

IMPROVING WRITING HORTATORY EXPOSITION TEXT USING ROUNDTABLE TECHNIQUE AT SMAN 1 BANGOREJO IN THE ACADEMIC YEAR 2018/2019

Riza Yunda Umami

Muhammadiyah University of Jember

rizayunda11@gmail.com

Abstract

The objectives of this study are to investigate whether the roundtable technique gives contribution to improve students' achievement in writing hortatory exposition text and to discover whether difficulties students of SMA Negeri 1 Bangorejo have in applying roundtable technique in writing hortatory exposition text. To achieve the objectives of the study, the researcher conducted an action research. The researcher took class XI IPS 1 at SMAN 1 Bangorejo in the academic year 2018/2019 as the subject of this study. This class consisted 16 females and 14 males students. In conducting this action research, the researcher used four steps: planning, acting, observing, and reflecting. The researcher used writing test, interview the English teacher, and the students questionnaire to gather the data of this study. The result of this study indicated the Roundtable technique can increase 80% or 24 of 30 students in writing hortatory exposition text. There was an increase in subjects who were able to achieve the standard score score (≥ 78) from 40% in the baseline data up to 80% of students in the test in cycle 1 and finally this study stopped in this cycle. From the findings, the researcher concluded that the use of roundtable technique in teaching writing Hortatory Exposition Text was very beneficial for students. It gave significant progress in students' achievement in writing hortatory exposition text.

Key Words: Writing Skill, Hortatory Exposition, Roundtable Technique

Teaching and learning English is not the same as learning any other subjects. It should cover four language skills; namely listening, speaking, reading and writing. According to communicative approach, those skills should not be ignored since they are essential to support the achievement of learning English. So, the four language skills have to be mastered well.

Writing, however, seems to be a difficult skill to be mastered, as it is supported by Paul in Hapsari (2011:2), "writing is generally as the most difficult of the four skills". Writing is a language competency which is used to communicate indirectly, not face with others (Tarigan, 2008:34). Tarigan also states that, writing is a productive and expressive activity. Writing is the form

of thinking, too, which means that writing is the thinking process involving the sharpness of memory and imagination ideas. In the thinking process, students should have an object or illusion to memorize something. Imagination ability is difficult if students do not have ideas in their brain. Those problems discourage students to improve their writing ability such as the ideas, vocabularies and confidence.

Teaching writing in Senior High School level focuses on writing some types of text. Teaching writing is not merely about the product, but it also concerns about the process. In the second semester of the School Based Curriculum (KTSP), a type of texts that should be mastered by the students was Hortatory Exposition. Through this text type, the students learn to give their argument that can influence readers to do actions in accordance with the topic.

Teaching writing Hortatory Exposition text is an attempt to engage students in sharing their ideas about a certain issue. The students need to use their skills of arguing as well as to persuade others to take action through Hortatory Exposition text writing. In this case, the students should develop their ideas in order to strengthen their opinions.

Practically, there were difficulties in writing hortatory exposition text. The difficulties were stated by teacher English of SMAN 1 Bangorejo. First, some of the students had difficulties to start writing because they only translated their thoughts from their native language into English.

Besides, some of the students were lack of grammar and knowledge. Second, they were also lack of vocabulary and the students did not know what they had to write, so they made many mistakes when they wrote. These problems make the students dislike writing and get some difficulties in starting writing and making composition. And the last, they were still confused to start writing hortatory exposition text based on the generic structure of hortatory exposition text; thesis, argument and recommendation.

There are many different techniques in cooperative learning method that can be used by the teacher in teaching and learning process, especially in writing. One of them is roundtable technique. According to Lie (2000), the students are divided into some groups. Each group consists of four-five students. Each person writes one idea for an issue or task and then passes their paper to the person on the right. The paper circulates around the entire group at least once. Each time a person receives the paper, they should write a different task. Then, whole class discussion should follow. Therefore, all of students participate in teaching learning process.

Based on background above, the aims of this study are to investigate whether the roundtable technique gives contribution to improve students' achievement in writing hortatory exposition text and to discover whether difficulties students of SMA Negeri 1 Bangorejo have in applying roundtable technique in writing hortatory exposition text.

In expressing ideas, a writer must explore their thoughts to make readers interested in their writing. That makes the reader understand the message clearly. At the end of the writing process, the author will produce written products. That will be in the form of essays, papers or stories. Carino (1992:103) stated that writing can be taught in two ways; as a thing and as an activity. A product is important because it can communicate the writer's purposes and the messages to the readers clearly. To have a good product of writing, the writer should follow a good process of writing. The writer should have a good plan and a clear purpose to make the readers understand the message.

