

TEACHING WRITING A HORTATORY EXPOSITION TEXT BY USING TEAM-ASSISTED INDIVIDUALIZATION (TAI) STRATEGY TO SENIOR HIGH SCHOOL STUDENTS

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Abstrak

Menulis dalam bahasa Inggris adalah salah satu keterampilan yang harus dikuasai oleh semua siswa di tingkat Sekolah Menengah Atas. Namun ada beberapa permasalahan yang sering kali muncul di dalam pengajaran keterampilan menulis tersebut, terutama dalam menulis teks *hortatory exposition*, seperti terbatasnya kemampuan siswa dalam mengetahui kosakata bahasa Inggris, kurangnya pemahaman mereka dalam menggunakan tata bahasa yang baik, serta faktor ketidaknyamanan kelas yang muncul akibat kurangnya pembaharuan dan kreatifitas guru dalam mengelola proses pembelajaran di dalam kelas. Agar siswa dapat menulis secara terarah dan lebih baik, penulis memilih strategi *TAI (Team-Assisted Individualization)* sebagai sebuah strategi untuk mengajarkan keterampilan menulis bagi siswa. *TAI* adalah sebuah strategi yang berorientasi kerja kelompok (sekitar 4-5 siswa). Kelompok ini dipilih secara acak sehingga di setiap masing-masing kelompok mempunyai level kemampuan yang berbeda-beda. Meskipun bekerja dalam kelompok, siswa akan tetap dinilai secara individu sehingga setiap siswa termotivasi untuk tetap belajar. Penulis juga berharap agar strategi ini dapat memberikan kontribusi positif bagi guru dalam mengajarkan kemampuan menulis serta bisa meningkatkan kemampuan siswa dalam menulis.

Key words: Keterampilan menulis, *Team-Assisted Individualization* strategi, *Hortatory Exposition Text*

A. Introduction

The four skills which have to be mastered in learning English are listening, speaking, reading, and writing. Reading and listening are called receptive skill. Whereas, writing and speaking are called productive skill. Writing is the primary basis upon which works, learning and intellectuality will be judged such as in college, in the workplace, and in the community. Some experts said that mastery of writing in English is much more important than the mastery of other skill. It does not mean that other skills are not important, but if people are able to write a text in English very well, they will be able to mastery another things over the

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world such as science, technology, and education. So, that is why writing is one of the skills that has to be mastered by the students.

Writing is an important skill that has to be learnt by every language learner, because it can be used as a practice tool in communication especially in written communication. Furthermore, Asif (2013: 1) also adds that writing has utmost value in four language skills. It is important to write grammatically correct language in all types of examinations and communication. Writing not only focuses on the result, but also considers between process and product of writing itself. Some students think that writing seems to be difficult skill for them to be learnt because they must balance many issues such as content, organization, purpose, audience, spelling, and mechanics. So, if they know about rules of writing and characteristic of good writing, they will enjoy in writing activity.

In addition, Hayes (in Weigle, 2002:19) states that writing is an activity that socially and culturally shaped or individually and socially purposeful. The activities must be clear enough for students to be understood such as; defining a topic in writing a paragraph or a text, elaborating the main idea, writing a story, and arranging the words, sentences, or paragraph into a good form. Dujsik (2008: 1) also adds that writing is recognized as a complex socio-cognitive task which requires conscious effort and practice through training or schooling. It means that students in schools have to be learnt about the way of how to product language into written form clearly and well-organized. So that, the ideas or arguments that are delivered can be understood by the readers. According to explanation above, the writing becomes an important skill that must be taught in school, especially for Senior High School students.

Writing is important in teaching learning English. Based on the curriculum 2013, one of the object of teaching English at Senior High School is to develop students' skill in writing. In the core competence at Senior High School, the students are demanded to express the meaning in essay to have a form of report, narrative, hortatory analytical and hortatory exposition in the context of everyday life. Writing becomes a necessary skill that should be acquired by the students especially for Senior High School students. It is because writing has a function as a tool of communication for a long distance and writing is a complex process that shows students' progress in other skill.

Also in curriculum 2013, writing has some indicators that must be followed by students in order to deliver their idea into a good paragraph. The indicators have function as guidelines of the component in writing. The indicator also can measure students' ability in understanding of writing. There are several indicators that have to be known by students in writing. For instance, students' vocabulary, students spelling, students grammar and students punctuation students' ability in delivering and organizing the ideas correctly make students writing easy to understand.

