

USING THE ASIA PARLIAMENTARY DEBATE IN WRITING A HORTATORY EXPOSITION TEXT OF GRADE XI STUDENTS AT DINIYYAH PUTERI PADANG PANJANG

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Abstrak

Tujuan dari penelitian ini adalah untuk melihat apakah penggunaan *Asia Parliamentary Debate* secara signifikan mempengaruhi kemampuan menulis teks *Hortatory exposition* siswa kelas XI Diniyyah Puteri Padang Panjang. Sampel penelitian ini adalah siswa kelas XI IPS 1 dan IPS 2 Diniyyah Puteri Padang Panjang. Instrumen penelitian yang digunakan untuk mendapatkan data adalah tes menulis teks *hortatory exposition* yang diambil langsung dari siswa pada sebelum dan sesudah penggunaan strategi.. Temuan dari penelitian ini yaitu $t_{hitung} > t_{table}$, $1,60 > 1,31$ yang berarti penggunaan *Asia Parliamentary Debate* mempengaruhi kemampuan menulis text *hortatory exposition* siswa secara signifikan.

Key words: Asia Prliamentary Debate, writing, hortatory exposition text.

A. Introduction

The ability to write an acceptable text by using foreign language for English as a Foreign Language (EFL) students has become a necessity in this communication era. The development of communication nowadays tolerating anyone to interact globally across nations and cultures. Through writing the students are able to share their point of view and give any information in written form for instance sending short message, sending electronic mail or e-mail, writing an argumentative journal, publishing printed advertisement, etc. The ability to deliver these ideas in a foreign language significantly affects the fluency of interaction and communication globally.

Scholes, Comley, and Perits (2001:3) say that writing is the represent action of writer's personality, knowledge, and power where a writer produces

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his/her message in a written form or called as transmitting process, then interpreted by the receiver which is called as transcribing process. The ability of interpreting the message received determines the understanding of the receiver toward the text whether it is successful conveyed or not.

Boardman and Frydenberg (2002:11) say writing is an incessant process which also goes through several stages: thinking and organizing, rethinking and reorganizing that is able to be repeated as many times as necessary. In addition, Nation (2009:114) also says that writing is a process of considering the goal of the writer, having a model, gathering and organizing ideas, elaborating ideas, reviewing, and editing the writing. It can be seen that Boardman, Frydenberg, and Nation agree that writing is more about the process how a writer is able to generate their ideas into written form, begin from the process of finding the ideas until editing process in order the reader is able to comprehend the message sent.

Moreover, Lindsay and Knight (2006:85) say writing is a process of arranging letter into words, phrases, clauses, and sentences in order to construct a coherent text. A coherent text can be form a report, short story, advertisement, letter, etc which is written by following three stages of writing process: preparation, draft, and editing and concern about its reader so that the message can be transferred and understood. Based on the explanation above, it can be pointed out that writing is an act of communication involves mental and physical work where the writer formulates ideas, expresses them in a sort of message supported by further information and deliver them in written language through several stages: drafting, revising, and editing. When the message delivered is able to be understood and responded by the reader means that the communication is successfully conveyed.

Therefore, In order to achieve the aim of communication in written form and ease people interacting widely, people have been taught to write. The school based curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP 2006)* taught in schools states that the spotlight of teaching English is to enable the students in communicating and constructing the written texts. For instance, in the senior high school's curriculum, the students are required to be able to master some genres such as descriptive, narrative, report, hortatory exposition, analytical exposition, news item, review, etc.

Based on the observations done to teachers and students in three senior high school, for instance, in Diniyyah Puteri Padang Panjang related to the teaching and learning writing process, it was found that the writing scores obtained are usually under the minimum standard of scores compared to the others language skills taught. It can be seen from the students' writing scores where there were nine students of seventeen learners in one class were failed in reaching the minimum standard gifted; 78 for each skills. Then, some teachers tend to ask them to rewrite the text in different topics as a kind of remedial toward the scores.

