

TEACHING WRITING HORTATORY EXPOSITION TEXT BY USING STOP AND DARE STRATEGY TO SENIOR HIGH SCHOOL STUDENTS

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Abstrak

Siswa SMA masih menemui kesulitan dalam menulis *hortatory* teks. Hal ini disebabkan karena mereka masih lemah dalam hal menulis dan menyalurkan ide-ide untuk dituangkan dalam teks hortatori. *STOP and DARE* adalah sebuah strategi menulis yang terdiri dari *STOP* dan *DARE*. *STOP* merupakan strategi yang digunakan untuk menstimulus siswa untuk mengeluarkan ide-ide berupa opini yang digunakan dalam menulis teks hortatori. Setelah ide-ide siswa terkumpul maka guru akan mengaplikasikan *DARE* sebagai strategi ketika menulis. Siswa dan guru bersama sama mengembangkan ide-ide yang telah terkumpul menjadi paragraf-paragraf yang runtut dan akhirnya menjadi sebuah teks hortatory. Guru memberikan kebebasan kepada siswa untuk mengemukakan pendapat mereka mengenai sebuah topik atau isu yang dia sediakan. Setelah itu guru menuntun siswa dalam langkah-langkah penulisan. Dengan mengaplikasikan strategi ini dalam mengajar writing khususnya menulis teks hortatory guru akan mudah mengeksplorasi ide-ide siswa dan mudah membantu mereka dalam mengembangkannya menjadi sebuah teks hortatori.

Kata kunci: *Writing, hortatory, STOP and DARE strategy*

A. INTRODUCTION

Based on School Based Curriculum (KTSP), there are 12 genres of text that should be mastered by the Senior High School students; narrative, recount, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review text. All of these texts should be mastered by the students and the teacher must take responsibility to teach them until the students master it.

Many senior high school students had some difficulties when they had to write a hortatory exposition text. First, students get difficulty in differentiate between Hortatory Exposition and Analytical Exposition, because they do not understand the generic structure of those texts. The students feel difficult in creating a good thesis statement. They do not know how to support thesis statement with good supporting paragraphs. They are not able to create a good conclusion to strengthen the thesis statement.

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Second, senior high school students get difficulty in producing and elaborating the arguments. In writing hortatory exposition text, arguments are very important to support the thesis of the text. The students should be capable in producing and elaborating appropriate arguments to create paragraph arguments. Senior high school students usually write inaccurate and weak arguments in their paragraph arguments.

Lastly, Senior high school students get difficulty in developing the paragraph arguments. They are not able to support their arguments with appropriate supporting details/ideas in order to create a good paragraph argument. A good paragraph argument is a paragraph which the topic sentence is supported by appropriate supporting details/ideas.

There are several efforts that can be done by the teacher to solve the problems above. The teacher may use an appropriate strategy in teaching writing hortatory exposition text to the senior high school students. The strategy is STOP and DARE. This strategy is a kind of collaborative learning strategy where the teacher and the students all together build up the text. This strategy naturally creates the communicative learning condition in the classroom.

According to Hedge (2000:302) writing is the output of constructing process by using strategies and step by step it becomes a text. Writing needs some process to be done. Therefore, the students or writers have to manage to fulfill the process well in order to produce a good writing. In addition, Brown (2001:347) says that since writing is a constructing process and needs to redo the concept of writing, teacher has to lead the students into the proper stage in processing the writing. From the opinion above, it can be inferred that writing is the result of a set of process that leads the writers to have a good writing. The process of writing is a complex process. It is started from gathering ideas to editing the result of writing. In writing process there is no one good result of writing produces for the first time. It must be revised and edited until the good writing is produced. This is the duty of a teacher to ensure that students follow the right path.

According to Winterrowd and Murphy (1985: 2) writing is the stage of transforming idea into words on paper, and as someone writes she/he may discover new ideas to express his/her thought. The writers might add or change their ideas to properly deliver their thought when they are doing writing. In addition, Boardman (2002: 11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. The writer will not stop the process of thinking in doing writing until they are satisfied with the result. Based on the theories above it can be concluded that in writing the writer collect their ideas about what they are going to write. After collecting all of the ideas they need, the writer starts to organize the ideas into a good writing. The writer will improve their writing until he/she is satisfied. So, writing is continues process transforming the ideas or thinking into word form on a paper.

