DEVELOPING PROCESS GENRE - BASED APPROACH HANDOUT FOR TEACHING WRITING OF EXPOSITION HORTATORY TEXT FOR SENIOR HIGH SCHOOL STUDENTS

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Abstrak: *Artikel ini merupakan penelitian pengembangan yang bertujuan untuk mengembangkan bahan mengajar menulis berbasiskan proses dalam menghasilkan genre berbentuk exposition hortatory. Didalam penelitian ini juga diestimasi tingkat validitas, praktikalitas dan efektifitas bahan ajar yang dikembangkan. Metode penelitian ini dilakukan dalam empat tahapan; definisi, disain, pengembangan dan penyebaran terbatas; pada siswa kelas XI IPA 2 SMA Adabiah Padang. Setelah tahapan disseminasi terbatas, diukur praktikalitas produk dan effektifitas produk terhadap nilai menulis siswa. Hasil pengembangan menunjukkan validitas produk terdapat pada kategori bisa digunakan dengan perbaikan dengan nilai 77.4. Praktikalitas produk dinyatakan pada nilai 88.77 dan efektifitas pada nilai 80%. Dapat disimpulkan bahwa produk dapat digunakan sebagai bahan ajar mengajar menulis.*

Key words: *writing, handout, process genre – based approach, exposition hortatory*

INTRODUCTION

Teaching material is one of elements which determine the accomplishment of teaching and learning process including teaching writing. The launch of Educational Ministry Decree no 24/2006 concerning the purpose of teaching writing is to make the students are able to compose some genres of text. Continuing the aim of curriculum 2004, the types of text developed in English curriculum includes transactional text, short functional texts, and written text of certain genres and applies them in daily context.

Teaching material used can be formed into printed materials and non printed materials. Handout is one of represented teaching materials which can be prepared by the teacher in teaching and learning process since ideally, the teaching material should be based on the students' need and level to fulfill the demand of curriculum. In fact, the teaching materials prepared by the teacher were not enough to help the students to write especially in directing students of writing process yet. From the result of the researcher's interview with some teachers and some students, it can be generalized that besides the wrong perception about writing, the teaching and learning material used were not be able to support students' writing activity. To do writing activity, the teaching material used only asked the students to choose one of topics prepared to be developed into text.

The reaction of those problems above caused the researcher to conduct

a research which has purpose to develop a valid, practiced and effective teaching material for teaching writing. The teaching material is in from handout which is based on Process genre – based approach. The specification of the product are hoped to be a model of developing teaching writing written text for the eleventh grade of senior high school students. The specification of the product of the research is a Process Genre – Based Approach handout for teaching writing of hortatory text at Senior High School.

The handouts are not only directing the students to write a written text but also directing them in developing their ideas in writing process. It also provides the direction of using the handout, standard competence (SK), basic competence (KD), teaching material, writing task, directing in writing process based on Process genre- based approach, model of the text, learning material, students' work sheet, blank pages and reference

Dealing with the purpose of handout which helps the students to pass the process of writing to produce a text, as Langan (1994: 36), states that writing is a skill and it can be learned. He also adds that the point of writing as a skill is writing is often a process of continuing discovery; as the writer write, the writer may suddenly switch direction or double back.

Furthermore, besides writing is stated as a productive skill, it is also considered that writing is a process. This consideration of writing as a process is supported by Boardman (2002: 14), he points that writing is a continuous process of thinking and organizing, rethinking and reorganizing. In order to fulfill the process the writer can start from assuming an idea, arranging the idea,

reassuming about the idea and rearranging the idea in order to make the writing process goes smoothly.

Contrary with Boardman's consideration about writing as a process Sokolik in Linse (2009: 64) states that writing is a combination of process and product. In writing, the result from this process produces a written form. It means that to get the product; written form; the writer has to focus on the process. In other word, process is influenced the result of writing. It can be said that writing activities have been mentioned as a blend of process and product. In writing, a writer must go through the process which led him/her later to produce writing. How the author through the writing process will determine the results of his writings. The activity ideally begins by determining the topics and then through the editing process which then will be ended by producing writing. A writing that has passed through the writing process on an ongoing basis will be able to produce a good writing later. Therefore, the writing process will produce a good passage as long the writer follows the rules of writing such writing the text systematically and organizing the ideas coherently.