Ensuring the observations, several interviews related to English teaching and learning activities were accomplished also with English teachers and some students. It was obtained that writing is considered as a difficult part among the language skills not only for students but also for the teachers, particularly in hortatory exposition text which is taught in the second semester of XI grade in a senior high school. Some of students sometimes get difficulties to find the idea that is going to be written. For instance, based on some students' experiences, they tend to spend much time brainstorming before writing but the results have not been contented yet. Subsequently, several of them are also unsuccessful in organizing the ideas becoming a good text because of the limitation of knowledge about the genres and the vocabulary. It can be seen from the student's writings which were not ordered and elaborated well. Then, the teachers occasionally are also intricate uncovering strategies as a tool in teaching the genres, or lacks of strategies to ease the students comprehend the social function, generic structures, and language features of the genres.

There is stated in *Kurikulum Tingkat Satuan Pendidikan tahun 2006* that the basic competency in writing for senior high school students particularly grade XI is to respond the meaning and rhetorical of written text accurately, fluently, and acceptable in daily context in form of hortatory exposition text. It means that, the purpose of teaching writing a hortatory exposition text is to build students understanding of the genre and be able to construct an acceptable text. Moreover, Knapp and Watkins (2005:188) reveal that students are taught to write the argumentative text is to assess them in delivering their opinion for particular things or issues in written form and to improve their cognitive skills in order to achieve the proficiency of communication completely by the language used.

Therefore, it can be wrapped up that there are several problems in teaching writing found in senior high school. The fundamental problems in teaching writing predominantly in teaching hortatory exposition text are: first, lack of vocabulary, second, lack comprehensions of the genres, the students are confused in determining the social function between hortatory exposition text and analytical exposition text. Both of these texts are the expository text, but their social functions are different. The analytical exposition text is only to reveal to the reader that thing is important; give the analysis of the case and why it should be. Meanwhile, the hortatory exposition text, persuade the readers that something should or should not be the case or be done (Gerot and Wignell, 1994).

Third, lack of strategies used by the teachers. A Strategy is a tool to demonstrate and ease transferring ideas in teaching and learning process. As Sanjaya in David (2006:124) state that a strategy can be form of a plan, method, or series of activities designed to achieve a particular educational goal. Therefore, when the students do not get the appropriate stimulation while comprehending the lesson, the learners did not achieve the authentically

function of the text, and sometimes they do not really squeeze their mind to elaborate and convey their arguments in deep analysis of the thing. For instance, the strategy commonly used in teaching a hortatory exposition text was by using discussion or arguing about a topic.

Thus, with the intention of teaching and building understanding of writing hortatory exposition text, the teacher needs a strategy. In this research, it was used the Asia Parliamentary Debate as a strategy to give the description for students about what the hortatory exposition is, guide them conveying the arguments and constructing them in an acceptable hortatory exposition text.

At least, there are several reasons building up this thought which the Asia Parliamentary Debate and hortatory exposition are similar in some aspects. First, both debate and hortatory exposition belong to argumentation. Trapp (2007:11) says debate is a process of arguing about claims or case in situations where the outcome must be decided by an adjudicator. Furthermore, D'cruiz (2003) says Asia Parliamentary Debate is a debating style consists of two bands called as affirmative and negative side which each band consists of three debaters, and each of the debaters is allocated for about 6-8 minutes in covering matter, manner, and method while debating. While, a hortatory exposition text is a text aimed to inform, argue, and convince the reader about what the writer quarrelled for (Fitzpatrick: 2005).

Second, they are analyzing the case, and showing evidence as the supported ideas in order to make it as a strong, accurate and acceptable argument. Fitzpatrick (2005:241) says a strong reason in the argumentation is one that believable, relevant, and important. Moreover, D'cruiz (2003:8) says there will be no debating if there is no matter delivered and also the substantive matter, rebuttal, and point of information. Third, debate and hortatory exposition are persuading people that thing should or should not be done. After providing several information about the topic, it is hoped the audience consider writer or speaker point of view.

Based on the explanation above, the purpose of this research was to see the significant effect of using the Asia parliamentary debate as a strategy in writing a hortatory exposition text of grade XI students at Diniyyah Puteri Padang Panjang.

B. Research Method

This research was an experimental research because it found the effect of using the Asia Parliamentary Debate through the hortatory exposition text. According to Gay (2009:240), experimental research is the only one of research that may test hypothesis to ascertain a cause and effect relation. This research verifies at least one independent variable, controls other variable, and observes on one or more dependent variables. The independent variable, also called the treatment, causal or experimental variable, which means the treatment or characteristic believed to make an effect toward the outcome,

Cohen, Manion, and Keith (2007:504). In this research, the treatment believed could make different was by using the Asia parliamentary debate. Besides, the dependent variable was writing a hortatory exposition text.

