

TEACHING WRITING A HORTATORY EXPOSITION TEXT BY USING THE ROUNDTABLE TECHNIQUE TO SENIOR HIGH SCHOOL STUDENTS

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Abstrak

Menulis adalah salah satu kemampuan pokok yang harus dikuasai siswa dalam belajar. Ini merupakan salah satu keahlian yang mendukung kesuksesan siswa dalam pembelajaran bahasa. Namun, banyak siswa mengalami kesulitan dalam menulis terutama dalam menulis *hortatory exposition texts* dimana teks ini bertujuan untuk mempengaruhi pendapat pembaca tentang masalah yang dikemukakan berdasarkan topik yang ada. Dalam teks ini terdapat *issue-issue* dan didukung oleh *argumen-argumen* untuk meyakinkan pembaca tentang *issue* yang diberikan berdasarkan topik. Kesulitan yang dialami siswa dalam menulis *hortatory exposition texts* adalah ketika menemukan *issue* yang tepat dan sesuai dengan masalah yang disampaikan berdasarkan topik. Mereka juga sulit untuk menemukan ide-ide yang akan dikembangkan menjadi sebuah paragraf dan mengungkapkan pendapat mereka mengenai *issue* yang akan dikembangkan. Selain itu, hal ini juga dapat disebabkan oleh teknik yang dipakai oleh guru dalam mengajar yang tidak efektif dan juga tidak kreatif sehingga membuat siswa tidak tertarik untuk belajar. Oleh sebab itu, penulis menggunakan metode pengajaran *roundtable technique* agar siswa mampu menulis *hortatory exposition text* dengan baik melalui diskusi kelompok. Mereka akan lebih mudah untuk menemukan ide-ide pikiran yang akan dikembangkan berdasarkan topik yang ada dengan cara menggabungkan ide-ide atau gagasan yang muncul dari semua anggota kelompok dengan cara diskusi. Melalui teknik ini, siswa diharapkan dapat mempraktekkan kemampuan menulis paragraf berbahasa inggris sesuai dengan kemampuan mereka dengan benar serta dapat meningkatkan pembelajaran bahasa inggris dalam bidang menulis.

Key word: *teaching writing, a hortatory exposition text, the roundtable technique.*

A. INTRODUCTION

There are four integrated skills to be mastered in English, namely listening, speaking, reading and writing. It is clear that the four English language skills above should be taught interactively rather than discretely. The teaching and

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learning activities should be oriented toward the mastery of the four language skills.

Among of the four skills, writing is one of the important skills should be mastered by students because it is a communicative act a way of sharing information, thoughts or ideas to the readers. In this way, the students need to know how to write well and effectively. Writing skill determines how capable someone to communicate in written form. To be able to communicate in written communication, the reader needs to understand the message sent by the writer. In this way, the students need to know how to write well and effectively in order to create a good text.

However, writing is considered difficult to be learned by students than the others skills because there are several things that should be considered carefully by writers during their writing such as content, organization, grammar and style. A good writing is done from a set of rules and principles. The teachers' duty is to relate these rules, and students then wrote in response to select written text. This is supported by Bizzell, et al in Nunan (2003:89) who says that to write a short English text, the writer should notice the correct of spelling, grammar, and expression in order to make a good written text. The subject taken should persuade the readers and make the readers remember about the content of the text all the time. From the statement about, it is clear that the writers should observe the correctness of sentences that they make in order to avoid the misunderstanding from the reader after reading the text because actually in English, a word has many meanings and if one of the sentences has a wrong word in spelling or grammar so that it has a wrong meaning. Actually, it will gives a bad effect for the next sentences.