Dealing with School Based Curriculum which focuses on the students' ability in developing some kinds of text, Fournier (2004: 23) explains some consideration that can be used by the teachers to help students improving their writing. The first consideration is introducing text – based approaches to teaching general features of writing that characterize different text types, their structure and rhetorical purposes. The second consideration is the rhetorical purposes of text types, particularly the notion of 'argument' in relation to rhetorical

purpose in academic writing, and highlights the function of evidence and synthesis in building argument. The third consideration is to look at aspects of writing that constitute register, including degrees of formality, the personal voice and linguistic accuracy. The fourth consideration is to introduce process-based approaches to teaching writing, including the stages of prewriting, drafting and polishing a text; the use of peer review, and issues related to collaborative writing. The last consideration is to discuss how to integrate the teaching of the writing process with teaching specific text types and disciplinary forms of writing.

Hortatory exposition is one of texts that should be mastery for Senior high school students in written or oral form. It is a kind of text which has purpose to represent the attempt of the writer to have the addressee do something or act in certain way (Brodie: 2008). Generic structure of hortatory exposition are: thesis; Introducing the topic and indicating the writer's position, Argument; explaining the argument to support the writer's position and explaining the other arguments support the writer's position more and Recommendation; what the writer recommend to the reader. Language feature of hortatory exposition are focusing on the writer, using abstract noun; policy, advantage; using action verb, using thinking verb, using modal adverb; certainly, surely; using temporal connective; firstly, secondly; using evaluative words; important, valuable, trustworthy; using passive voice and using simple present tense.

The use of Process genre – based approach to help the students develop their ideas in writing has been proven by some researchers, Isnawati

(2011) for instance, concluded that the Process genre – based approach increased students skill in writing. The students were helped to develop their ideas. In same line, Nurjanah (2011) also proven that the Process genre – based approach could help the students in increasing their writing achievement since this approach helped them in developing idea.

Providing an appropriate teaching material is one of teacher's efforts in order to increasing students' skill in writing. the teaching material should be able help the students to produce a genre through writing process. Students are given the opportunity to develop their ideas through the stages of the process and the teacher should focus on the students' course of action in producing writing. Outlining, composing first draft, revising, and editing are assumed as the stages of writing. All stages must be applied in order to make the teaching writing result better.

A valid, practiced and effective are the main principle in choosing and preparing teaching material. Validity can be established in different ways. According to Bachman (1990: 160), validity refers to the degree of evidence supports the inferences that are made from the scores; the inferences regarding specific uses of a test are validated.

Practicality of teaching material will be the next aspect that should be considered. Brown (2004: 19) states that the test; in this case teaching material; is said practical if it is not expensive, stays within appropriate time constrains, is relatively easy to administer and has evaluation procedure that is specific and time efficient. In addition, Yusuf (2005: 103) explains that there are four categories for practicality, they are (1)

the cost which is used is not too expensive, (2) it is easy to administer, (3) it is easy to interpret and (4) the appropriate time which is used and it does not take too long. It can be correlated with the explanation of Tomlison and Masuh (2004 : 46) for teaching material is the using of design and lay out.

The effective use of learning tools to the achievement of learners competence acquired through student learning outcomes include cognitive, psychomotor and affective use the instrument in accordance with valuation techniques. Learning device is said to be effective when the assessment of learning outcomes acquired competence of learners in cognitive and psychomotor aspects of greater than or equal to the minimum completeness criteria (KKM) and 75% of students gained a great value equal to the predetermined KKM.

Handout is categorized as one of printed teaching material. It is a kind written teaching material; prepared by the teacher and given to the students to support teaching and learning process. of Ellington and Race (1994: 122) define that a handout comprises all the different types of information – providing materials that are given out to the students, usually in connecting it with a taught lesson or programmed of some sorts.