There were two kinds of groups in this research: experimental group and control group. Both of these groups were given the difference treatments. The experimental group was treated by using the Asia Parliamentary Debate. Then, the control group was treated by using the conventional treatment which was commonly used in teaching a hortatory exposition text; the teacher explained the genre and asked the students to write a text in teaching a hortatory exposition text.

The populations of this research were the students of grade XI students of Diniyyah Puteri Padang Panjang registered in 2012/2013 academic year. There are four classes all together, one of science class (IPA), two of social science class (IPS), and one of middle east study class (STT). Then, two classes of them were selected randomly as the samples of the research by using cluster sampling. Gay (2009:129) says that cluster sampling is group which is randomly selected from the populations when the population are assumed having similar ability. They were XI IPS 1 as the experimental group which consists of 17 students, and XI IPS 2 as the control group which also consists of 17 students, therefore, the total number of students as sample was 34 students.

C. Discussion

The data of this research were taken from writing test from both of experimental and control groups. The pre-test was given to both classes at the beginning of the research, with the intention of ensuring whether they were in the same level or not. After that, the normality of the sample was analyzed. Then, both of these group which had been homogeny, class XI IPS 1 was taken as the experimental group and class XI IPS 2 as the control group. The experimental group was treated by using the Asia parliamentary debate in the pre-teaching activity to guide the students write a hortatory exposition next in whilst teaching. While, the control group was treated by using the conventional method which commonly focused on whilst teaching activity to explain the whole aspects of the material or genre learned.

There were two kinds of writing test given two the students in this research. First, the students were given the pre-test before the treatments given to see the ability of each groups. Both of experimental and control groups were treated by the difference treatment then, the experimental group was treated by using the Asia parliamentary debate in the pre-teaching activity, and the control group was treated by using the conventional treatment in whilst teaching activity. After that, the post-test or writing test was accomplished to see the final result of each group. This writing test was designed around 30 minutes for about 100 words. When the students finished, the worksheet were

submitted. Then, those students' writing were analyzed and scored which were helped by a lecture and English teacher. These writing tests were analyzed by using analytic scoring adapted from Andersen (1990), and Brown (2004: 244-245).

In pre-test, the highest score of the experimental group was 73 and the lowest score was 34. The sum of the scores was 934 and for score distribution had mean 54,94. While, the highest score in the control group was 70 and the lowest score was 34. The sum of the scores was 960,5 and the mean achieved was 56,5. In the post-test, the highest score of the experimental group was 75,5 and the lowest score was 33 by the sum of scores achieved was 1118 and the mean score was 65,76. While the highest score in control group was 74 and the lowest score was 38. The sum of scores was 1004,5 and for score distribution had mean 59,08.

Before distributing both of writing tests to both groups, the test was validated by using content validity to ensure that the test and the topics used were valid. This test was examined by Fitrawati, S.S. M.Pd and Nur Ahda, S.Pd. Besides, to ensure the reliability of the test, the writing test was scored by two raters: M. Al-Hafidz, S.S. M.A and Ainun Mardhiah, S.Hum. Each ratter was given a scoring rubric adapted from Andersen (1990), and Brown (2004: 244-245).

1. Data Analysis

a. Analysis of the Pre-test Scores Before the Treatment

In order to know whether both groups were in the same level, these classes were given a writing test. After that statistical formula was used to prove it by using Zi formulas. Obviously, the normality of each group was described as the following tables:

Table 5

The normality of the test scores from all the classes

Classes	L_0	L_t	Interpretation
XI IPS 1	0,1183	0,206	$L_0 < L_t = \text{Normal}$
XI IPS 2	0,1170	0,206	$L_0 < L_t = \text{Normal}$

Based on the table above, it could be seen that the value of L_0 is smaller than L_t which means that both of these classes were interpreted as normally distributed. So that, these groups was chosen as the experimental and control group. After that, the homogeneous of these groups was also calculated by using the homogeneity test or variance test. The data was as the following:

Table 6

The homogeneity of the experimental and control groups

Group	N	\bar{X}	S	S ²
Sample 1	17	54,94118	12,60194	158,8088
Sample 2	17	56,5	11,07926	122,75

$$F = \frac{S_1^2}{S_2^2}$$

$$F = \frac{158,8088}{122,75} = 1,29$$

dk numerator = n numerator - 1 dk denominator = n denominator - 1

$$= 17 - 1 = 16 \qquad \qquad \qquad = 17 - 1 = 16$$

F_{table} at significant degree 0,05 by degree of freedom dk 16 : 16 is 2,33

So that F_{count} < F_{table} or 1,29 < 2,33

From the table above, it showed that F_{observed} was 1,29. Meanwhile F_{table} at the significant degree 0,05 by degree of freedom dk 16 : 16 is 2,33. This indicated that F_{observed} was smaller than F_{table}. Therefore, it was interpreted that both groups were homogeneity.

Both of the groups were proven to be normally distributed and homogeneity. After that, the scores was tested by using t-test formula whether those groups were in the same level or not. The following table summarized the statistical anlysis of both samples:

$$t_{\text{observed}} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{54,94118 - 56,5}{11,86 \sqrt{\frac{1}{17} + \frac{1}{17}}} = \frac{-1,55882}{4,0324} = -0,38657$$

The significant degree $\alpha = 0, 05$ by the degree of freedom dk = 32 from distribution table t is gotten $t_{(0,95;32)} = 1,31$.

$$t_{\text{observed}} = -0,38 \qquad \qquad \qquad t_{\text{observed}} < t_{(1-\alpha)} \text{ or } -0,38 < 1,31.$$

Table 7

Statiscal calculation of hypothesis testing

Groups	N	Mean (\bar{X})	S ²	
Experimental	17	54,94	158,8088	t_{observed} = -0,386

Control	17	56,5	122,75	
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The t-test indicated that t_{observed} (-0,386) was smaller than t_{table} (1,31) by significant degree 0,05. It means that there was no significant difference of the prosperity of both groups. This phenomenon proved that both groups were in H_0 accepted area. Therefore, the experimental and the control group were classified as the same ability at the beginning of research.

b. Analysis of the Post-test Scores After the Treatment

In order to support the interpretation from post-test scores, the writing test was also analyzed. The following table described the summing up data from students' writing examination:

Table 8

Normality of posttest scores

Group	L_{observed}	L_{table}	Interpretation
Experiment	0,1334	0,206	$L_{\text{observed}} < L_{\text{table}}$ Normally distributed
Control	0,0354	0,206	$L_{\text{observed}} < L_{\text{table}}$ Normally distributed

Based on the table above, it could be seen from the experiment group that $L_{\text{observed}} < L_{\text{table}}$ or $0,1334 < 0,206$, while, the control group also showed that $L_{\text{observed}} < L_{\text{table}}$ or $0,0354 < 0,206$. It could be concluded that the data from both groups was normally distributed.

Table 9

Homogeneity of posttest scores

Group	S^2 (Variance)	F_{observed}	F_{table}
Experiment	125,6599	1,01	2,33
Control	123,8511		

From the table above, it could be seen from both groups that $F_{\text{observed}} < F_{\text{table}}$ or $1,01 < 2,33$ which means that the data was homogeny. In order to find the final result, the data were formulated into t- test formula:

$$t_{\text{observed}} = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{65,76471 - 59,68824}{11,16 \sqrt{\frac{1}{17} + \frac{1}{17}}} = \frac{6,07647}{3,7944} = \mathbf{1,60}$$

The significant degree $\alpha = 0,05$ by the degree of freedom $dk = 32$ from distribution table t is gotten $t_{(0,95;32)} = 1,31$.

$$t_{\text{observed}} = 1,60 \qquad t_{\text{observed}} > t_{(1-\alpha)} \text{ or } 1,60 > 1,31.$$

Table 10

Statistical calculation of Hypothesis Testing

Groups	N	Mean	S ²	t _{observed}	t _{table}	Interpretation
Experiment	17	65,76471	125,6599	1,60	1,31	t _{observed} > t _{table} Therefore, students scores in experiment group is significantly better than in control group
Control	17	59,08824	123,8511			

Based on data above, it can be seen that t_{observed} was bigger than t_{table} , which means that both groups had different level because they were not in H_0 area. Clearly, it showed in the graph below:

