

**THE EFFECT OF USING OPINIONNAIRES STRATEGY TOWARD
STUDENTS' WRITING SKILL OF HORTATORY EXPOSITION TEXT
AT SMAN 2 PADANG**

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Abstrak

Tujuan penelitian ini adalah untuk melihat pengaruh penggunaan *Opinionnaires Strategy* terhadap kemampuan siswa dalam menulis *hortatory exposition text* di SMAN 2 Padang. Jenis penelitian ini adalah eksperimen dengan populasinya yaitu kelas XI IPA SMAN 2 Padang tahun pelajaran 2013/2014. Sampel penelitiannya yaitu kelas XI IPA 4 sebagai kelas eksperimen dan kelas XI IPA 5 sebagai kelas kontrol. Instrumen yang digunakan adalah *writing essay test*. Nilai tes dianalisa dengan hasil t-hitung (2.527) lebih besar dari nilai t-tabel (1.67). Sehingga disimpulkan bahwa penggunaan *Opinionnaires Strategy* memberikan dampak yang signifikan terhadap kemampuan menulis siswa.

Key words: *Opinionnaires Strategy*, Writing skill.

A. Introduction

The objective of teaching English for senior high school students in Indonesia is to enable students to communicate and to construct the written text (KTSP, 2006). Junior high school students are asked to write in the form of short and simple essay. On the other hand, senior high school students are required to write a longer and more complex essay. For example, in the senior high school's curriculum, the eleventh grade students are demanded to write some monolog texts such as report, analytical exposition, spoof, narrative, and hortatory exposition text.

However, the ability in expressing ideas into written form of IX grade students in SMAN 2 Padang was still low. This assumption was based on preliminary study that was conducted on January 2014 in SMAN 2 Padang, where was easily accessed by researcher. This preliminary study was done by: interviewing two English teachers; interviewing some eleventh grade students; collecting and analyzing 28 papers of students' hortatory exposition writing which were written last year by eleventh grade students of SMA Negeri 2 Padang. IX IPA 4 was chosen randomly in order to take their writings as a preliminary data.

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Surprisingly, some problems in writing were found such as lack of ideas, grammatical problems, inappropriate use of vocabulary and inappropriate teaching strategy. However, this research mainly concerned to students' lack of ideas and inability to organize their ideas in writing.

Thus, in order to teach and to build students' understanding of writing, teachers need a strategy. In this research, *Opinionnaires* as a strategy was tried to solve students' problems in generating and organizing ideas especially in writing argumentative text. Smagorinsky, McCann, and Kern (1987: 5) define an *Opinionnaires*, which consists of some debatable statements, is a strategy for eliciting students' attitudes about a topic. For gathering ideas of difficult issue, students can use this strategy as an initial means. Hence, *Opinionnaires Strategy* is considered better in helping students to generate and to organize their ideas in writing than conventional strategy in SMAN 2 Padang do.

Related to writing, many experts propose the concept of writing in different ways, but the ideas refer to the same concept. Murcia, Celce and Olshtain (2000: 142) define writing as a text resulted from producing written word that must be understood by readers for achieving communication goal. Moreover, Nunan (2003: 92) explains that writing consists of a physical activity that requires a lot of practice. Additionally, Lee and Vanpatten (2007: 244-246) also generally think of writing as an act of communication; that is, it involves the expression, interpretation, and negotiation of meaning, just as speaking does. Besides, Ruetten (2012: 20-25) discusses about three main stages of writing processes: *prewriting, drafting, revising and editing*. In brief, writing is a written communication without face-to-face interaction between writers and readers so that it requires well-organized, comprehensible, and clear sentences, which is composed in several stages: planning, drafting, revising, and editing. Furthermore, mastering writing skill requires a lot of practice in each writing processes.

There are two kinds of exposition text, analytical and hortatory. Gerot and Wignell (1994: 210) state that hortatory exposition has various names including argument and persuasion. Knapp and Watkins (2005: 187) discuss that the genre of arguing is an important and influential language process, necessary for dealing with many aspects of school knowledge and effective social participation. Moreover, Reid (2000: 172) found that in academic writing assignments, argument is often a part of a larger assignment. The writers may be asked to (a) *summarize* an article about an issue, give an opinion about an issue, and support that opinion (i.e., *persuade*), (b) *investigate* an idea, *analyze* that idea, and provide *persuasive* evidence that support the analysis, or (c) *explain* a problem, *describe* solution(s) to a problem, select a solution is best (i.e., *persuade*). In brief, hortatory exposition text is closely related to persuading, giving argument critically, and reasoning activities in the written form. That is, the writers try to persuade readers to think or to act something as the way of writers do.

In addition, Gerot and Wignell (1994: 209) mention that the social function of hortatory exposition is to persuade the readers or listeners that something should or should not be the case. They also identify that hortatory exposition consists of three elements: *Thesis*, announcement of concerned issue; *Argument*, reasons for

concern, leading to recommendation; *Recommendation*, statement of what ought or ought not to happen.