Before to start writing, writer should know and understand about the topic given. This is supported by Abisamra (2001) who says that an effective writing is focuses on the topic and does not certain extraneous or loosely related information. It has an organizational pattern that enables the reader to follow the flow of ideas. It contains supporting details that are developed through the use of details, examples, vivid language and mature word choice. Chakraverly (2000) adds that writing is an important part of language learning which is essentially a reflective activity that requires enough time to think about specific topic, to analyze and to classify any background knowledge. It means that, before going to write, the students have time to think about the topic and supporting ideas that relate to the topic to be developed

There are three steps of writing. They are drafting, feedback, and revising. This is supported by Nunan (2003:98) writing process has three stages: drafting, feedback, and revising. For example, the students want to write a hortatory exposition text so they should think what they will write first. After they have developed their topics and ideas, they should make a draft. The drafting is like the arrangement of points about the topic should be developed. They should notice the perfect grammar, punctuation and spelling. After the draft is handed in, the teacher gives comment about the text. At this point, the teacher can also utilize peer feedback. Then, students begin the process of revising their text after they

have received feedback until it becomes a good text or final version or product of writing.

Based on Curriculum 2013, there are several kinds of monologue text that are learned by senior high school students in writing task, especially for eleventh grade students. Each text has different in generic structures and linguistic features. Therefore, the students do not only comprehend the content of the texts, they also should comprehend the purpose, the generic structure and linguistic feature of the texts.

One of the text that should be learned by senior high school students is hortatory exposition text. It is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. The purpose is to persuade the listeners or readers that something should or should not be done. To make the main point of issue becomes strong and influence the readers thinking, it should be supported by some arguments and has a recommendation at the end. This text is aimed to strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Hortatory expositions are popular among science, academic community.

Moreover, teaching writing hortatory exposition text to Senior High School students is not easy. The students do not only to construct their ideas, and arguments, and issues about the case in the text in Indonesia but they also have to be able to convey them into English. As result, the students could not make the correct hortatory exposition text because they can not translate it into English well. Moreover, hortatory exposition deals with arguing on some issues surroundings and the students have difficulties to give their opinion in writing. So, the teacher should guide the students in writing a hortatory exposition text in order to make the students be able to generate a correct writing text about hortatory exposition text.

Based on the writers experience in teaching practice at school, many students are difficult in writing a hortatory exposition text. There are some factors that make the students difficult in writing a hortatory exposition text. The factor comes from 2 sides, the students themselves and the strategy used by the teacher.

The first factor comes from the student side. There still many students find it difficult to achieve the communicative purpose of hortatory exposition text, especially in constructing the text. It is caused by they are not able to develop their ideas independently and to write the text based on the topic given by the teacher. So, they often get stuck when they are asked to determine the arguments to support the main idea by themselves after the teacher explains about the characteristic of this text. Then, they are also confused to determine the appropriate evidence to support the issue and write them into a good writing although they have already learned about the component of hortatory exposition text. In other words, many students are still lack of ideas in writing so that they can not make a good hortatory exposition text.

The second factor comes from the teacher side. It is related to the effectiveness of the teachers' teaching technique. The technique that is used by teacher in teaching is monotonous and it is not interesting for English students. It often make the students easily to feel bored during the teaching and learning process. The teacher does not apply a good technique in teaching writing in the classroom. It can give significant effect for students to success in writing comprehension. Teachers' technique in teaching writing of hortatory exposition text is not interesting and can not invite students' attention to know more about the content of the text. The technique focuses on the teachers' center and there is less interaction in sharing idea between students with other friends and students with the teacher. In fact, the teacher just explains the material generally and does not involve students' participation in learning material. Then, the teacher asks students to write about the title given individually. The teacher does not allow the students to discuss it with their friends. After that, the teacher asks students to collect their writing without discuss it in front of the class so that the students do not know the correctness what they have written. And the teacher distributes the students writing task in the next meeting. Actually, this teaching technique is not good used by the teacher in teaching because it is easily to make the students feel bored in learning. In fact, they can create another ways that make students interested in writing. As a result, the students do not understand what they have written about optimally.

Considering these problems, it is important for the teacher to use an appropriate and interesting technique in teaching writing an hortatory exposition text. There are some techniques suggested in teaching writing, one of them is by using round table technique as a strategy to improve the students ability in writing an hortatory exposition text. Round table technique can help students to find the argument in hortatory exposition texts by sharing with their friends in groups. It will be a valuable ways used by teachers in teaching hortatory exposition texts because it will help students to elaborate the topic and to encourage students to express their opinion.