In addition, Gibbs (1995: 25) defines handout as a paper based resource used to support teaching and learning which can release students from excessive note taking or supplement information not easily available elsewhere. Ideally, it should aid learning and may increase attention and motivation and help students to follow the development of an idea or argument.

Dealing with a handout should be relevance with curicullum demand; including standard competence and basic competence; DPMU (2001) states handout as a teaching aid contains of information from several literature dealing with the teaching material or basic competence (KD) of students. In teaching and learning process handout should be prepared by the teacher and it is used to enrich students' knwoledge about the material.

From information about the handout above, it can be concluded that the handout can give many opportunities to make the students more active in learning activity, because they can be active do various activity during studying. With existence of blank pages of the handout, they can answer the questions by filling the handout. Therefore, student learns particularly ahead before activity of study in class started.

Previous explanation has given view that in choosing teaching writing material the material should be able lead the students to do writing through writing process. Since the process approach is also essential for teaching writing, it is assumed that constructing some genres of text can not be separate from the process of constructing the genres itself. The combination of the both approaches is known as Process Genre – Based Approach. Badger and White (2000: 157) claims that the model of the process genre approach is described in terms of a view of writing and a view of the development of writing. In this approach, writing is viewed as involving knowledge about language (as in genre and product approaches), knowledge of the context in which writing happens and especially the purpose for the writing (as in genre approaches), and skills in

using language (as in process approaches). The model also describes that writing development happens by drawing out the learners' potential (as in genre approaches) and by providing input to which the learners respond (as in process approaches).

The model of process genre – based approach can be illustrated as following:

Figure 2: Application of the Process Genre Approach
Adapted from Badger and White (2000)
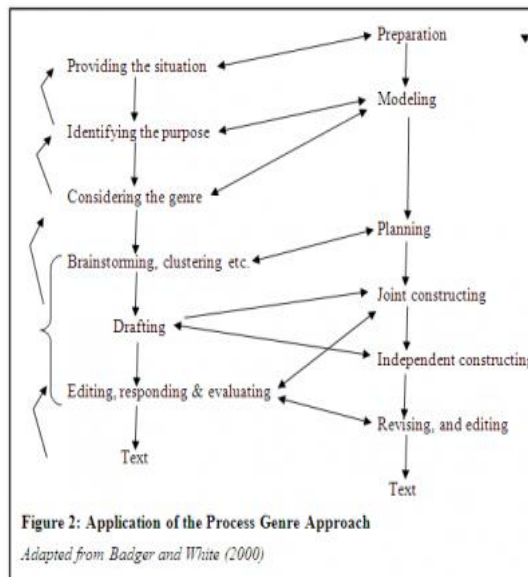
Yan (2005: 1) also divides the teaching procedure for the Process genre approach into the following six steps: the first step is preparation; the teacher begins preparing the students to write by defining a situation that will require a written text and placing it within a specific genre, such as a narrative written telling the audience about an entertainment story. This activates the schemata and allows students to anticipate the structural features of this genre.

The second step is modeling and reinforcing, in this step the teacher introduces a model of the genre and lets students consider the social

purpose of the text, including who the audience will be. For example, the purpose of a narrative written is to entertain the reader with a story. Next, the teacher discusses how the text is structured and how its organization develops to accomplish its purpose. The students may do some comparisons with other texts to reinforce what they have learned about the particular genre.

The third step is planning; in this step many meaningful activities activate the students' schemata about the topic, including brainstorming, discussing, and reading associated material. The aim is to help the students develop an interest in the topic by relating it to their experience.

The next step is Joint constructing, during this step, which will facilitate later independent composing, the teacher and students work together to begin writing a text. While doing so, the teacher uses the writing processes of brainstorming, drafting, and revising. The students contribute information and ideas, and the teacher writes the generated text on the blackboard or computer. The final draft provides a model for students to refer to when they work on their individual compositions.

The fifth step is Independent constructing, at this point students have examined model texts and have jointly constructed a text in the genre. They now undertake the task of composing their own texts on a related topic. Class time can be set aside for students to compose independently so that the teacher is available to help, clarify, or consult about the process. The writing task can be continued as a homework assignment.

