

**USING VIDEOS IN TEACHING WRITING HORTATORY EXPOSITION
TEXTS TO SENIOR HIGH SCHOOL STUDENTS**

PAPER

*Submitted as Partial Fulfillment of the Requirements to obtain Strata One (S-1)
Degree at the English Department*



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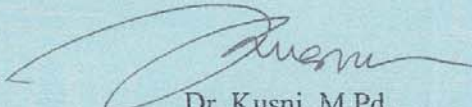
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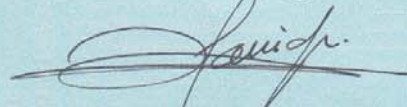
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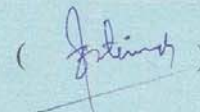
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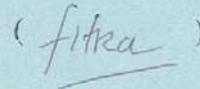
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ABSTRAK

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Teks *Hortatory Exposition* adalah sebuah teks yang bertujuan untuk mempengaruhi dan membujuk pembaca untuk mengikuti pendapat penulis dengan mengemukakan beberapa argumen. Namun pada umumnya, kebanyakan siswa mengalami kesulitan dalam memahami dan menulis teks *Hortatory Exposition* ini. Salah satu penyebabnya adalah siswa sulit untuk mendapatkan dan mengembangkan ide- ide pada sebuah topik untuk dituangkan dalam teks. Dalam mengatasi masalah tersebut, penulis mencoba membahas tentang penggunaan video untuk membantu siswa dalam menulis teks *Hortatory Exposition*. Video yang digunakan adalah video tentang berita terbaru, iklan televisi dan dokumenter. Video diberikan pada tahap pra menulis. Setelah melihat video, siswa memberikan pendapat mereka tentang topik yg dikemukakan dalam video. Kemudian guru membuat teks *Hortatory Exposition* berdasarkan ide- ide dari siswa tentang topik dalam video tersebut. Setelah itu, guru memberikan video dengan topik yang berbeda. Kemudian, siswa berpasangan menulis teks *Hortatory Exposition* berdasarkan video yang diberikan. Setelah selesai menulis guru memeriksa hasil tulisan siswa bersama pasangan lainnya. Diakhir pengajaran, guru menyimpulkan materi. Dengan penggunaan video dan didukung oleh langkah-langkah pengajaran yang tepat diharapkan siswa dapat termotivasi dan dapat tercipta suasana belajar yang menyenangkan. Penulis juga berharap guru dapat menggunakan media ini dalam pengajaran menulis khususnya teks *Hortatory Exposition* berdasarkan prosedur yang telah disediakan.

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The writer

TABLE OF CONTENTS

HALAMAN PERSETUJUAN	i
HALAMAN PENGESAHAN.....	ii
ABSTRAK	iii
ACKNOWLEDGMENTS	iv
TABLE OF CONTENTS.....	v
CHAPTER I. INTRODUCTION	
A. Background of the Problem	1
B. Limitation of the Problem	4
C. Formulation of the Problem	4
D. The Purpose of the Paper	4
CHAPTER II. REVIEW OF THE RELATED LITERATURE	
A. The Nature of Writing	5
B. Teaching Writing at Senior School	6
C. Video in language Teaching	8
D. Hortatory Exposition Text	10
CHAPTER III. IMPLEMENTING VIDEO IN WRITING HORTATORY EXPOSITION TEXT	
A. Teacher's Preparation	13
B. Procedures of Teaching Writing Hortatory Expositions Texts by Using Video	15
1. Pre – Teaching Activities	16
2. Whilst – Teaching Activities	17
3. Post – Teaching Activities	20
C. The Advantages of Using Videos in Writing Hortatory Exposition Texts	20
CHAPTER IV. CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	22
B. Suggestions	23
BIBLIOGRAPHY	
APPENDICES	

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is inseparable from teaching and learning English. Each English program must include writing as one of its syllabus because writing is one of the four language skills that should be taught to students. As one of the four skills, writing is categorized as the productive skills together with speaking. They are called as productive skills because students are required to produces their own ideas which is expressed in written and spoken form. The rest of the skills, listening and reading skills are classified as receptive skills. It means that beside producing their own ideas, the learner receive the idea which is produced by speaker and writer in spoken and written form.

In addition, writing is one of the crucial skills that should be mastered by the students. By writing, the students can express their idea, feeling, thought and experience. In writing, the students can also think critically and logically. They have to arrange their idea or sentence into a good text correctly in order to be understood by the readers. Moreover, the purpose of teaching writing is to enable students to produce a text.

In School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* 2006, teaching learning process at senior high school should be done by using Genre Based Approach. In Genre Based Approach, students should learn about several kinds of texts. They are narrative, report, descriptive, recount, spoof, hortatory exposition, analytical exposition, review, explanation, news item and

discussion text. Each text has its own social function, generic structure and language features. There are twelve kinds of text that should be taught by English teacher in teaching writing at senior high school. One of the texts that should be taught to second grade students is Hortatory Exposition text. Hortatory exposition is a text with a purpose to persuade readers or listeners that something should or should not be the case by giving some argument or opinions. In this text, students learn how to share opinion, ideas or argument in form of written or spoken.

However, based on the writer's experience and observation in teaching practice, the writer found some factors that cause the students face difficulty in writing Hortatory Exposition text. The first problem comes from the student itself. The students get difficulties in developing and arranging ideas or arguments in Hortatory Exposition text. It can be indicated, when the students are given a topic by the teacher then they get problem in developing or elaborating their ideas because they do not have more knowledge to support their idea about that topic. As the result, students spend a long time to think what should be written.

The second problem comes from the teacher. The teacher rarely used media in teaching writing Hortatory Exposition text. Sometimes, the teacher used media such as picture but it was not so interesting to the students. It made the students have lack of motivation to write the text. They just stopped writing after they got stuck in writing because the teacher could not attract the students' attention and helped them in getting and developing their ideas in writing. As the result, the writing class ends up with nothing and boring.

Because of the conditions above, the teacher has to be able to anticipate those problems in order to help the students in teaching writing, especially in writing a Hortatory Exposition text. The teacher is expected to be more active in facilitating their students with interesting media and giving variation in teaching process. By using media, teacher can help the students in getting and developing ideas easily. Media are chosen because in writing hortatory exposition text, the students are asked to develop their arguments or ideas. In developing ideas, the students need a kind of media that can give them inspiration or description about the topic. Actually, there are several media that can be used by the teacher to solve those problems. For example, teaching writing by using a picture, newspaper article, brochures, video, etc.

Dealing those problems, the writer is interested in discussing one of teaching media to overcome those problems. One of the alternatives that can be taken is by using video as media in writing. By watching video, the students can get ideas and develop their argument easily. The students can understand about the topic that will be discussed directly. The videos that can be used in teaching writing hortatory exposition text are news program, commercial program or documentaries. Besides, video is used to stimulate and motivate students in writing Hortatory Exposition text because it is one of the interesting media that provide content, sound and picture. In addition, it can catch student attention in order to focus on writing.

B. Limitation of the Problem

There are several media that can be used by the teacher to help the students in writing Hortatory Exposition text. This paper is limited on the use of videos as media to teach students in writing Hortatory Exposition text. This media can help the student in developing ideas or argument.

C. Formulation of the Problem

Formulation of the problem in this paper is formulated as follow: “How can the teacher use videos to teach senior high school students in writing Hortatory Exposition text?”

D. The Purpose of Writing the Paper

This paper is expected to give some contribution to English teacher the way of teaching writing hortatory exposition text by using video. It is hoped that students will give more attention to the subject and able to develop their ideas in writing class.