.

Ripple technique is a technique in which students identify material for body paragraph development (Aragoni 2009:1). Meanwhile, Framitaet all (2013:6) defines Ripple technique as a technique that is used to start to write a thesis and support essay in the written form especially and develops body of a paragraph. According to Sawyer (2011:2) explains that ripple writing helps with each aspect of successful media campaign (background materials), from the developing strategic message to write effective press material to organize newsworthy events.

## Methodology

The writer used classroom action research. The subject was students of eleventh graders of SMA N 1 Magelang in the school year 2017/2018. The writer observed and did the study in XI IPA6. There are 24 students. They consist of 9 boys and 15 girls. There are two kinds of collecting data used in this study. They were test and non-test (observation, questionnaire, and documentation). In analyzing data, the writer used quantitative data and qualitative data (data reduction, data display, conclusion and verification).

## Finding(s) and Discussion

Based on the result, there was an improvement of students' learning motivation in writing hortatory text. The writer's observation and questionnaire showed that most of the students had behavioral change. It was proved from the result of the writer's observation and questionnaire that increased from pre-cycle until cycle II. The writer's observation in pre-cycle showed the current students' motivation where the average score of students' motivation was only 53.57%. The writer presents the result of questionnaire as follows:

Table 1. The Result of Observation in Pre-Cycle

No.	Behavioral Types	Observation Focus	Number of the Students	Total Students	Percentage (%)
1.	The motivation of student to listen to the teacher's explanation	1. The students give attention to the teachers' explanation	13	24	54.17
		2. The students answer the teachers' question	11	24	45.83



		3. The students make note	14	24	58.33
2.	The motivation of students during learning process	4. The students ask about the material.	10	24	41.67
		5. The students are active to give comment about the material	13	24	54.17
3.	The motivation of students to do the task that was given by the teacher	6. Students can do the task from the teacher	12	24	50.00
		7. Students can finish the task on time, which have been determined	17	24	70.83
SUM			90	168	375
Average Score			$\frac{90}{168} \times 100 = 53.57$		

The result of questionnaire in pre-cycle also showed that students still had low motivation in writing class. It was proved from only 10 of 24 students could understand the teacher explanation's well and 14 of 10 students stated that they felt bored with the teacher's explanation as described below.

Table 2.The Result of Questionnaire in Pre-Cycle

No.	Question	Yes	No
1.	Do you like studying English?	13	11
2.	Do you think that writing English is important?	18	6
3.	Do you think that writing English text is difficult?	19	5
4.	Does your teacher explain the material clearly?	10	14
5.	Are you able to understand the teacher's explanation well?	10	14
6.	Are you bored with the teacher's explanation?	14	10

After the writer applied Ripple technique, there was an improvement in students' motivation. It can be seen from the observation in cycle II where the average score of students' motivation was 69.05% as explained in the table.

Table 3.The Result of Observation in Cycle I

No.	Behavioral Types	Observation Focus	Number of the Students	Total Students	Percentage (%)
1.	The motivation of student to listen to the teacher's explanation	1. The students give attention to the teachers' explanation	17	24	70.83
		2. The students answer the teachers' question	15	24	62.50



		3. The students make note	16	24	66.67
2.	The motivation of students during learning process	4. The students ask about the material.	17	24	70.83
		5. The students are active to give comment about the material	15	24	62.50
3.	The motivation of students to do the task that was given by the teacher	6. All students can do the task from the teacher	16	24	66.67
		7. All students can finish the task on time, which have been determined	20	24	83.33
SUM			118	168	491.66
Average Score			$\frac{118}{168} \times 100 = 69.05\%$		

It improved from the result of pre-cycle. The result of questionnaire in cycle I showed that the students' performance showed an improvement but it did not reach the performance indicator of students' motivation yet (at least 75%). It was proved from only 12 of 24 students who felt high motivated.

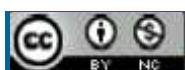
Table 4. The Result of Questionnaire in Cycle I

No.	Question	Yes	No
1.	Do you like studying English?	15	9
2.	Do you think that writing English is important?	18	6
3.	Do you think that writing English text is difficult?	15	9
4.	Does your teacher explain the material clearly?	14	10
5.	Are you able to understand the teacher's explanation well?	13	11
6.	Are you bored with the teacher's explanation?	11	13
7.	Are you able to understand the material after the writer use Ripple Technique?	12	12
8.	Do you like Ripple Technique?	14	11
9.	In this research, do you feel that this technique can improve your writing skill?	13	11
10.	Do you have high motivation after the writer uses Ripple Technique?	12	12

The result of cycle II showed an improvement from the students' motivation which can be seen from the observation and questionnaire. In the observation sheet showed that there was an improvement in the students' motivation where the average score was 79.17%.