In writing activity, the students have to learn about how to deliver, develop, organize, and communicate their ideas or arguments into written form in order to make the readers understand about their text. For example in writing hortatory exposition, the students should make an interesting idea or information in order to make the readers are persuaded about the text. The writer also must

consider about ideas or information that will be delivered, so that the readers are not confused.

Writing can be said as a process where brain making a large movement to act something. Boardman and Frydenberg (2002:11) describe writing as a continuous process of thinking and organizing, rethinking, and recognizing. In other words, writing is also a mental process that relates the writing process itself with the writer's or student's background knowledge self transformation. Harmer (2004:33) also states that writing can be used as an integral part of an activity where the focus is on something else such as a language practise, acting out, or speaking. In another hand, good teachers always ask their student to write something by thinking, and deliver their own ideas from their mind into a good concept.

Writing is an important skill that must be mastered by students in learning English. It is a process of transferring ideas or information from the writer to the reader in a paper. Abu Rass (2010: 99) says that writing is a difficult skill for native speakers and nonnative speakers alike, because writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization. According to Maxwell and Meiser (2011:113) writing is a complex skill. It is a kind of multidimensional skill which has many different features. Every human will always learn this skill and they will use it in every part of their life. Even it is hard to be learned, this skill will always become a core subject at school.

In writing, the writers share their ideas, feeling, opinions, dreams, thought and everything that comes from their mind. Brown (1994:325) states that written products are often the result of thinking, drafting, and revising procedures that require specialized skills and not every speakers develops it naturally. The result of the writing pedagogy is the focus on how students generate the topic and the ideas in writing, how they use the grammar, and how they arrange the appropriate vocabulary in making a good sentence. When students are able to arrange those words, an amazing ability that must be mastered by the student has already built. Writing became an absolute factor for the students in learning a language.

People write for many reasons. They do it in their daily activity. Halliday (in Nunan, 2000:84) proposes motions that there are three function of written language in daily life. *First*, function as primarily for action such as public signs, for social contact, and personal correspondence. *Second*, function as primarily for information, such as newspaper, current affair magazines, and etc. and the *last* one, function as mainly for entertainment.

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Brown (2010:260) classifies three genres of writing that a second language writer might produce in daily life, within and beyond the requirements of a curriculum. The *first* one is writing for academic writing (papers, essays, journals

and etc.). *Second*, write for job-related writing (memos, report, manuals, schedule, and etc.). *Third*, write for personal writing (shopping list, letters, notes, and etc.).

In classroom performance, Brown (2010:261) also lists several types of writing performance. *First* is imitative. It is a level in which learners are trying master the mechanics of writing. At this stage, form is the primary focus, while context and meaning are secondary concern. *Second*, intensive is a skill in producing appropriate vocabulary within a context, collocations, and idioms, and correct grammatical features up to the length of a sentence. The *third* one is responsive. It requires assessment task which perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. *Last*, It implies successfully management of all the processes and techniques of writing for all purposes, up to length an essay, a term paper, a major research project report, or even a thesis (extensive).

In sum, from those 4 types, the teachers have a big duty to arrange the writing activity in their class and it depends on the ability that the students' have and the stage or level of their understanding and also the teachers' technique in teaching writing on classroom.

In brief, there are many experts' definitions, types, and functions of writing. They define on different side and different theory. However, writing can be said as the process of arranging or combining, words and phrase into meaningful meaning of information and ideas. It is used as a connector from the writer to the reader.

According to *Badan Standar Nasional Pendidikan in Permendikbud No.65 Tahun 2013 (Standar Proses)*, there are three phases for teaching activities: Pre-activities, whilst activities, and post activities.

1. Pre teaching activities

A good teacher has to follow all of these regulations. Firstly, the teaching activities are started from pre- teaching activities. In this phase the teacher's role is to prepare the students physically and mentally in learning process, such as: checking the students' attendance and the students' readiness before begin the learning process. If the students seem not ready to study, the teacher has to motivate the students. after that, the teacher starts to introduce the topic by building students' basic understanding about the topic. The teacher can ask students about things that related with the topic that will be learnt. Then, teacher tells lesson objective to the students.