The last step is revising; students eventually will have a draft that will undergo final revision and

editing. This does not necessarily mean that teachers have to collect all the papers and mark them one by one. Students may check, discuss, and evaluate their work with fellow students, as the teacher again guides and facilitates. The teacher may make an effort to publish the students' work, which will impart a sense of achievement and motivate the students to become better writers.

In addition, Belbase (2010: 2) explains six steps of process genre-based approach such as, the first step is preparation. The teacher begins preparing the students to write by defining a situation that will require a written text and placing it within a specific genre, such as a persuasive written arguing for or against an issue of current interest. This activates the schemata and allows students to anticipate the structural features of the genre.

The second step is modeling. During this step, the teacher introduces a model of the genre and lets students consider the purpose of the text. Next, the teacher discusses how the text is structured and how its organization develops to accomplish its purpose.

The third step is planning. This step includes many meaningful activities that activate the students' schemata about the topic, including brainstorming, discussing, and reading associated material. The aim is to help the students develop an interest in the topic by relating it to their experience. Since they have to participate and contribute in the classroom, learners will find the activities interesting and entertaining.

The fourth step is joint constructing. In this step, the teacher and students work together as a beginning of writing a text. While doing so, the teacher uses the writing processes of brainstorming, drafting, and revising. The students contribute information and ideas, and the teacher writes the generated text on the black/white board. The final draft provides a model for students to refer to when they work on their individual compositions. It fosters collaborative writing.

The fifth step is independent constructing. By this time, students will have examined model texts and have jointly constructed a text in the genre. They now undertake the task of composing their own texts on a related topic. Class time can be set aside for students to compose independently so that the teacher is available to help, clarify, or consult about the process. The writing task can also be continued as a homework assignment. The teacher has to clarify what students should do for writing homework.

The last steps are revising and devising. Students lastly will have a draft that will undergo final revision and editing. This does not necessarily mean that teachers have to collect all the papers and mark them one by one. Students may check, discuss, and evaluate their work with fellow students, as the teacher again guides and facilitates. The teacher may make an effort to publish the students' work, which will impart a sense of achievement and motivate the students to become better writers. Their final achievement will foster self-esteem among learners as they have produced something. In this research, the researcher applied the model from Badger to be developed.

METHOD

Need analysis was done as the starting point of this research since this research categorized as developmental research. It consists of define, design, develop and disseminate. In define

stage, the researcher doing some steps. The first step was to analyze the teachers and students' need of teaching writing material. It was done by distributing questionnaire to teachers and students of Senior high school of Adabiah Padang. Structured interview also done to support the data about the teachers and students' need of teaching writing material. The second step was to analyze the curriculum demand and available teaching material.

The next stage was design the prototype. The design of the prototype would be done based on some supporting literatures. The design would be continued into expert validation stage. The valuator gave an opinion whether the device needs to be repaired again; format or the words; or it may be revised.

After Process genre - based approach handout was completely designed; the next step was expert validation of the handout. After the validation stage completed, the handout would be disseminated in limited trial. Estimation of the practicality of the handout was done next. The degree of the handout practicality was taken from the teachers and the students. The practicality of the handout could be determined based on four aspect: easy to use , efficient for teaching written text in term of time, easy to be interpreted and support the teaching and learning writing process.

This stage was done after the teachers and the students applied the handout without any serious problem. In other word, it was done after the criteria of practicality were achieved.

Once the practicality was estimated, the effectiveness of the prototype would be evaluated by giving the student writing test. The writing test would be scored based on writing scoring rubric which was taken from Depdiknas (2006) developed by Kern.

The instruments of the research would determine the data of this research. Questionnaire was used to take data about need analysis and practicality of the handout. The validity of the handout would be taken by using expert validation checklist. To estimate the effectiveness of the handout, writing test would be held.

FINDINGS

In front end analysis stage, the curriculum demand for teaching writing is the students have to be able to express the meaning of short written text on daily context. The result of curriculum analysis shown that the Standard competence of English for eleventh grade is to express the meaning of written in interpersonal discourse and transactional formally or informally.

