

**IMPROVING SENIOR HIGH SCHOOL STUDENTS ABILITY
TO WRITE HORTATORY EXPOSITION TEXT THROUGH
GUIDED WRITING PROCEDURES**

PAPER

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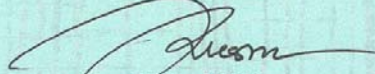
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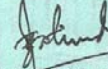
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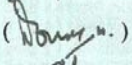

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ABSTRACT

Sari, Ayu Dwi Puspita. 2010. Improving Senior High School Students Ability to Write Hortatory Text Through Guided Writing Procedures

Dosen Pembimbing : Sitti Fatimah, S.S., M.Ed.

Makalah ini membahas tentang prosedur pengajaran menulis melalui langkah-langkah atau panduan "guided writing" dalam menulis untuk meningkatkan kemampuan siswa. Diharapkan dengan mengikuti panduan-panduan dalam menulis ini siswa dapat menuangkan pikirannya kedalam bentuk tulisan dan membuat mereka tertarik dengan kegiatan menulis dalam proses belajar mengajar. Jenis text yang ingin penulis paparkan adalah Hortatory Exposition text. Hortatory Exposition text adalah jenis text yang memberikan beberapa pernyataan atau pendapat pada sesuatu yang harus atau tidak harus dilakukan menurut pendapat penulis. Ini bertujuan untuk membujuk pembaca atau pendengar dengan memberikan pernyataan pendukung.

Salah satu strategi yang digunakan dalam menerangkan Hortatory Exposition text ini adalah melalui "guided writing" atau langkah-langkah memandu siswa dalam kegiatan menulis. Dalam kegiatan ini, guru terlebih dahulu menjelaskan materi yang akan dipelajari, kemudian guru memodelkan langkah-langkah dalam menulis hortatory exposition text. Setelah itu, guru memberikan sebuah topik kepada siswa dan menyuruh siswa bekerja bebas dengan mengikuti langkah-langkah yang telah diberikan oleh guru. Kemudian guru menyuruh satu pasangan untuk menulis pekerjaan mereka dipapan tulis. Setelah itu, guru dan pasangan lain memberikan komentar atau saran. Setelah menerima komentar atau saran, siswa mencoba untuk mengoreksi pekerjaan yang telah mereka buat. Kemudian guru memberikan kesimpulan tentang materi kepada siswa.

Melalui penerapan strategi "guided writing" penulis berharap dapat memotivasi siswa untuk lebih aktif dan membantu siswa dalam menuangkan ide kedalam tulisan. Penulis juga berharap guru biasa menggunakan model pembelajaran ini dalam pengajaran menulis khususnya teks hortatory berdasarkan prosedur yang telah disediakan.

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CHAPTER I

INTRODUCTION

A. Background of the problem

Writing is one of the language skills that should be mastered by English language learners because it is used to communicate indirectly. Writing is categorized as the productive skills together with speaking. They are called as productive skills because students are required to produce 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.

Based on the writer experience the result of the teaching writing to senior high school students is not satisfying yet. It can be said that SMU graduates do not have good commend in English, even though they have studied for six years when they graduate from school. There are some reasons that make the condition above happen. It could be caused by the lack of practice that means the students are not much involved in the writing activities. Abu (2006) says that writing is a difficult skill for native and non native speaker since writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics such as capitalization. Writing is difficult especially for nonnative speaker since they are expected to create written products that demonstrate mastery of all the above elements in a new language. Then, students have low motivation in writing. When the teacher asks them to do writing activity,

only a few of them participate in it. In general, students assume it as a complicated and difficult language skill to learn, particularly for Indonesian students whose mother tongue is not the same or extremely different from English. In addition, writing has been taught for many years as a product rather than a process. Therefore, teacher emphasizes grammar and punctuation rather than decision about the content and the organization of ideas. This is supported by Brown (1994) who states that generally teachers focus on what a final piece of writing will look like and measure it against criteria of vocabulary use, grammatical use and mechanical consideration such as spelling and punctuation as well as content and organization.

Thus, the teacher should be creative to balance all of elements of writing and find good strategies in order to make students able to understand to write a good text. For example, the teacher uses an interesting media with their audio, visual and textual characteristic. By using media, it can attract student's attention to focus on the subject. Beside, the teacher should explain the rule and elements of writing briefly. The teacher tries to make the strategy become simple and understandable for the students, especially in writing a text.

Related to the text which students need to produce at senior high school level, there are twelve kinds of text that the current English Language Curriculum (School Based Curriculum). They are procedure, recount, spoof, narrative, descriptive, news item, report, discussion, explanation, anecdote, review, hortatory exposition and analytical exposition. Among these twelve genres, hortatory exposition text is one of difficult texts that students cannot produce easily. Many difficulties that students face when they are start writing this text.

The first problem faced by senior high school students in writing hortatory exposition is finding out interesting ideas and sharing their opinion in writing. It caused by the students have lack of reading. Thus, it is not easy for them to share and develop their idea or opinion. They usually depend on their teacher and text book. Beside, students also spend a long time to think what topic that should be written. Then, exposing students to choice of words, correct tenses and text organization in less contextual environment has brought about the students' failure to improve their writing ability.

The other problem faced by senior high school students in writing a hortatory text is they have lack of vocabulary. Without having enough vocabulary the students cannot give some argument or opinion clearly to be a good hortatory text. As we know that, one of the language features of hortatory text is using action verb to give arguments or opinions. But, on the other hand, students' vocabulary is limited, as a result they cannot write a hortatory text well.

Based on the problem above, the teacher should develop good strategies in order to make students able to write and interested in writing hortatory. In this paper, the writer proposes the use guided writing procedures to improve senior high school students' ability to write hortatory text. Guided writing is the activity or the exercise of the students in writing is guided by the teacher. It may give the students clear models to follow, and they will write something that look like the original.

B. Limitation of the Problem

There are several techniques can be used by the teacher to help students in writing. The writer focused on senior high school students because they still got difficulties in writing skill. In this paper, the writer use guided writing procedures to motivate students make a good writing.

C. Formulation of the Problem

The problem discussed in this paper is formulated in the following question: “How do the teachers improve the students in writing hortatory text through guided writing procedures at Senior High School?”

D. Purpose of the Paper

This paper is expected to provide the information for English teacher in developing senior high school students’ ability in writing a hortatory exposition text through guided writing procedures.