2. Whilst teaching activities

It is the main learning process which purposes to raise learning basic competence stated. It can activate the students in learning as well as to provide opportunities for the students to be creative and independent learners based on their talent and their self development. According to *Permendikbud No.65 Tahun 2013 (Standar Proses)* there are five stages in whilst activities, those are:

- a) Observation
- b) Question
- c) Exploration
- d) Association
- e) Communicating

3. Post teaching activities

In this phase, the teacher and the students conclude the lesson well individually or cooperatively. There are also activities in which the teacher evaluates the students learning progression. At the end of the lesson, the teacher should convey lesson plan for next meeting in order that the students can prepare themselves at home.

Maxwell and Meiser (2011:114) state that teaching writing is a process. It means that student in every level will need a process to finish his or her writing. That is why the teacher should have preparation in teaching writing to their students. In teaching writing, teachers as the main controller in learning process should be able in manage the classroom. Brown (1994:287) mentions that there are 4 points of characteristics in teaching writing. First, classroom technique should be integrated on students' writing creativity. Then, the task should be integrated on students' writing. Next, feedback is needed for both teachers and students. The progress on students' progress can be monitored. After that, rewriting is also considerable as an important point. And the last, peer correction also should be encompassed. In short, teacher as the main director in the classroom should understand the characteristics that must be considered in teaching writing and learning process to create the instruction of teaching writing effectively.

Ismed (2013:11) states that the teacher should have many ways to make them interested writing for Senior High School Students. Harmer (2011:112) also emphasizes the kind of writing we ask students to do are depends on their age, level, styles, and interest. It means that the students have to write the text on their level. So, that will makes the student does not get hard in learning English.

In teaching process, feedback during the teaching is very needed to improve students' ability. The accurate management for each individual can be given, depends on their demand. Harmer (2007:50) supports that statement by telling the teacher to always try for writing at least brief comment on students work before giving the mark and marking their error and their inaccurate writing. It can help student, especially for the Senior High School's students to see that there is something to build on, they revise their work and try harder in other occasion in the future.

Emig (in Bright, 2007:8) mentions that the good writer will follow several stages in writing. *First* is pre-writing. The writers plan the ideas about what they are going to write. *Second*, the writers make some drafts. *After that*, they are going to revise, reread, and find the best leads for their writing. *Then*, they edit their draft which is focusing on language mechanics. *Last*, they share or publish their final draft.

Ismed (2013: 12) says that teaching writing in Senior High School is a little bit different with another level age of school. Actually, the students need greater teacher, more interesting object in the lesson, and they also need more feedback in every learning activity. More exercise and variety in the lesson strategy will be useful for student's understanding in learning the language.

One of the important elements for the teachers in order to succeed in learning process is a technique. In teaching writing, there is a technique that can be used by the teacher such as TAI (Team-assisted Individualization). TAI is a one of the cooperative learning strategies that is introduced by Slavin (1995). In TAI, students are divided into groups randomly to finish their task that has been prepared by the teacher. Then, the teacher will give some helps to the students individually. Before all of that, the student is taught how to work together in a group. The student is taught how to be a good listener, can give some explanations to their group mates, discussing, and appreciate the others. It will make them have a same task.

B. Discussion

A good teacher must be able to control and manage all of the materials in teaching process. Teacher should also concerns with all of the factors that will influence the process before she or he start to teach, such as; media, teaching materials, exercises, and a lesson plan.

In this procedure the teaching technique that will be used in teaching writing is by using TAI strategy. They are: Pre-teaching activity, whilst-teaching activity, and post-teaching activity.

1. Pre teaching activities

The first stage in teaching and learning process is pre – teaching. According to a lesson plan that has been made before, the teachers have to greet the students to get their attention. After that, the teacher can check the students' attendance. The teacher also checks the classroom readiness such as asking the students to clean up the rubbish in the class or clean up the white board. However, the most important thing here, the teacher has also to review the last lesson if it is related to the lesson on that day. In short, these pre- teaching activities will only need around 5 or 10 minutes from all of the time that class have.