According to Yan (2005:20) there are three general guidelines that should be aware by the teacher in teaching writing. First, the teacher should adopt the role of assistant and guide and work closely with students to encourage them, offering helpful feedback and suggestion. Second, teacher should train the students about writing strategies. Third, teacher should include listening, speaking, and reading

skills in writing class. From that theory it can be concluded that the function of teacher in teaching writing is very urgent. There are several directions that should be done by her/him in teaching writing such as guiding and working closely with the students, offering them helpful feedback and suggestion, training them about writing strategies and teaching them listening, speaking, and reading integrated to writing class.

Decree of the Minister of National Education No.41 year 2007 (Kepmendiknas No.41/2007), there is a standard process in teaching and learning in the classroom. It has some procedures that the teacher can use in teaching writing at Junior High School. They are pre-teaching activity, whilst-teaching activity (exploration, elaboration, and confirmation process), and post-teaching activity.

Hortatory exposition text is one of exposition genres. According to Siahaan and Shinoda (2008: 101), hortatory exposition text is a text functioning to persuade readers that they should do something for the benefit of others. From that theory it can be concluded that hortatory exposition text has function to influence readers' thinking. Hortatory exposition text persuades them to be agreed with the ideas. So, the readers will choose whether they agree with the text or not.

A hortatory exposition text consists of these following structures (Gerot and Wignell, 1994:209):

- a. Thesis
Thesis is the announcement of the issue of concern.
- b. Arguments
Arguments contain of the reasons of doing something.
- c. Recommendation
Recommendation is the statement of what ought to happen.

According to Gerot and Wignell (1994:210) language features of hortatory exposition text are:

- a. Focus on generic human and non-human participants, except for speaker or writer referring to self.
- b. Use of:
 - (1) Mental Processes: to state what writer thinks or feels about issue for example: realize, feel, and appreciate.
 - (2) Material Processes: to state what happens for example: is polluting, should be treated
 - (3) Relational Process: to state what is or should be for example: doesn't seem to have been.
 - (4) Use of simple present tense.

According to Harris and Graham (2008:221) STOP stands for Suspend the Judgment, Take a side, Organize ideas, and Plan more as you write. DARE stands for Develop your topic sentence, Add supporting ideas, reject arguments for another side, and end with a conclusion. From the explanation of Harris and Graham it can be concluded that STOP and DARE strategy actually the acronym of some activities that teacher will do in teaching writing to students. There are nine steps that should be done by the students in order to produce good writing product according to him. In addition Kihara (2009: 140) states DARE strategy are acronyms of **D**evelop your topic sentence, **A**dd supporting ideas, **R**eject at least one argument for the other side, **E**nd with a conclusion.

Based on the theories above it can be concluded that STOP and DARE strategy is one of collaborative learning strategies which is appropriate for teaching writing hortatory exposition and other text which includes in expository text. STOP and DARE strategy is acronyms of **S**uspend judgment, **T**ake a side, **O**rganize ideas, **P**lan as more you write, **D**evelop your topic sentence, **A**dd supporting ideas, **R**eject at least one argument for other side and **E**nd with conclusion. This strategy is guiding the students with steps which are simple and easy to understand. Every steps in STOP and DARE strategy will lead the students from they are not able to write until they are capable to write independently.

B. DISCUSSION

A teacher must have good preparation related to the teaching and learning process before he/she starts the class. First, the teacher should prepares the material. The material should be suitable with the curriculum and with the students' ability. Second, the teacher prepares the media. In applying STOP and DARE strategy, the teacher uses picture, Cue card, Brainstorming sheet and essay outline sheet as media. The last thing that should be prepared by the teacher is lesson plan. A lesson plan or called as RPP is a guideline for the teacher to do the activities in classroom. The teaching process can be started after all these preparations are done.

In implementing STOP and DARE strategy in teaching writing hortatory exposition text to senior high school students, the writer separates the teaching learning activities into three phases; pre-teaching, whilst-teaching and post-teaching. The first phase is pre-teaching activity. In this stage, the teacher usually greets their students, checks the attendant, asks the students whether they are ready to study or not, and manages the classroom as well as possible. After that, she/he attracts the students to the topic that they are going to learn by asking several questions that are related to the topic (hortatory exposition text), the expected answers from the students are the arguments or opinions. Thus, the questions lead the students to construct arguments sentences which are very important in writing hortatory exposition text. This activity is very useful for attracting the students to the topic before the teacher applies the STOP strategy. By stimulating them to give arguments the teacher will be easier to lead the students to follow the Suspend Judgment step.