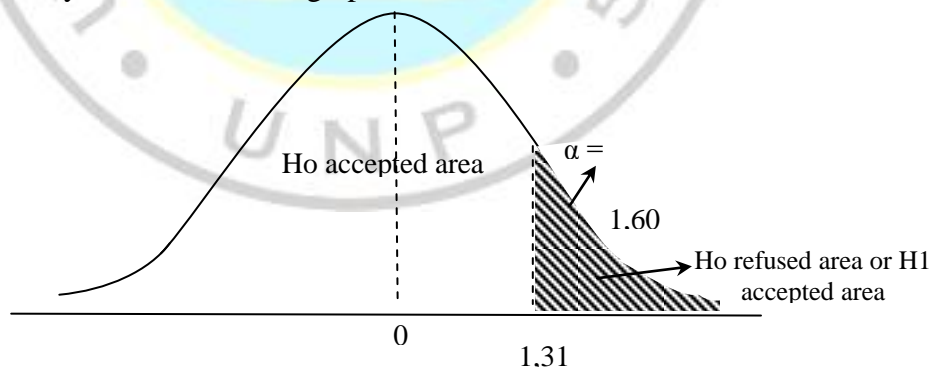


Figure 2.

The graph of the hypothesis result.

Based on the hypothesis graph above, t_{observed} was in H_1 accepted area, which means the different treatment of both sample groups gave some positive effects. Moreover, the different treatment used in the experimental group as a technique in teaching writing a hortatory exposition text was significantly

improved. It was clear by seeing the mean of both groups, the experiment group had 65,76 meanwhile the control group had 59,08.

2. Findings and Discussions

In this research, it had been seen the effect of using the Asia Parliamentary Debate as a strategy in writing a hortatory exposition text. There were two classes included for this research. One class was appointed as the experimental group and the other class was as the control group. The experimental group was treated by using the Asia parliamentary debate while the control group was treated by using the conventional strategy which is commonly used in teaching a hortatory exposition text.

In order to see the significant effect from both of these groups, pre-test and post-test were used as the instrument for collecting the data. The score of each test were calculated to obtain the mean score of each group. The mean score of the students' post-test in the experimental group were 65.76 while the mean score of the students' post-test in the control group were 59.08.

The differentiation of this result from experimental group and control group could be seen from the hypothesis testing. The value of *t_{observed}* was bigger than *t_{table}* ($1,60 > 1,31$) in the level of significance 0.05. It can be said that the alternative hypothesis was accepted. Therefore, it can be concluded that the students which were taught by using the Asia parliamentary debate had better writing ability compared to the students who were taught by using the conventional strategy.

This improvement could be seen from several ways: first, based on the students writing organization found that in the experimental group the students organized the idea better than the control group because they had already organized the idea within casebuilding or debating. Second, almost all of the students writing in experimental group delivered their arguments by showing the evidences: statistic, real fact, and analogy in order to convince the reader about the issues. It is also affected by the debate activity itself which is every arguments should be followed by the data or evidence. Third, in the experimental group the students felt brave enough in having disputing or arguing and thought more critically because they worked together in team instead of the students in control group.

Based on the research finding related to the theories, it can be wrapped up that the use of the Asia parliamentary debate strategy is highly recommended to be used in the teaching and learning process particularly to improve students' ability in writing argumentative text. Because the purpose of teaching writing to the students is to teach them how to construct an acceptable written text and be a good writer. As (Harmer 2004:34) states, the objective of teaching writing for the students is to help them be better writer and learn how to write in a variety of genres using different chronicles.

D. Conclusion and Suggestion

Based on the data analysis and findings, it was found that the result of the calculation indicates that the rate of t_{observed} is bigger than t_{table} . It means that the use of this Asia parliamentary debate gives better effect in improving students ability in writing a hortatory exposition text at eleventh grade of Diniyyah Puteri Padang Panjang registered in 2012/2013 academic year. However, there are several suggestions to English teacher and the next researchers: (1) Accomplish more meetings to see the effect and achieve the result maximally, (2) Apply the debate technique or the Asia parliamentary debate for not only treating in writing a hortatory exposition text but also for another argumentative text, other skill such as speaking, listening, and reading, and (3) Prepare more facilities in learning in order to achieve the purpose of the learning maximally.

Catatan: artikel ini disusun berdasarkan skripsi penulis dengan pembimbing 1 Drs. Saunir Saun, M.Pd. dan pembimbing 2 Fitrawati, S.S. M.Pd.

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