2. Whilst teaching activities

Whilst-teaching is the core of the teaching and learning process because in this part the teacher does some steps in order to explain the topic deeply. They are observation, question, exploration, association, and communicating.

a. Observation

Firstly, the teacher emphasizes the topic that they are going to learn that day (brainstorming), such as showing a picture by using the infocus. The teacher tells everything about those pictures to the students. The teacher asks them to observe the pictures by their experiences. Teacher also may ask several general questions about the text to the students. This section will only need around 5 minutes.

b. Question

After observe the pictures or the text that had shown, Teacher may ask several general questions about the text to the students. The teacher also leads the students to ask some questions about general information of the text.

c. Exploration

In this section, teacher divides students into small groups (consisting of three or four students) in order to discuss the text deeply. In discussion section, teacher can explain more about the language features and the generic structures of the hortatory exposition text from handbooks or modules that have been prepared in preparation phase. Teacher can ask about the purpose, the main idea, the meaning of the text and also the generic structure of the text.

For the example;

- *What is the writers' mean by ...?*
- *What is the purpose of the text?*
- *What are the arguments you can find in the text about ...?, etc.*

The teacher can also start by explaining the generic structure of the text in the each paragraph. At the first paragraph, the writer of text talks about the Thesis or the main issue in the text. The second and the third paragraph are the arguments of the writer. Finally at the last paragraph, the writer gives a recommendation of his or her writing.

After explaining about generic structure, teacher can explain the language features of the text, such as;

- 1) Focus on generic human and non human participants e.g. *He, She, etc.*
- 2) Using simple present tense e.g. *Reading is important..., the importance of reading will make..., etc.*
- 3) Using modals and adverbs e.g. *should.*
- 4) Using conjunction, in this case the writer use enumeration e.g. *first.*

In this stage, the students have to understand all of the aspects of Hortatory Text, like the purpose, the function, and the generic structure.

d. Association

In this section, teacher gives the students a chance to find their own topics. The topic can talk about the latest issues that are familiar for them such as pollution, reading a book, or even smoking. Each groups would have different topics, so each students in each groups can discuss the ideas about their own topic. Before they start their job, the teachers have to explain the students about TAI technique.

Teacher should tell the students that this technique can use to evaluate, revise, and increase their own writing skill by evaluating their friend's writing text. Teacher tells the important points in using the TAI technique. The teacher have a big responsibility to explain the students about team-assisted that can be useful in order to make the text. After the students found the topic and understand how it is work, the students start their writing.

When they are working in a group, teacher will give some helps to the students individually. After the students finish their first draft, they are allowed to give some explanation, correction, or revise their teammates writing like what had been taught before. *First*, the students tell their friends or team mates what the good thing and should not be changed on their text. *Then*, if the students have a thing that they are not understood, they must ask their team mates about it. *Last*,

the students tell their team mates some advice to revise which is good for their writing.

This is one of the advantages of this strategy. In this strategy, the students will have a same chance to get a better score. The students are allowed to rewrite their text if the text has been revised by their teammates.

e. Communicating

The students are assigned to present their writing individually. The students who present their writing may get some feedbacks about their presentation from another students or the teacher. After that, the students collect their hortatory text to the teacher. Using this strategy makes the students get more interest in writing text. This strategy also makes the students understand how to write a hortatory text.

3. Post-Teaching Activity

In this activity, Teacher may checks the students understanding about the lessons by giving the students some questions that relates to the topic they have learned. Teacher can revise all of the students writing generally and ask them to clarify the writing and make over all of their own texts.

Teacher also make a conclusion about the materials by telling the students all of aspects that students need to understand in Hortatory Text, such as; purpose, generic structure, lexico-grammatical, etc. After that, teacher may give students homework before close the lesson.

C. Conclusion

Based on the previous discussion, it can be concluded that in order to help the students to write a hortatory exposition text, the teacher should pay more attention to material, media and technique that will be used in the class. The teacher is expected to be a good teacher in facilitating the learning process. He or she should be able to use some technique that can help students to understand what they are learning.

In this procedure the teaching strategy used in teaching writing is Team-Assisted Individualization (TAI) strategy. TAI is defined as one of the strategy regarding group work which the results will be assessed individually. It also requires students' critical thinking and good interaction among members in group. These stages will be able to do in three stages of teaching activities, Pre- teaching activities, Whilst- teaching activities and Post- teaching activities

TAI is also used to help students to focus to their writing and give feedback to their writing process. The students tend to be motivated and enjoy with the activities in the each teaching procedure. As a result, the students are not bored and can understand the text more easily.

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