Teacher : Do you know that mobile phone is banned in our school?
Students : Yes, we do.
Teacher : Do you agree with that issue? Why?
Students A : I don't agree sir. (Possible answer) A Mobile phone is important for
at
us. How do we know if there is something happen with our family
at
home? Mobile phone is important to get information quickly.
Teacher : Good! Who else?
Students B : I agree with that new issue because mobile phone is bothered us when we are studying. Games, music, and internet are several features of mobile phone that are temptation to be play.
Teacher : Good! You have known how to conduct an argument. It is very useful
hortatory
for your next lesson. We are going to learn how to write a
exposition text.

In whilst-teaching activity, students practice to use the skill that have been learned or can be integrated with other skills. STOP and DARE strategy is applied in this phase. The writer uses three phases in whilst-teaching to implement STOP and DARE strategy. There are exploration, elaboration and confirmation.

In exploration, the teacher recalls their students' background knowledge as much as possible. In order to recall students' background knowledge the teacher shows them a picture which is related to the topic and discusses it. The teacher gives the students several questions about the picture to lead them into a text. For example

Teacher : Are you familiar with this picture?
The students : Yes, That is Don Bosco School.
Teacher : What do you know about that school?
The students : It is a private school.
Teacher : Yes, you are right. That's our new lesson. We will talk about
private school.








Then the teacher gives an example of hortatory exposition text that is related to the picture above. The teacher discusses the text with the students. The teacher explains the generic structure, grammatical features and social function of the hortatory exposition text. The student marks the generic structure and grammatical features on paper which has been given before. Then the teacher gives each student a copy of the STOP and DARE brainstorming sheet, Cue Cards and essay outline sheet. After that she/he gives an interesting topic/issue to be developed together. For example: *The government should stop home schooling.*

The topic or issue is "the government should stop home schooling". The teacher asks his/her students whether they understand about the topic and the

meaning of each word. If the students do not understand, explain it until they understand. After that the teacher applies the STOP strategy. The teacher applies the first step of STOP strategy that is **Suspend judgment**. In this step, the teacher asks the students to see the cue cards and ask them the STEP 1 of **STOP**. They will answer **Suspend judgment**. Then she/he asks the students by using these questions “Do you agree with that issue? Why do you agree? Why do you disagree? She/he asks all of students to do the suspend judgment step. The students will give their opinion as much as possible and the teacher asks them to write it on brainstorming sheet as you can see as below:

BRAINSTORMING SHEET	
Suspend Judgment. Brainstorm ideas for and against the topic.	
Topic: _____	
_____ (for)	_____ (against)
1	1
2	2
3	3

The teacher asks the students to read the Cue Card #1. She/he asks them to do the activity in that cue card. The students write arguments for both sides. Then she/he asks the students to do the direction on Cue Card #2. The students will think other arguments and write it on brainstorming sheet for both sides. Then she/he tells the students to see Cue Card #3. The teacher asks the students to add at least one idea to the brainstorming sheet, preferably on the “For” side. You can see cue cards as below:

Cue Cards			
 STEP 1 Suspend Judgment Cue Card #1 Did I list ideas for both sides? If not, do this now.	 STEP 1 Suspend Judgment Cue Card #2 Can I think of anything else? Try to write more.	 STEP 1 Suspend Judgment Cue Card #3 Another point I haven't yet considered is... Think of possible arguments.	 STEP 2 Take a Side Cue Card #4 Place a "+" at the top of one box to show the side you will take in your essay.
 STEP 3 Organize Ideas Cue Card #5 Put a star next to ideas you want to use. Choose at least _____ ideas that you will use.	 STEP 3 Organize Ideas Cue Card #6 Did I star ideas on both sides? Choose at least _____ argument(s) that you can dispute.	 STEP 3 Organize Ideas Cue Card #7 Number your ideas in the order you will use them.	DARE STEP 4 Plan More as You Write Cue Card #8 Develop your topic sentence. Add supporting ideas. Reject possible arguments. End with a conclusion.

The teacher applies the second step of STOP. That is **Take a side**. The teacher asks the students to see cue card #4. The teacher asks them to do the direction in cue card #4. She/asks the students to decide their position in writing, whether they want to stand in for side or not. Then she/he asks the students to place “+” at the top of one box to show the side you will take in their essay.