B. DISCUSSION

Teaching writing in senior high school is based on the Decree of the Minister of National Education No. 81A year 2013 (Kepmendiknas No. 81A/2013) which is a standard process in teaching and learning in the classroom that. There are three procedures that can be used by teacher in teaching writing at Senior High School. They are pre-teaching activity, whilst-teaching activity (observing, questioning, experimenting, associating, and networking), and post-teaching activity.

Based on that regulation it can be implied that a teacher must follow the three procedures in teaching process. Teaching activities are started from pre-teaching activity. Pre-teaching activity is placed in the beginning of the teaching learning process. The purpose of this stage is to prepare the students receive their learning. Teacher introduces the purpose of the lesson in this activity. This activity is very important to the way of learning process. This activity will help students to know

what they are going to learn. Thus, they will be more prepared to face the lesson. Then, Whilst-teaching activity is the main of learning process. In this activity, the students learn about the lesson. This activity requires students to participate actively. This activity consists of observing, questioning, associating, experimenting and communicating. Observing means looking and noticing someone or something. Students just watch what teacher show in front of the class in the begining of the lesson. Questioning means students ask some questions about what the teacher have shown in front of the class. Associating means to connect or bring the information into relation. Students are expected to gather all of the information and discuss the lesson each other by examples given. Experimenting means students try to practice in creating a text. finally, communiacting is the activity where the students present the result in experimenting phase and evaluates their work as a written form. Finally, Post-teaching activity is the last activity happens in the classroom. In this activity teacher will summarize or conclude the lesson. The assessment also appears in this last activity. Teacher also asks for feedback from the students about the lesson and gives them homework. In other words, teacher plays important roles in this activities.

The implementation of Roundtable technique in teaching writing hortatory exposition text to senior high school students is as below:

1. Teaching preparation

Teaching preparation is an important part in teaching and learning process. The teaching learning activities will be successful if the teacher has a good preparation before starting the study in the classroom. There are several things should prepared by teacher in teaching writing a hortatory exposition text. *First*, selecting teaching material that appropriate with students level and it can make them interested in writing. *Second*, preparing media to make the teaching and learning process more interesting for students. The media that will be used in teaching writing hortatory exposition text is pictures to support students in learning process and make them easy to understand the material given so that they can easy to make a short hortatory exposition text. It is better for teacher to provide a good topic to be developed to an text in order to make the student interested in writing. *Third*, preparing some exercises based on the topic have taught.

After all of those preparations are done, the teacher can write a lesson plan to guide his or her teaching. The lesson plan usually includes core competencies, basic competencies, indicator competencies, learning objectives, learning material, learning method, learning procedures, media, and evaluation.

2. Teaching procedure

a. Pre-Teaching Activity

In this activity, teacher start to prepare the class condition before going to explain the lesson. First, teacher enter the class and greet the students and ask them to pray together before going to learn. Next, teacher check the student's readiness to study and check the students attendent list. Teacher also prepares the material that will be teach, media that is a tool used by teacher to make the

students easily to understand the lesson, and the most important thing is lesson plan as a guide for teacher in teaching and learning process because all the activities that will be done in the classroom is stated in lesson plan. Then, teacher explain the purpose and the basic competencies of the learning material that should be reached. After that, teacher check the students' comprehension by reviewing hortatory exposition text before become to a new lesson. Finally, teacher remind the students about the meaning, generic structures, and language features of hortatory exposition text.

b. Whilst-Teaching Activity

1. Observing

In this activity, students just looking and noticing what the teacher show in front of the class. In the beginning of the lesson, students just watch what the teacher does or prepares and sometimes the students listen carefully what the teacher said. In this phase, the teacher shows a picture related to the lesson being taught in front of the class. Students are invited to think about the picture showed with their friends.

2. Questioning

In this activity, the student asks some questions to the teacher about the picture shown by teacher in front of the class. Besides, the students can ask the teacher for gain information about the lesson. After teacher showing the picture, and teacher give time for students to think about the picture and invite them to ask some question about the picture. Then, teacher asks students to write their question about the picture in the whiteboard and teacher invites students to discuss the questions given together.