The result of teaching material analysis describe that the teaching materials used by the teacher were taken from the students' work sheet developed by MGMP or English teachers association cannot fulfill the demand of writing curriculum especially in the students onto writing process. Therefore, it can be concluded that the teaching material do not appropriate with the standard of writing activities which is not only considering into the product but also the process.

Need analysis of teaching material

The result of need assessment of teaching material of writing written test shown that the teachers and the students were really need a teaching writing material which lead the students to pass writing process. The

table below would show the result of teacher need analysis of the teaching material

No	Indicators	Score
1	Teachers' experience in teaching English	78.22
2	Teachers' experience in preparing teaching material	71.09
3	Teachers' experience in teaching written text	52.14
4	Teachers' perception on available teaching writing material	43.07

From the table it could be assumed that the teachers thought that the available teaching writing material could not filled their need in guiding the students to precede writing activity. The result of interview also indicated that the teacher need appropriate writing material.

Next, the result of students' need analysis of the teaching writing material also shown that the students really need a writing material which lead them not only to produce the text but also to pass the process. It can be seen from this following table:

No	Indicators	Score
1	Students' perception of English	81.96
2	Students' learning experience of writing written text	52.14
3	Students' perception of learning material used	37.5

From the table above, it can be concluded that the students had dire perception of the available learning material used in writing activity and the result of the interview also indicated same opinion. It means that they need learning material which helped them in developing writing skill.

Validity of the product

In determining the validation of the product four aspects would be considered; the content, the language, the presentation and the appearance. Result of the validation was 77.4 categorized into B. Therefore the product could be used with little revision. The table will show it:

No	Aspect	Valuator score	Total score
1	Content	37	71.15
2	Language	13	81.25
3	Presentation	11	70.75
4	Appearance	18	72
Average			77.4

The prototype was revised based on the valuator's suggestion continued with limited tried out for XI IPA 1 Senior High School of Adabiah Padang. The limited trial was done in eight meetings from 9th of May 2013 to 31st of June 2013.

Practicality of the product

The practicality of the handout would be determined after the limited trial for students and teacher. The data shown that the handout was practiced as teaching writing material in scoring 83.97 categorized **practiced** and scoring 88.77 categorized **practiced** in helping the students in writing process. These following tables can picture clearly:

The result of the practicality questionnaire from the teachers

Num	Aspects	Score	Criteria
1	The ease of using	85.41%	Practical
2	Time and cost	75%	Fairy Practical
3	Interpretation	88.88%	Practical
4	Functioning	83.33%	Practical
Average		83.97%	Practical

The result of the practicality questionnaire from the students

Num	Aspects	Score	Criteria
1	The ease of using	88.57%	Practical
2	Time and cost	89.52%	Practical
3	Functioning	87.85%	Practical
Average		88.77%	Practical

Effectiveness of the product

The effectiveness of the handout as on students' writing achievement also determined. The data shown that there is significant effect of the handout toward students' achievement proven by 80 % students pass the standard minimum score of writing and in degree of reliability 0.95.

DISCUSSION

The result found in this research is that the developed handout is developed as the material of teaching writing texts. This finding is consistent with the statement of Hairston in Gebhard (1996 : 33), he states that the teacher cannot teach the students to write by looking only at what they have written. Therefore, the process of the writing helped the students to develop their writing ability.

The finding also indicates that the Front-end analysis done have to be organized, it can be seen from the result curriculum analysis. The teaching material used only taken from available material. This findings were contrary with the statement of Mulyasa (2006 : 46), he states that teachers have to have ability in preparing teaching material. The teachers can not only take the teaching material from the available material since in determining the material consider to some factors such as, curriculum demand, school condition, students' need and students level.

It was also found that the validity of the handout is categorized into valid in degree 75.40. The aspect of conformity placed in category valid, it means that the valuators were agree that the handout can be used as teaching material of writing. In this aspect, the valuators evaluated the handout based on the aspects of relevancy the teaching material with the Standard competence and the Basic Competence. Since the handout was developed to guide the students to produce writing, therefore the handout has been based on the demand of the Standard Competence and the Basic Competence. It can be found in Depdiknas (2006: 12), one of the principle in choosing teaching material was aspect of relevancy.