Knapp and Watkins (2005:188) state that the purpose of teaching argumentative text to students is to help students in expressing their opinions and in giving reasons for a particular point of view. Besides, argumentative text for instance a hortatory exposition text is a compulsory text taught at the Senior High School (*Kurikulum Tingkat Satuan Pendidikan Tahun, 2006*). The learners are demanded to write a paragraph related to the topic, and how to organize sentence by sentence in constructing an understandable text. Furthermore, it is mentioned 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 acceptably in daily context in form of hortatory exposition text (*Depdiknas, 2006*). In other words, the aim of teaching writing a hortatory exposition text is to build students' understanding of the genre and be able to construct an acceptable text.

Smagorinsky, McCann, and Kern (1987: 5) define an *Opinionnaires* is a strategy for eliciting students' attitudes about a topic. Moreover, White and Johnson (2001: 120) discovered that *Opinionnaires* is a highly useful strategy in promoting deep and meaningful understandings of content area topics by building interest in and motivating to learn more about particular topics. In simpler words, *Opinionnaires Strategy* is used for eliciting students' attitudes or responses, motivating students' learning and providing understanding about certain issue or topic.

Some advantages in applying *Opinionnaires Strategy* are already reported. White and Johnson (2001: 120) discuss that *Opinionnaires* can help students to expand their understanding of words and concepts that are necessary to construct a text. In addition, Hedge in her book titled *Writing* mentions that *Opinionnaires*, especially if planned with controversial statements for discussion, can be effective devices for motivating writers and providing students with content for individual writing (2005: 73). Another view comes from Brozo (2008:7). He shows that *Opinionnaires Strategy* promotes self-examination, values students' points of view, and provides a vehicle for influencing others with their ideas. As a result, *Opinionnaires Strategy* can be used as an initial means by students for gathering ideas of difficult issue from their own and other students in order to construct a hortatory exposition text.

There are several considerations in creating *Opinionnaires* format. White and Johnson (2001: 121) say that *Opinionnaires* should be focused on key concepts in the upcoming text, and the items should be arranged to stimulate thoughtful disagreement and discussion. In addition, Brozo (2008: 7) reports that *Opinionnaires* is developed by generating statements about a topic that forces students to take positions and defends them. Furthermore, Fisher, Frey, and Lapp (2012: 28) identify that a series of statements should be derived from provocative or controversial issues. Moreover, it is allowed to provide space for students to give a reason for their opinion.

There are some procedures in teaching hortatory text by using *Opinionnaires Strategy*. In preparation step, Hedge (2005: 74) says that teachers will need to prepare copies of *Opinionnaires* so that students can use them to question each other. The procedures of applying this strategy can be explained as below. (1) Teachers warm up to the topic by selecting some statements and by asking students what they suggest and what their own opinions are. (2) Teachers distribute the *Opinionnaires* and ask students to look at them individually and tick 'agree' or 'disagree'. (3) Students are asked to work in pairs; they should exchange opinions and tick their partner's agreement or disagreement in the provided column. An optional step is by conducting a short class discussion and by eliciting opinions in order to develop meaningful vocabulary on the board. (4) Students are asked to continue working in pairs and to think of statements they could add to the *Opinionnaires*. By exploring ideas with partner, students will get new insides that could strengthen their previous ideas. Students are given a few minutes to brainstorm on this. They start to write their own text based on the previous *Opinionnaires* activities.

Based on the explanation above, the purpose of this research is to find out whether teaching writing a hortatory exposition text to senior high school students by using *Opinionnaires Strategy* gives significant result toward student's writing skill or not. This research applied in the second grade students who learn hortatory exposition text at January-June semester academic year 2013/2014.

B. The Research Method

The design of this research was an experimental research because it tested the effect of *Opinionnaires Strategy* toward students' writing skill of hortatory exposition text. The design of this research was Posttest-Only Design because of several reasons. First, because this research only tried to find out whether there was a significant effect of using *Opinionnaires Strategy* toward experimental group's writing skill of hortatory exposition text or not after the treatment given, and the posttest score then compared with the control group in order to see the effect. In other words, this research did not concern about the improvement process or the changes progress before and after the treatment between experimental and control group. Second, these two groups were assumed to have same level because there was no specialization in delivering students in classroom. Third, both of groups were assumed that they did not have any experiences in learning writing by using the *Opinionnaires Strategy*.

The population of this research was the natural science students of grade XI in SMAN 2 Padang registered in 2013/2014 academic year. The samples were chosen by using Cluster Random Sampling where XI IPA 4 was an experimental class with 30 students and XI IPA 5 was a control class with 29 students.

In order to collect the data, this study used a written test of hortatory exposition text as instrument for this research. The students were given several topics related to some debatable issues. After that, the teacher randomly selected a topic that was going to be written in a hortatory exposition text by students. In the experimental group, the students argued about the topic in an *Opinionnaires*

activity around 20 minutes before coming to writing section. The topic was followed by the situation that helped students to figure out their position as writers and the target readers. The students were given 90 minutes to finish their essay; equal with one meeting in learning process (2x45 minutes).