The teacher continues to next step of STOP. That is **Organize ideas**. In this step the students choose some good and strong arguments to support the topic. Actually, there are three Cue Cards should be followed in this organize idea step. The teacher asks the students to choose the good ideas. Then she/he asks the students to do the direction is written in Cue Card #5. The teacher asks them to put a star next to the ideas they want to use. After that she/he asks the students to see Cue Card #6. She/he asks the students to choose three ideas which are good and asks them to delete the other. Then, she/he asks the students to do the direction on Cue Card #7. The students give a number for each idea based on quality of the ideas. Finally, the students have chosen the best ideas. Those ideas are an outline of their writing. The teacher applies the last step of STOP that is **Plan more as you write**. In this step the students remember all part of essay because their guidelines will be put in writing. The teacher asks theirs’ knowledge about the generic structure and grammatical features of the hortatory exposition text in order to ensure whether they understand or not.

In elaboration process, the teacher asks the students to read the last Cue Card that is Cue Card #8. The teacher tells the students that Cue Card #8 asks to do DARE strategy. The teacher applies the first step of DARE strategy. That is **Develop your topic sentence**. She/he teacher leads the students to develop the topic sentence and thesis statement based on ideas that they have got in applying STOP strategy. Then, the teacher and the students all together create a thesis statement.

Thesis Statement: Home schooling is an education system which provides child’s main education program at home. Home schooling takes the place of full-time school attendance and, in the United States and Canada, it usually meets state requirements for compulsory education. Although home schooling could achieve the objectives of compulsory education, there are some points that should be noticed from the home schooling.

After that the teacher asks the students to write the thesis statement and arguments 1, 2 and 3 into essay outline sheet (appendix 10). Next, the teacher applies the second step of DARE that is **Add supporting ideas**. In this step, the teacher asks the students to develop their arguments into paragraph arguments by adding supporting ideas. The teacher asks the students to give several reasons for each of their arguments by saying: “*Why did you say home schooling bans the students to be socialized? Give your reasons! Write it on your paragraph arguments.*”

After that the teacher applies the **Reject** argument for the other side. They teacher asks the students to rethink whether their arguments are appropriate with their thesis or not. The teacher asks them to reject one of argument if there is inappropriate argument. Then, the teacher applies the last step of DARE strategy.

That is **End** with conclusion, the teacher asks the students to end their essay (hortatory exposition text) with a conclusion. The teacher leads them to give a strong, summative conclusion by persuading the reader to be agreed with the thesis statement. After that, the teacher asks the students to do the final touch of writing. She/he asks them to write their hortatory exposition text on new paper.

In confirmation process, the teacher asks their students to read their writing in front of the class and give them correction. She/he finds the weakness of the students in their writing and helps them to solve it. Correction is the best way to make students stay away from the mistake and their writing skill will be improved. Some experts say this stage is where the teachers give a feedback to their students work.

Post-teaching is the last phase of teaching learning process. In this phase the teacher concludes the lesson before ending the class, it is better to ask one of the students to conclude the lesson in order to know how understand they are. The teacher usually asks their students to improve their writing by giving assignment. In the classroom the teacher and the students are all together create a text, at home the students will do it independently.

C. CONCLUSIONS AND SUGGESTIONS

Using STOP and DARE strategy in teaching writing hortatory exposition text to the senior high school students will help them in analyzing the generic structure and grammatical features of hortatory exposition text. It also helps them in producing and elaborating the arguments which is used in hortatory as paragraph arguments. Besides that, this writing strategy is beneficial in helping students to develop the topic sentence with good supporting ideas. The students and the teacher are involved in every steps of this strategy. This strategy creates a collaborative learning condition in the classroom because the teacher and the students work together to produce a text.

The teacher may use this STOP and DARE strategy to help students in writing process. The teacher can help the students to analyze the hortatory exposition text by using this strategy. She/he can stimulate the students to produce arguments and ideas by doing the steps in this strategy. The teacher will be easier in teaching her/his students from zero until they are capable to write a hortatory exposition text. It is hoped that the students will initiate and be motivated to write more because they have already learned one of writing strategy and it is an easy way to start the writing process.

Note: This article is written based on the the writer's paper under the supervision of his advisor, Fitrawati, S.S., M. Pd.

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