The next aspect was the aspect of language. This aspect was categorized valid, since the language of the handout was organized based on the readability, clarity of information, suitability with grammatical and the language usage which based on the text developed. As stated in English Curriculum (Depdiknas : 2006), language usage in acceptable context and correct in grammatical. Therefore, it can be concluded that the handout can be used as the teaching material.

The aspect of presentation and the aspect of appearance were also categorized valid. It was found that the handout developed by paying attention the aspect of performance in order to make the handout more attractive. It is consistent with the result of Franco in Richard (1996 : 118). She did a research under the title *"Designing writing components for teen courses at a Brazilian language institute"*. She

found that the students were motivated to write when the learning material was full of illustration which created the writing activity.

The result was also found that the reliability of the handout categorized reliable. It means that the handout has high consistency as the teaching material. As stated on Depdiknas (2006 : 12), one of the principle of choosing teaching material used was the consistency aspect. Since the handouts developed were categorized in reliable, therefore the handouts can be used as the teaching material.

The next finding was in practicality of the handout. It was taken from two perceptions of the handout users; they were the teachers and the students. The result shown that the handout is practiced to be used as the teaching material. Therefore, the handout can be used as the teaching material since it was consistent with the explanation from Yusuf (2005: 103). He explains that there are four categories for practicality, they are (1) the cost which is used is not too expensive, (2) it is easy to administer, (3) it is easy to interpret and (4) the appropriate time which is used and it does not take too long.

The last finding of this research is the effectiveness of this handout on students' writing achievement would be done next. From the result of the students' writing achievement after the used of the handout shown that there is higher score of students' writing achievement. It can be concluded that the handout is effective to be used as teaching material of writing written text. Based on the theory of Mulyasa (2009: 218), a teaching material can be said effective to be used if it is more than 75 % students pass the minimum score achievement.

CONCLUSION

The data of the need analysis is shown that the teachers do not teach writing written text by considering the process of writing yet. Meanwhile, the data from the students indicate that the students need learning material of writing which can direct them to develop their ideas. As the result teaching material for writing written text which not only focuses on the writing product but also concern to the writing process has to be developed.

The type of teaching material for teaching written text that the researcher has developed is Process genre – based approach handout. It focuses in helping the students to develop their ideas in writing through writing process. It contains of the direction of using the handout, standard competence (SK), basic competence (KD), teaching material, writing task, directing in writing process based on process genre- based approach, model of the text, learning material, students' work sheet, blank pages and reference.

The researcher has conducted data description and analysis by using Product Moment formula, based on the expert' validation data. The process genre – based approach handout is fairy valid in content and construct as the teaching material of writing written text.

The researcher has conducted data description and analysis based on the questionnaire filled by the teachers and the students to see the practicality of the handout. The result shown that the process genre – based approach is practical to be used.

The researcher has conducted data description and analysis based on the students writing test score see the effectiveness of the handout on students writing hortatory text

achievement. The result shown that the process genre – based approach handout gives significant effect toward students writing achievement, therefore it is effective to be used as teaching writing material.

SUGGESTION
1. It is suggested for English teacher to develop teaching material not only to fulfill the demand of curriculum but also consider to the students need.
2. It is suggested for English teachers to consider about some aspects in directing students to write a written text. It means that the teachers have to consider not only about the product of writing but also about the process.
3. It is suggested for English teachers while developing the teaching and learning material for the students to consider the validity, practicality and effectiveness of the teaching material
4. It is suggested for English teachers to improve the knowledge about teaching material development, because it can help the teachers to prepare a good and appropriate teaching material
5. The result of this research can be used as the resource to do the similar research with a related topic for the next research.

Notes:
This article is written based on the writer's thesis at graduate program of State University of Padang titled "Developing process genre – based approach handout for teaching of written text for eleventh grade of Senior High School of Adabiah Padang under the guidance of advisors, Prof. Dr. Jufrizal, M.Hum and Dr. Hamzah, M.A., M.M.

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