The researcher used *content validity* to measure validity and *inter-rater reliability* to measure the reliability of the test. The procedure of this research, the experimental class was taught by using *Opinionnaires Strategy*. Meanwhile, control class was taught by using conventional treatment.

C. Discussions

The recapitulation of the students' posttest scores in the experimental and control class.

Table 1. Recapitulation of the Students' Posttest Scores in Both Experimental and Control class

	Experimental class	Control class
Number of students	28	26
Mean	72.94	70.13
Standard Deviation	4.65	3.36
Variance	21.69	11.32
Max	82.83	79.16
Min	61.66	62.16
Sum	2024.4	1823
	$t_{observed} = 1.67$	
	$t_{table} = 2.527$	

The result of t-test shows that the value of $t_{observed}$ is 1, 67 while the criteria value of t_{table} at degree of freedom 52 and the level of significance 0, 05 is 2,527. In conclusion, the value of $t_{observed}$ is bigger than the value of t_{table} . Hence, the hypothesis that *Opinionnaires Strategy* gives a significant effect toward students' writing skill of hortatory exposition text is accepted.

The research finding is suitable with the theories derived from a number of experts about *Opinionnaires Strategy*. For instance, White and Johnson (2001: 120) report that *Opinionnaires* can help students to expand their understanding of words and concepts that are necessary to construct a text. This theory is also supported with this research finding that exchanging ideas in a small group and participating in a class discussion help students who did not understand well about the topic in writing hortatory exposition text. Furthermore, *Opinionnaires* that consists of some debatable statements familiarize students with the formulation of words, vocabularies, and certain language features of arguing text for composing a new one with the similar model. Moreover, statements in the *Opinionnaires* that are arranged structurally (thesis, argumentation, and recommendation) also helps

students to organize their ideas in writing. Nevertheless, this strategy could not help much to students' problem in grammar.

Hedge (2005: 73) mentions that *Opinionnaires*, especially if planned with controversial statements for discussion, can be effective devices for motivating writers and providing students with content for individual writing. This theory is also supported by the findings of this study in which students who were taught by using this strategy have higher motivation and better understanding about a topic than those who were not.

The result of these findings also strengthens the theory derived from Brozo (2008:7). He states that *Opinionnaires Strategy* promotes self-examination, values students' points of view, and provides a vehicle for influencing others with their ideas. In this study, it is proven that *Opinionnaires* helps students to incorporate their own ideas and their classmates' ideas. Students can check their own understanding and other students' knowledge about certain issue. Most of students participated actively in a small group and class discussion. They tried to convince others about their argumentation by giving clear reasons and concrete evidences.

In spite of the fact that this experimental research was successfully conducted but there were found several weaknesses. Firstly, *Opinionnaires* activity took around 20 minutes. Therefore, the *Opinionnaires* could not much help students to correct their grammar and other aspects of writing. Secondly, the researcher realizes that *Opinionnaires* format used as teaching materials of this research have a number of weaknesses. In the beginning of treatment, some students did not understand well about the *Opinionnaires Strategy*. They confused how to fulfill *Opinionnaires* format. Moreover, some students also got difficulties in understanding the statements in *Opinionnaires* format. Thirdly, few students in the experimental class did not pay attention to *Opinionnaires Strategy*. Thus, it is suggested for teachers to create more interesting and current topic in constructing *Opinionnaires* format. Moreover, teachers can also combine this strategy with other media such as video, pictures, PowerPoint, etc. so that all students are more eager to participate actively in the *Opinionnaires* activity.

D. Conclusions and Suggestions

Based on the data analysis and findings, it is 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 *Opinionnaires Strategy* gives better effect toward students' writing skill of hortatory exposition text especially in the aspect of ideas and content; organization at eleventh grade of SMAN 2 Padang registered in 2013/2014 academic year.

There are several suggestions to English teachers and the next researchers, as follows: (1) For the next researchers who conduct the research related the use *Opinionnaires Strategy* is expected to conduct the research in the beginning of semester in order to see the significant effect and to achieve the result maximally. (2) It is also expected for the next researchers who apply the *Opinionnaires Strategy* for not only treating in writing a hortatory exposition text but also for another kind of argumentative text, besides conducting this strategy to other skills

such as speaking, listening, and reading. (3) For the teachers or the researchers, it is suggested to communicate the new strategy clearly from the first meeting to the students in order to create effective teaching and learning process. (4) It is important for teachers for having well preparation by arranging understandable statements with interesting and current issue in the *Opinionnaires* format in order to attract all students actively in participating *Opinionnaires* activity. It is also suggested to combine this strategy with other media such as video, PowerPoint, etc. Moreover, teachers should have good time management for each step of teaching and learning writing because *Opinionnaires* activity needs enough time to complete it.

Note: This article is created based on writer thesis with Advisor I Dr. Refnaldi, M.Litt, and Advisor II Fitrawati, S.S., M.Pd.

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