

TEACHING WRITING A HORTATORY EXPOSITION TEXT TO SENIOR HIGH SCHOOL STUDENTS BY USING AN ADVERTISEMENT

Vivi Alfatia¹, Muhd. Al-Hafizh²

Program Studi Pendidikan Bahasa dan Sastra Inggris
FBS Universitas Negeri Indonesia
Email: Vivi alfatya@gmail.com

ABSTRAK

Penggunaan iklan untuk membantu siswa dalam menulis teks *hortatory exposition*. Iklan diberikan kepada siswa pada tahap pra-menulis. Iklan yang digunakan adalah iklan produk elektronik yang menunjukkan suatu produk terbaru seperti iklan mobile phone, televisi, laptop, dan lain-lain. Dengan melihat iklan, siswa akan lebih mudah untuk mendapatkan ide-ide untuk menulis. Kemudian guru membuat teks *hortatory exposition* berdasarkan ide-ide dari siswa tentang topik dalam iklan tersebut. Setelah itu, guru memberikan iklan dengan topik yang berbeda. Kemudian, guru membagi siswa dalam bentuk kelompok untuk menulis teks *hortatory exposition* berdasarkan iklan yang diberikan. Setelah selesai menulis, guru memeriksa hasil tulisan siswa bersama kelompok lainnya. Di akhir pengajaran, guru menyimpulkan materi.

Kata kunci: an Advertisement, produk teknologi, writing at Senior High School

A. Introduction

Writing is one of the language skills beside listening, speaking and reading that must be mastered by English learners. Writing is categorized as the productive skill together with speaking. They are called as productive skills because students are required to produce their own ideas which are expressed in written and spoken form. The rest of the skills, listening and reading skills are classified as receptive skills. It means that the learners receive the ideas which are produced by speaker and writer in spoken and written form.

There are three reasons why writing must be taught to the students. First, writing reinforces the students' abilities in grammatical structures, idioms, and vocabulary that the teachers have taught. Second, when the students write, they actually take an "adventure" with language to the beyond of what they have just learned to say. Third, when the students write, they necessarily will be involved in

¹The writer, student of English Department graduated on March 2013

²The advisor, a lecture of English Department, FBS at Padang State University

learning new language which means that writing is the effort to express idea and the constant use eye, hand, and brain. In fact, this is the unique way of learning.

Writing can be defined in several ways. Winterrrowd and Murphy (1985:2) says that writing is the stage of transforming idea into words on paper, and as someone writes he may discover new ideas to express his thought. From this point, it can be said that writing has detail idea in transmitting the core message to the readers; also in this skills the reader has a lot of chances in giving their thought as well.

Carrino (1991) states that writing as a form of thinking for particular audience and particular occasion. A piece of writing is produced through a process that is the writing process. To produce a good writing, there are a series of writing process that should be followed to the writer since it is the activity from beginning until the end that result the product. Without the ability to organize ideas and express them easily and clearly, the writer will be difficult to write. The sentences in writing also must be linked together in some manners, if not they fall apart completely. But it is also complicated and difficult to describe because the writer has to put so many ideas almost at the sometime. Also, the writing process makes people bored and frustrated because they do not have more time to think what they want to write and it is also hard for them to produce their ideas in sentence of paragraph well.

In School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (2006), teaching and learning process at senior high school should be done by using Genre Based Approach. In Genre Based Approach, students learn about several kinds of texts, namely descriptive, recount, procedure, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review. Each text has its own social function, generic structure and language features.

There are twelve monologue texts that should be taught by English teacher in teaching writing at senior high school. One of the texts that is taught to second grade students is hortatory exposition. Hortatory Exposition is a text that is aimed at persuading readers or listeners about something by giving some arguments or opinions. In this text, students learn how to share opinions, ideas or arguments in form of writing or speaking.

However, based on the writer's experience when she did teaching practice, it was found that many students faced problems in writing hortatory exposition text. These problems might be caused by two factors, students and teachers. The first problem comes from the students themselves. The students got difficulties in developing and arranging ideas or arguments in hortatory exposition text. It could be indicated when the students were given a topic by the teacher to write. It seemed that they got problem in developing or elaborating their ideas because they did not have enough knowledge and vocabulary to support their ideas about the topic. As the result, the students spent a long time to think what should be written.

Furthermore, the students also had problems in grammatical aspect. They faced difficulties in constructing sentences in correct grammar. When they did them, their sentences contained many mistakes. As a result, the students were

unable to write hortatory text correctly. Besides that, the students have lack of vocabulary. When they write a text, they will be stuck because they do not know the appropriate word to express or say a word in English.