3. Associating

In this activity, the students are expected to gather all of the information and discuss the lesson each other. The students can get feedback from teacher and other students. In this phase, the teacher gives an example of hortatory exposition text and explains the generic structure and linguistic features of hortatory exposition text based on the example given. Then, the teacher invites students to analyze the generic structure and linguistic features of hortatory exposition text from the example given. After that, the teacher gives another example of hortatory exposition text and asks students to analyze the example given individually. Then, the teacher gives reward for students who can accomplish the example with the correct answer.

4. Experimenting

In this activity, students start to apply the roundtable technique in writing hortatory exposition text. Teacher explains how to do this technique and what is the purpose of this technique in front of the class before going start. If the students have understood, teacher starts to apply it. First, teacher ask students to sit in group that consist of 3-5 students in each group. Each group should prepares a piece of paper and writing tools. Next, teacher asks students to make a short hortatory exposition text based on the title given in each group. They should develop the title given into a short hortatory exposition text and discuss it in group. Everyone in each group has opportunity to participate in generate their ideas in writing about the title given so that each of them should be ready anytime

as long as the discussion proceed. After that, teacher asks one of the member in each group starts to write her/his ideas about the title give in a piece of paper. It can be started with word classifications; nouns, verbs, adverbs, and make it into a sentence related to a title given. Then, teacher asks him/her to give the paper to the left-side friend to do the same thing. They should do this until they cannot find any word/phrase related to the title. It gives the opportunity to another members to share their ideas about the title. After they think the words/phrases are sufficient, ask the group to write a text using the words/phrases they collected. Then, ask each group to stick their paper on the wall. After that, ask each group to read and edit (making a correction/editorial feed back) on another group's work. Finally, ask each group to revise their work/writing. Here, there are three roles of teacher. *First*, to control when the students work. Activate each member to participate in the "brain storming" or sharing idea. *Second*, to give clarification when they find a doubt in making editorial feed back. *Third*, to give judgment to the student's composition.

5. Communicating

In this activity, the students present the result in experimenting phase and evaluates their work as a written form. The teacher can also evaluate the students and giving reward for the students who get the best in studying. In this phase, each group representative presents their group work. The rest of the groups comment their friend's work. Teacher also respond the student's work and any information that may be not covered by the students.

c. Post-Teaching Activity

In this activity, the teacher concludes the lessons that have taught before the class is ended. The teacher invites students to remember about the lesson that have learned by asking some questions and ask them to tell in brief. Then, The teacher also gives homework to the students. Finally, the teacher ends the class.

3. The Advantages of Using the Roundtable Technique In Teaching Writing a Hortatory Exposition Text to Senior High School Students

There are several advantages of the roundtable technique in writing a hortatory exposition text. *First*, through the roundtable technique, the students realize the important of preparation before coming to class as they know they will be required to participate in discussion. *Second*, the roundtable technique encourages students to communicate with one another and help them to begin to work in teams. Students learn important communication and social skills, such as how to include others who are often quiet in discussion, the value of hearing everyone's ideas, and the need to respect others. *Third*, the roundtable technique helps students to focus their attention in study, gives students quiet time to think about their responses, and provides a cumulative record. *Fourth*, the roundtable technique ensures equal participation among group members and exposes students to multiple viewpoints and ideas in creating a good text. *Fifth*, by the roundtable technique, students can create an active learning environment and they also can develop their ideas and opinions in developing the topic given by teacher in order

to create a good text because everyone has opportunity to participate and they can also discuss it with their another friends in group.

C. CONCLUSION AND SUGGESTION

1. Conclusion

The use of the roundtable in writing a hortatory exposition text can help students to brainstorm their ideas about a topic given to be developed into a text. This brainstorming technique can creates an active learning environment in a group. This activity helps students to connect their own knowledge with the knowledge received. In the roundtable technique, the students are working in group and develop the topic given by teacher together. Everybody in group have opportunity to give their ideas in creating a text so that they must get ready before the discussion begin.

2. Suggestion

There are several suggestions for English teachers who use the roundtable technique in teaching writing a hortatory exposition text. *First*, it is suggested for the teacher to use a picture as an example in teaching to make the students interested in learning. *Second*, teacher should choose the appropriate and interesting topics that related to students' ability. Therefore, in observing activity, the students will observe the situation that is described on the picture easily

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