Hortatory exposition text is one of the factual genres. It means that the text is close with the students' life. It is a text which represents the attempt of the writer to have the addressee do something or act in certain way. Hortatory exposition text 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 (Maureen and Lee, 2002:161). To strengthen the explanation of the text, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, the kind of text can be called as argumentations.

The generic structure of hortatory exposition usually has three components: (1) Thesis, it is a statement or announcement of issue concern. (2)

Arguments, it shows reasons for concern that will lead to recommendation. (3) Recommendation, it includes statement of what should or should not happen or be done based on the given arguments.

Hortatory exposition text also has the language features. There are (1) Focuses on generic human and non human participants, (2) It uses mental processes. It is used to state what the researcher or speaker thinks or feels about something. For example: realize, feel etc, (3) It often needs material processes. It is used to state what happens, e.g. ...has polluted...etc, (4) It usually uses Simple Present Tense and passive voice, (5) Enumeration is sometimes necessary to show the list of given arguments: firstly, secondly, and finally.

Roundtable technique has steps stated by Arra and Antonio (2011:115), the instructor poses a problem with many possible answers. The students write an answer and pass the sheet amongst the group. Finally, the group discusses all possible answers on the sheet. According to Kagan (1990: 21), there are some characteristics of Roundtable Technique. They are:

- 1) Each group consists of 4-6 persons.
- 2) A paper and a pen or pencil for each group.
- 3) Each member of group has to write his or her answer in the paper.

Kagan (2009:6.34) also presents some of the notable advantages of RoundTable structure like assessing prior knowledge, recalling information, creating cooperative art, teambuilding, participation, building vocabulary, and

correcting grammatical and spelling errors.

Method

This research was carried out at SMAN 1 Bangorejo in the academic year of 2018/2019. The subject that was used by the researcher was the eleventh grade of Social Class or XI S 1 of SMA N 1 Bangorejo. There are 30 students, consisting of 14 male students and 16 female students. The subject was taken because the writing hortatory exposition text in that class had to be improved. This research was a classroom action research which conducted to acquire the information in order to solve the problems that faced in particular situation and condition. Classroom Action research is intended to solve the real problem in the class and to improve the quality of teaching learning process by using an action in a certain cycle (Arikunto, 2010). The description of each steps as follows:

1. Planning

The researcher identified the problems in teaching process that will be studied. The researcher used some methods to have the information about these problems, such as by interviewing, observing, field notes, and the others. From those methods, the researcher identified the problems and found the way to solve it. After that, the researcher planned the cycle one into two meetings. The researcher made a lesson plan for every meeting. Then she conducted the teaching learning in class.

2. Acting

The researcher implemented the teaching-learning activities by using round table technique in eleventh grade students to improve the writing hortatory exposition text. The researcher compared the result of using this study in writing learning before.

3. Observing

The researcher observed the students' activities in learning process. The researcher noted the strengths and the weaknesses of the implementation of round table technique. The researcher developed it if give more strengths.

4. Reflecting

The researcher evaluated the process and implementation of using round table technique in writing hortatory exposition text. The researcher noted the strength and the weakness of the technique to the development the leaning next. In this classroom action research, the sources of the data are in the form of numbers and words. The researcher used test and non-test to collect the data. For the test, the researcher used *pre-test* and *post-test* to know the improving of students' skill in writing before and after using round table technique. The researcher gave *pre-test* to know the students' skill in writing before using the technique. Then, the researcher gave *post-test* to know the improvement of students' skill in writing after used the technique. For the data in words, the researcher used non-test in collecting the data.

The researcher used observation, interview, and questionnaire.

In analyzing the data, the researcher used quantitative and qualitative method. For the quantitative the data, the researcher gave *pre-test* to know the students' ability in writing before using round table technique. After the action, the researcher gave *post-test* to know whether using round table technique can improve the students' ability in writing. The result of the test was analyzed using In giving score of writing text, the researcher processed the result of the students' test. The writer gave score for each component of writing as follows :

1. Grammar = the lowest score is 1 and the highest score is 6

Result and Discussion

Based on the activities that the researcher had done before, the researcher concluded that the students had mastered the grammar, generic structure, punctuation, spelling, content, and vocabularies in writing hortatory exposition text. It could be seen that their hortatory exposition text writing was good. They were also intersted in teaching writing process using roundtable technique. They participated very well in the class and voluntarily wrote their result of discussion in front of class on the whiteboard.