The second problem comes from the teacher. In teaching and learning process, a teacher has many roles, such as manager, motivator, and facilitator for the students. In running these roles, it is inevitable that the teacher makes mistakes. These mistakes can happen in choosing technique, media or materials. When the teacher does not choose appropriate technique, media or materials, the teaching goal will not be achieved as it is expected.

Based on the writer's observation in the school, some teachers rarely used media in teaching writing hortatory exposition text. If the teachers used media, frequently the media was too small in size and not clear or the media did not send the needed message. For example, teacher used a printed paper as a media and it was glued in front of the classroom so that not all students could see the media clearly. In addition, the teacher also used uninterested or monotonous technique. This situation made the students bored to learn writing. It made the students not motivated to write.

Because of the conditions above, the teacher has to be able to anticipate those problems in order to help the students in teaching writing, especially in writing a hortatory exposition text. The teacher is expected to be more active in facilitating their students with interesting media and giving variation in teaching process. By using media, teacher can help the students in getting and developing ideas easily. For example, by using a media, the students can be creative and develop the topic easily. Actually, there are several media that can be used by the teacher to solve those problems. For example, teaching writing by using picture, photo, newspaper, realia, real object, advertisement, brochures, video, etc.

Dealing with those problems, the writer is interested in discussing advertisement as a medium in teaching hortatory text. Even though advertisement is also viewed as a text but because of its function to persuade reader to do something, it can be used to inspire students in writing hortatory text. Besides that, it can help students develop arguments and ideas.

Advertisement is the fact of advertising something to the public. Advertisement has purposes to promote a product, or organization on the market with the aim to give information and persuade people with the advantage of the product and then to induce them to take any action. It is the activity of attracting public attention to a product or business. According to Winardi (1980:102), advertisements have four functions: (1) to attract the attention, (2) to give an impression, (3) to raise the interest, and (4) to provoke the reaction of the reader. The first three functions mentioned before is using headline as a medium. While the last function is using body text to make reader's reaction as advertisers want to be.

In order to promote a certain product or thing, advertisement has important role to be used. Hornby (1987:14) states that advertisement is a process of making known by announcing that one wishes to engage an assistant by printing notices in newspaper or by other means eg. TV, internet, radios, magazines and brochures. It is also important for success in business or commercial.

According to Manohar (2008), there are several kinds of advertisement:

a. Broadcast Advertisement

Broadcast advertisement is using television, radio and internet as its medium. It is popular advertising technique. The advertisement on television are show during a television program while on the radio the advertisements occurs between the switch of the program.

b. Print Advertisement

Print advertisement is advertising the products via magazines, brochures, and newspaper. It allows the marketer's message to reach their target audience on the page.

According to Winardi (1980:104), a print advertisement should have at least these three basic elements:

1. Headline

Headline is the most important element in advertisement. Headline in advertisement is used to make people curious about the product. Headline has three function; to attract attention, declare campaign theme and to raise interest of others part in advertisement.

2. Text

Text in advertisement is used to describe the product of advertisement. Its function is to provide information to the readers.

3. Name block

Name block is an important part of advertisement. It is a space for the name of the product or services. It also includes the picture of the product or its logo. Usually, advertisers put a slogan of a product below its name block.

In addition, advertisements can use many different mediums, and each medium has different important elements. An advertisement that occurred in internet has voices and tones of the actor/actrees as its most important elements while print advertisement's is the headline.

In conclusion, by looking at advertisement, the students can get ideas and develop their arguments easily. The students can understand about the topic that will be discussed directly. Besides, an advertisement is used to stimulate and motivate students in writing hortatory exposition text because it is one of the interesting media that provides content and picture about a product.

B. Discussion

In using advertisement to teach writing a hortatory text, teacher needs to do some preparations. Besides that, the teacher also has to choose appropriate teaching method and interesting media. To apply it in the classroom, the step will be discussed below.

A. Teaching Preparation in Using an Advertisement to Teach Writing Hortatory Exposition

Preparation is the first thing that the teacher has to consider before teaching. The teaching and learning activities will not run well if the teacher does not have a good preparation before starting the study in the classroom. In teaching

writing hortatory exposition text, there are several things that the teacher should prepare.

First, the teacher prepares the lesson plan. It is used as guidance for teacher to make the teaching learning activity runs well. Second, the teacher selects the material. It means that teacher should select an advertisement that is appropriate with syllabus and curriculum. The material must be appropriate with the students' ability level and the students' interest. If the topic is suitable with the students, it can help them to understand the material and motivate them to write. In this paper, the advertisement is about "Mobile Phone" as the topic to be discussed. Third, the teacher prepares the media that will be used in teaching learning process, like pictures, videos or advertisements. It can help students more understand about the lesson.