Tabel 5. The Result of Observation in Cycle II

No.	Behavioral Types	Observation Focus	Number of the Students	Total Students	Percentage (%)
1.	The motivation of student to listen to the teacher's	1. The students give attention to the teachers' explanation	17	24	70.83



	explanation	2. The students answer the teachers' question	18	24	75.00
		3. The students make note	17	24	70.83
2.	The motivation of students during learning process	4. The students ask about the material.	17	24	70.83
		5. The students are active to give comment about the material	19	24	79.17
3.	The motivation of students to do the task that was given by the teacher	6. All students can do the task from the teacher	21	24	87.50
		7. All students can finish the task on time, which have been determined	24	24	100.00
SUM			133	168	554.17
Average Score			$\frac{133}{168} \times 100 = 79.17$		

Furthermore, the result of questionnaire the students' performance showed more improvement than in the previous cycle. It could be seen from the questionnaire and observation sheet in this cycle that the students' performance was improved after using Ripple Technique in writing class. It was fulfilled the writer's purpose in this study with at least 75% students felt high motivated using Ripple technique. It was proved from 19 of 24 students felt high motivated using Ripple technique. The result was shown as follow.

Table 6. The Result of Questionnaire in Cycle II

No.	Question	Yes	No
1.	Do you like studying English?	18	6
2.	Do you think that writing English is important?	18	6
3.	Do you think that writing English text is difficult?	13	11
4.	Does your teacher explain the material clearly?	17	7
5.	Are you able to understand the teacher's explanation well?	18	6
6.	Are you bored with the teacher's explanation?	9	15
7.	Are you able to understand the material after the writer use Ripple Technique?	18	6
8.	Do you like Ripple Technique?	17	7
9.	In this research, do you feel that this technique can improve your writing skill?	16	8
10.	Do you have high motivation after the writer uses Ripple Technique?	19	5

Besides, the improvement also showed from the test results. In Pre-Cycle test, the average score test was 71.96 which belong to good category. In Cycle I test, the average score was 78.63 which belong to good category while In Cycle II test, the average score was 82.17



which belong to good category. The improvement from Pre-Cycle test to Cycle II was 10.21 points. The writer described the result in the table below.

Table 7. The Result of Hortatory Text Writing Test in All Cycles

Assessment Aspect	Average of Score			Improvement		
	Pre-Cycle (PC)	Cycle I (CI)	Cycle II (CII)	PC-CI	CI-CII	PC-CII
Writing Skill	71.96	78.63	82.17	6.67	3.54	10.21

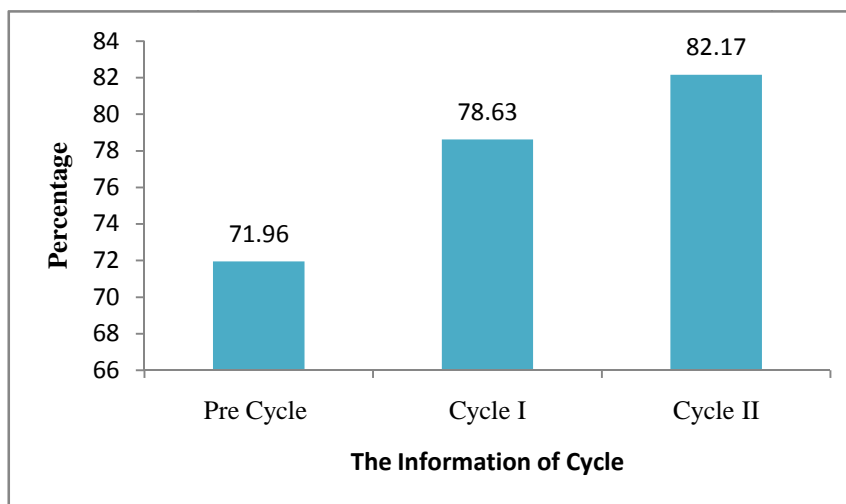


Figure 1. The Result of Hortatory Text Writing Test in All Cycles

### Conclusion(s)

Based on the result of the analysis of the data in Pre – Cycle, Cycle I, and Cycle II test, the writer concluded some points. The use of Ripple Technique can increase the learning motivation of hortatory text writing skill of the eleventh graders of SMA N 1 Magelang in the school year 2017/2018. The students had better motivation and participation in hortatory text writing skill. It also can be categorized high motivation with the total improvement from Pre – Cycle to Cycle II which is 25.60%. The improvement of the hortatory text writing skill of the eleventh graders of SMA N 1 Magelang in the school year 2017/2018 that are taught using Ripple Technique is great. It reaches 10.21 points. The average score of Cycle II test is 82.17. It can be categorized good and reached the minimum standard minimum score for English in SMA N 1 Magelang which is 78.

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