In addition, they cooperated to help each other by helping their friends if they did not know the material well. If their teammates wrote in incorrect grammar, the others would correct it. If

Vocabulary = the lowest score is 1 and the highest score is 6

3. Mechanics = the lowest score is 1 and the highest score is 6

4. Organization = the lowest score is 1 and the highest score is 6

Besides used quantitative in analyzing the data, the researcher used qualitative data. The data was in words. Qualitative data analysis is a search for general statements about relationships and underlying themes. Based on the above, it means that to analyze the data, the researcher needs more information about the object which will be analyzed.

one did not know the English word of some words of Indonesia language, the others helped by loooking them up in the dictionary. If the other stucked in finding the other argument, the other friend would also think to find another arguments. So, it would make them build very good relationship between their friends not only in their group discussion but also the whole class. It could be seen that their hortatory exposition text writing was good.

Table 4.2 The Result of Writing Test in Cycle 1

The Data Results	Percentage (%)
The students who got score ≥ 78	80%
The students who got score < 78	20%

The writing test was conducted to measure the students writing hortatory exposition text after implementing the action by using Roundtable Technique. There were four aspects that scored in writing hortatory exposition text, there were grammar, vocabulary, mechanics and organization. The topic was about "Why People should Do Exercise." From the result, it can be seen in above Table 4.2 that the percentage of the students who got score ≥ 78 was 80% and the percentage of the students who got score < 78 was 40%.

Table 4.3 The Students' Writing Result of Pre-Test up to Cycle 1

Percentage of students who got score ≥ 78	Pre-Test	Cycle 1
40%	40%	80%

Based on the above Table 4.3, it showed that there is improvement of the result students' writing from pre-test up to cycle 1. In other words, the improvements from 40% in pre test up to 80% in this cycle while the result of writing test in this cycle already reach the criteria of success was 75%. So, it can be said that implementation of roundtable technique was successful.

Based on observation and treatment in this cycle, the researcher

Conclusion

From the findings, the researcher concluded that the use of roundtable technique in teaching

found the strength and the weakness in the implementation.

The strength in the implementation are:

1. Students were enthusiastic in teaching learning process because the researcher used media such as power point, pictures, and video related to the material. This was also conveyed by teachers and students. The teacher said using the media made more interesting. So, students were interested and paid attention in learning process.
2. The students enjoyed the learning process because they would share their ideas and discussed with each other freely.
3. All students participate in learning process because each students had to give their ideas through writing. Students also participated in the whole class because they had to discuss the results of discussions from each group. Based on the interview conducted on January 10, 2019 with the teacher, she said that the students' participation has increased considerably.
4. The students would cooperate to each other. They always helped their friends if their friends had difficulties in writing the ideas.

writing Hortatory Exposition Text was very beneficial for students. It gave significant progress in students'

achievement in writing hortatory exposition text. Thus, the teacher can use roundtable as another technique to teach students in writing hortatory exposition text. This result hopefully would motivate the teacher to find another teaching technique for writing hortatory exposition text so it would improve students' achievement in writing.

References

- Arikunto, Suharsimi. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
- Arra, C, Antonio, M. (2011). "Students' Preferences for Cooperative Learning Instructional Approaches: Considerations for College Teachers". *Spring Journal* (Online), 21 (1), (http://jre_v21n1_article_8_arra, retrieved on October, 9th 2018).
- Carino, Peter. (1992). *Basic Writing; A first course*. New York: Harper Collins Publisher.
- Kagan, S., & Kagan, M. (2009). *Kagan Cooperative Learning*. San Clemente: Kagan Publishing.
- Lou, Mary. (2005). *Cooperative Language Learning*. Hongkong: Longman Group.
- Mauren, NG and Lee, Christine. (2002). *What's Different About Cooperative Learning? And Its Significance In Social Studies Teaching*. Singapore: Macmillan Company.
- Sinta, Anggi Hapsari. (2011). *The use of Roundtable Technique to Improve Students Achievement in Writing Hortatory Exposition Text(A case Study of Grade XI students of SMA Negeri 1 Batang in The Academic Year 2010/2011)*. Unpublished master's Thesis Universitas Negeri Semarang:Semarang.