B. Teaching Procedures

Every teacher has to know and understand how to present the lesson to the students to get success in teaching. In presenting materials in the classroom, the teacher should follow a certain procedure. This teaching procedure consists of pre-teaching, while-teaching and post-teaching. There are some activities done by the teacher in each phase.

In this paper, advertisement of a product is used as a medium for teaching writing hortatory text. The advertisement is about mobile phone which is advertised in newspaper and television recently. The reason for taking advertisement of mobile phone as the medium of teaching hortatory text is that the text that will be written as the model is entitled "Mobile Phone".

1. Pre-Teaching Activities

Pre teaching activity is activity which is done at the beginning of the class. It is done in order to give students background knowledge, to motivate the students to write and to build their self confidence. The activity will give some new information, stimulate curiosity and also to increase students' concentration. The pre teaching activity is done in order to make the students understand or gain quickly what they are going to study. In this step, the teacher should do the following activities: preparing the students, both physically and psychologically to join the teaching and learning process, addressing students and asking the condition of them (greeting), taking students' attendance and checking the classroom atmosphere, convincing them that this lesson will help them to write a hortatory text easily, introducing the topic to the students, introducing students to advertisement, asking some questions related to the media.

2. Whilst-Teaching Activities

This phase is the core of teaching learning process in the classroom. There are several activities in this phase. They are:

- a. The teacher introduces an advertisement. The steps are: first, the teacher tells the review about the advertisement orally. Next, teacher asks some questions related to the advertisement in order to elicit student's opinion or argument about the topic and also motivate them to get

ideas or opinion as much as possible. By having ideas or opinion, it will be easier for students to write a text. For example:

- What do you think about this advertisement?
- Do you have it?
- In your opinion, what does it for?
- Why should people have a mobile phone?

These questions can lead the students to the generic structures of hortatory exposition text.

- b. Then, after getting some opinions and arguments about the mobile phone based on the questions from the students, the teacher tells the students that they are going to write a hortatory exposition text. Next, teacher and students make an example of hortatory exposition together based on the opinion that they have discussed before. Teacher writes it on white board. Teacher should give a model of the step in writing hortatory exposition text directly. So that, the students know how to write the text. The example of hortatory exposition about handphone.
- c. Teacher checks students' understanding about hortatory exposition text by asking them what the hortatory exposition text based on their opinion is about. Next, teacher asks student to discuss what the social function of the hortatory exposition text. The social function of hortatory exposition text is to persuade the reader or listener that something should or should not be the case.
- d. Then, the teacher tells to students that hortatory exposition text has several generic structures. They are thesis, argumentation and recommendation. Based on the text that was written before, teacher and students discuss together the generic structure of the text. The teacher leads the students to find the right generic structure based on text.
- e. Teacher explains to the students that hortatory exposition text has some language features; the language features include the use of simple present tense, focus on generic human and non human participant and etc. The teacher discusses the language features in the text. After the teacher and the student discuss about many things related to hortatory exposition text, the teacher checks the students' understanding by asking some questions related to hortatory exposition text.
- f. Teacher asks students to create a simple text with pair or groups after the students understand about the hortatory exposition text. The teacher divides the students into groups. Each group consists of 3 students. Then, the teacher shows another advertisement to the students. The new topic is about laptop. The students are required to write a simple hortatory exposition text based on the advertisement they have seen. Then, the students begin their writing. The students can be share their opinion with their pairs in order to get a good hortatory exposition text. After the students finish their writing, each group presents their text. The teacher corrects their work.

3. Post-Teaching Activities

In this phase, the teacher does reflection, makes conclusion and gives follow-up activities. In reflection, the teacher tries to feel and think whether the students have already understood the lesson or not. And then, the teacher together with the students makes conclusion about the lesson. The class is ended by giving homework to students. In this case, the teacher asks the students to find other advertisements at home as medium for writing another hortatory exposition texts. This homework will be checked in the following week.

C. Conclusion and Suggestion

The students have several times to make plans to select a topic that will be written. By making plans, the students who have low writing proficiency will be helped. It also develops the students' own thinking to give and share their opinion or argument. By implementing this technique, the students are motivated to participate more actively. In other words, using Advertisement is a good technique to improve senior high school students' ability in writing a hortatory exposition text.

Teaching writing a hortatory exposition text by using advertisement is an alternative way to be implemented in the classroom. The teacher can modify the steps depend on the need or situation. Also, the teacher should prepare everything that he or she needs in teaching and implementing guided writing properly before entering the classroom. Then, the teacher should control the students during they work in pairs. It will help the students if they find the difficulties during the discussion. Finally, it is suggested for the teacher to teach writing by using Advertisement.

Note: This article is written based on the writer's paper with a guidance from Muhd. Al-Hafizh, S.S,M.A

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